



Wallington

County Grammar School

ENGLISH

Subject: English	Head of Department: Ms C. Coe
Exam board: In English, Year 9 is an enrichment year that develops the skills required for GCSE. English Language (OCR) and English Literature (Edexcel) GCSEs are taken at the end of Year 11. Students will also complete a Victorian Literature Workshop fortnightly.	
Programme of Study: Shakespeare: (<i>Romeo and Juliet</i>) Contemporary American Fiction (<i>The Hate U Give</i>) Poetry from Different Voices Modern Drama (<i>An Inspector Calls</i>) (GCSE set text) Short Stories GCSE Speaking and Listening Reading: <i>Macbeth</i> (GCSE set text)	
Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction. We recommend your student begins by finding non-fiction they are interested in, e.g. the Guardian's football section on their website, games journalism. Reading and developing vocabulary acquisition will be important for all subjects, not just English.	
Additional subject support available: Check the WCGS Learning Drive on Google. Students are also advised to reread texts studied in class, as this will help with knowledge retention and understanding of whole texts.	

MATHEMATICS

Subject Maths	Head of Department Miss G. Bird	
Exam board and Website - Pearson (Edexcel) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html		
Qualification	Exams	Notes
GCSE Mathematics (9-1)	3 papers of 1½ hrs each, one non-calculator, two calculator May/June 2024 (end of Year 11)	All students sit the Higher Level papers. Some students from set 1 may be entered at the end of Year 10, depending on the results of a series of mock exams held during Year 10.

Programme of Study

In addition to the syllabus for the GCSE exam, students are taught a number of enrichment and extension topics. Students in sets 1-4 will also study for an additional, harder qualification(s) to be taken in Year 11.

Course text book

Students are not issued with a course textbook as class resources come from a variety of sources. However, this is the book kept in the classroom and most frequently used:

Collins GCSE Maths - Edexcel GCSE Maths Higher Student Book [Fourth edition] ISBN: 978-0-00-811381-0 ([Amazon link](#) for Textbook)

Students may be issued with a Homework book:

Collins GCSE Maths - Edexcel GCSE Maths Higher Practice Book: Use and apply standard techniques [Fourth edition] ISBN: 978-0-00-811387-2 ([Amazon link for homework practice book](#))

Recommended additional reading materials

- Use of the website <https://www.mymaths.co.uk/>
- Mathswatch DVD, which has video clips on the majority of topics on the syllabus together with practice questions which have clips going through the solutions and a large number of worksheets is available via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your DVD. When out of stock the link disappears but will reappear when new stock comes in.
- CGP Revision guides and Workbooks with answers for the Edexcel GCSE are available from school via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your book(s). When out of stock the link disappears but will reappear when new stock comes in.
- Nrich <http://Nrich.maths.org> has problems, usually of an investigative nature, targeted at different age groups on themes that change monthly. Students can submit their solutions. Stages 3 or 4 would be appropriate for students in Year 9.
- The following has information about how maths is used in the workplace and many articles about maths in the real world [Mathscareers](#)
- The following is an online magazine, again with many articles relating Maths to the real world. It is aimed primarily at older students [Plus Magazine](#) but the majority of articles are accessible to Year 9 students.

Additional subject support available

All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher. They may also ask a Sixth Former to help them.

Further information on retakes

Students taking the GCSE in Year 10 (or earlier) who don't achieve a grade 9 will be able to retake it in Year 11. Parents will be expected to pay for this second entry.

Additional information

- Students MUST have their own scientific calculator - Casio fx-991EX ClassWiz is STRONGLY recommended and is available from school via [Parentpay](#). Please ensure it is named. This has many features in addition to those on the more basic calculator and is well worth the extra investment for the upgrade.
- Students MUST also have a protractor and compasses, in addition to a 30cm ruler, pencil, black, red and purple pens etc... AND remember to bring them to lessons and exams.

- Currently all students in sets 1-4 will go on to study the [AQA Level 2 Certificate](#) in Further Maths in addition to the main GCSE, and students in sets 1 and 2 will also study [OCR FSMQ Additional Maths](#). Work on these will normally take place during Year 10 and Year 11.
- A-Level Mathematics is accessible to all students who gain a grade 7 or above in their GCSE Mathematics regardless of which set they are in.
- To study A-Level Further Mathematics at WCGS students will need to gain a grade 8 or above in their GCSE and a high grade in an extension exam such as the AQA Further Maths or Additional Maths.

FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL http://qualifications.pearson.com/en/qualifications/edexcel-gcse/modern-languages-2016.html	
There are no external examinations taken in Year 9 but students undertake regular GCSE preparation and practice. All internal examinations will take place in the Summer Term.	
TOPIC OUTLINES: Theme: Identity and culture Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television	
Course textbook <u>Studio Edexcel GCSE French</u> (higher) written by Clive Bell, Anneli McLachlan; Gill Ramage. Each student has access to a copy of the <i>Studio</i> textbook in class and is required to purchase a grammar and translation workbook (<i>Studio</i>) for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points. The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture-based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching in our school. Pupils in Year 9 and 10 will complete exam style tasks at the end of each unit of study to provide them with practice opportunities before their official assessments in Year 11.	

SPANISH

Subject Spanish	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL http://qualifications.pearson.com/en/qualifications/edexcel-gcse/modern-languages-2016.html	
<p>There are no external examinations taken in Year 9 but students undertake regular GCSE preparation and practice. All internal examinations will take place in the Summer Term.</p> <p>TOPIC OUTLINES</p> <p>Theme: Local area, holiday and travel Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; Town, region and country: weather</p> <p>Theme: School What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips, events and exchanges</p> <p>Theme: Identity and culture Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; socialising with friends and family Daily life: social media and technology (use of, advantages and disadvantages) Cultural life: reading</p>	
<p>Course textbook <u>Viva Edexcel GCSE Spanish (higher)</u> written by Rachel Hawkes and Christopher Lillington.</p> <p>Each student has access to a copy of the <i>Viva</i> textbook in class and is required to purchase a grammar and translation workbook (<i>Viva</i>) for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points.</p> <p>The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture-based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching in our school.</p> <p>Pupils in Year 9 and 10 will complete exam style tasks at the end of each unit of study to provide them with practice opportunities before their official assessments in Year 11.</p>	

Subject	Subject Leader
History	Dr K. Meek
In History students will be working towards the Edexcel Qualification: Level 1/2 GCSE (9-1). We begin with an enrichment or 'taster course' then move on to the examined subjects after Christmas	
There will be no external examinations in Year 9. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on Anglo-Saxon and Norman England.	
Topics studied: Taster Course: Germany 1918-33 (until Christmas) Topics include: <ul style="list-style-type: none"> • Germany after WWI. • Hitler's rise to Power, 1919-33 • Nazi control and dictatorship, 1933-39 • Life in Nazi Germany, 1933-39 (time permitting) We then move on to Option B1: Anglo- Saxon England and Norman England, C.1060-88. Topics include: <ul style="list-style-type: none"> • Anglo-Saxon England and the Norman Conquest, 1060-66 • William I in power: Securing the Kingdom • Norman England 	
There will be no external examinations in Year 9. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on Anglo-Saxon and Norman England. Students will be assessed regularly throughout the year with assessments matching, as closely as possible, the format of actual exams.	
Textbook: Edexcel GCSE (9-1) History Anglo-Saxon and Norman England, c1060-1088 Student Book (EDEXCEL GCSE HISTORY (9-1)). ISBN: 9781292127231 Students will be issued with a copy of this textbook. This needs to be returned in good condition at the end of the course. Students are strongly encouraged to purchase their own copy to assist with revision.	

GEOGRAPHY

Subject	Subject Leader
Geography	Mrs N Evans
Year 9 Geographers are currently studying towards the Edexcel GCSE (9-1) Geography A (2016) .	
In Year 9 students will study The Changing landscapes of the UK, Ecosystems, biodiversity and management and Resource management.	
Link to specification http://qualifications.pearson.com/en/qualifications/edexcel-gcse/geography-a-2016.html	
Recommended textbook GCSE (9-1) Geography specification A: Geographical Themes and Challenges (Edexcel Geography GCSE Specification A 2016) by Rob Clemens Published by Pearson	
Examination consists of 3 components:	

Component 1: The Physical Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)

Topic 1- The changing landscapes of the UK – River landscapes and processes and Coastal landscapes and processes.

Topic 2 – Weather hazards and climate change.

Topic 3 – Ecosystems, biodiversity and management.

Component 2: The Human Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)

Topic 4 -Changing cities

Topic 5 - Global development

Topic 6 - Resource management – Water resource management.

Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25% of the qualification: written examination 1.5 hours, 64 marks)

Topic 7- Geographical investigations- fieldwork

Topic 8 – Geographical investigations – UK challenges.

The course will include one day of physical geography fieldwork and one day of human geography fieldwork.

SCIENCE

GCSE Physics

Subject	Subject Leader
Physics	Mr J. Croft
Students study the new Edexcel Physics GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. This year students will develop their understanding of forces, motion and waves. Throughout this year students will develop their practical and analytical skills through conducting key experiments.	
Key subject aims: <ul style="list-style-type: none">To give pupils a secure understanding of the fundamental concepts in Physics.To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations.To foster an appreciation of the practical nature of Physics, and develop experimental and investigative skills based on correct and safe laboratory techniquesTo develop an appreciation of the importance of accurate experimental work and reporting to scientific methodTo enable students to form hypotheses and design experiments to test them.To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.Provides a sound foundation for progression to and A-level Physics, and other comparable post-16 qualifications	

Assessment

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

Topic 1 – Key concepts of physics

Topic 2 – Motion and forces

Topic 3 – Conservation of energy

Topic 4 – Waves

Topic 5 – Light and the electromagnetic spectrum

Topic 6 – Radioactivity

Topic 7 – Astronomy

Paper 2 (100 marks)

Topic 1 – Key concepts of physics

Topic 8 – Energy - Forces doing work

Topic 9 – Forces and their effects

Topic 10 – Electricity and circuits

Topic 11 – Static electricity

Topic 12 – Magnetism and the motor effect

Topic 13 – Electromagnetic induction

Topic 14 – Particle model

Topic 15 – Forces and matter

GCSE Biology

Subject Biology	Subject Leader Mr S. Smith
Students study the new Edexcel Biology GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. Our GCSE in Biology will give students a knowledge and understanding of biological facts, concepts and principles, while developing experimental skills. Students will also learn to form hypotheses and design experiments to test them.	
Key subject aims: To give students a knowledge and understanding of biological facts, concepts and principles To develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations To develop an appreciation of the importance of accurate experimental work in scientific method and reporting To enable students to form hypotheses and design experiments to test them	

To sustain and develop an enjoyment of, and interest in, the study of living organisms
 To enable students to evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

In Year 9:

The students study Topic 1 – Key concepts in biology, Topic 2 – Cells and control, and Topic 5 – Health, disease and the development of medicines

Assessment:

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, Disease and the development of medicines

Paper 2 (100 marks)

- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their function
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

GCSE Chemistry

Subject	Subject Leader
Chemistry	Mr D. Cole
Students study Edexcel Chemistry GCSE 9-1. We aim to develop an understanding of the unifying patterns and themes of chemistry, as well as experimental and investigative skills based on correct and safe laboratory techniques. Students will gain an appreciation of scientific methods and learn to form hypotheses and design experiments to test them.	
Key subject aims: <ul style="list-style-type: none"> • To develop students' understanding of the unifying patterns and themes in chemistry • To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques • To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting • To develop students' ability to form hypotheses and design experiments to test them • To develop a logical approach to problem-solving in a wider context • To develop an understanding of the widespread importance of chemistry and the way materials are used in the world • To show how the work of the chemist has social, industrial, technological, environmental and 	

economic consequences for the community

- To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

Assessment

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Paper 2 (100 marks)

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

RELIGIOUS STUDIES

Subject	Subject Leader
Religious Studies	Mr A. Philippou
Specification	
Edexcel GCSE RS B, Area Of Study 2 (Buddhism) and 3 (Christianity)	
Students have already completed one of the 8 GCSE topics (Buddhist Beliefs) at the end of Y8. This year, students will study 4 more topics. The topics for this year are Christian Beliefs, Crime and Punishment (From a Buddhist perspective), Philosophy of Religion (from a Christian perspective) and Peace and Conflict (from a Buddhist perspective).	
In lessons we will be using 'Religion, Philosophy and Social Justice' by Gordon Reid & Sarah K Tyler, published by Oxford University Press. This covers everything they need to know for Area of study 3. Please buy your son a copy if you want them to be able to use it for HW or revision.	
There is no textbook or revision guide dedicated to Buddhism for the Edexcel specification, so we will provide revision notes that we have written that cover the specified material. If you want more depth, the AQA textbook for 'Religious Studies A: Buddhism' covers all the same topics (just with slightly different structures to their exam questions and guidance). Another good introduction to Buddhist belief and practice is 'Buddhism: A New Approach' (Second Edition) by Steve Clarke.	
The qualification is 100% examination based, so students will regularly practice the different types of examination question both within lessons and for homework.	

CIVILISATIONS

Subject Civilisations	Subject Leader Ms Z Boland
<p>This year, all students in year 9 will have a fortnightly lesson on world civilisation and culture. The idea is to address key movements and moments in world culture, with an emphasis on understanding key cultural artefacts and sources of various types, and making links through time. Ideally, students will be exposed to new areas of interest and develop evaluative skills that will serve them well in all humanities subjects.</p> <p>Topics studied include: Mesopotamia and the first cities, Democratic Athens, Jerusalem, the rise of the Roman Empire, the Islamic Golden Age, China and the Tang dynasty, Medieval Europe, Mali and the west African kingdoms, the Renaissance, cultures of the Americas, Japan and the Tokugawa Shogunate, the Enlightenment, Britain in the 19th century, 20th century America, and post-colonialism.</p> <p>*Students will have access to sources online via google classroom and in hard copy for classroom use.</p>	

CLASSICAL CIVILISATION

Subject Classics	Subject Leader Ms Z Boland
Specification:	OCR Classical Civilisation
<p>In the Christmas Term students will be given an introduction to Greek and Roman History in preparation for their GCSE studies. In the Spring Term students will begin their GCSE course by studying Myth and Religion in the Classical world, this unit covers;</p> <p>The Gods, The Universal Hero: Heracles/Hercules, Religion and the City, Myth and the City, Festivals, Myths as a symbol of power, death and burial, and Journeying to the Underworld.</p> <p>There are no external assessments. However, all students will sit GCSE style assessments throughout the year culminating in a GCSE style End of Year examination in the summer.</p> <p>*Students will be given a copy of the relevant textbook by Ms Boland.</p>	

LATIN

Subject Latin	Subject Leader Ms Z. Boland
Specification:	OCR GCSE Latin
<p>In year 9, students will make a start on book 2 (chapters 7 onwards). They will become secure in key concepts of the Latin language and gain an understanding of Roman heroism and epic poetry through reading the stories of Aeneas and early Rome.</p> <p>Verbs: modal verbs, pluperfect tense, future tense, irregular verbs. Nouns: third declension, personal/relative/possessive/reflexive pronouns. Other: forming adverbs, relative clauses, conjunctions, prefixes and compounds, time expressions.</p>	

Textbooks Latin to GCSE 1 and 2 (copies provided by Ms Boland)

ECONOMICS

Subject: Economics		Subject Leader Mr J. Dicker
Exam board: AQA		
Website: https://www.aqa.org.uk/subjects/economics/gcse/economics-8136		
Unit	Exam	Content (optional)
Paper 1 (50%)	How Markets Work	Microeconomics - Exam Year 11 (May)
Paper 2 (50%)	How the Economy Works	Macroeconomics – Exam Year 11 (May)
Course text book (used in class throughout the GCSE course – should be purchased by students) OCR GCSE (9-1) Economics by Christopher Bancroft, Jan-Miles Kingston, Clive Riches *There is no AQA textbook. The content is 95% the same so we use this book.* Published by Hodder ISBN 978-1471888342		
Recommended additional reading materials (not essential) Edexcel IGCSE Economics student book by Rob Jones Published by Pearson ISBN 978-0-435991-28-9 This Student Book comes with an ActiveBook CD, an excellent book with lots of real life examples. Highly recommended. BBC news website and Tutor2u.net		
Additional subject support available Drop In Clinic runs after school. Students can make an appointment to see their teacher or Mr Dicker for academic support. Specimen papers and mark schemes are available on the AQA website.		
Further information on retakes There are no re-sits under linear assessment.		
Additional information The focus for Year 9 is Paper 1 (How Markets Work) In Year 9 students do not sit external exams, but there will be an internal end of year exam.		

The Student Investors Challenge runs from October to January and gives a good insight into the stock exchange and how markets work. The Economics Society is a club where students are welcome to come along and debate current economic issues.

MUSIC

Subject Music	Subject Leader Mrs J. Martin
Specification: Edexcel GCSE in Music	
In GCSE music students need to study three units: Performing, Composing and Appraising. Students will also learn basic music theory.	
Performing (Coursework, 30%): Students will perform one solo performance and one ensemble performance.	
Composing (Coursework, 30%): Students will compose one group composition (December) and one free composition (May)	
Appraising (Internal Exam): Students will study 4 set works: <i>Ludwig van Beethoven: Piano sonata No 8. In C minor, Pathetique, 1st Movement</i> , <i>Henry Purcell: Music for a While</i> , <i>Queen: Killer Queen</i> and <i>Stephen Schwartz: Defying Gravity from Wicked</i>	
Course text book Edexcel GCSE Text Book, Pearson Edexcel GCSE Anthology, Pearson http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html examination board.	
Students should have instrumental/vocal lessons outside GCSE Music lessons and use the music department when possible to continue improving the coursework. Students should also attend music events which is a great opportunity to improve their performance skills.	

DRAMA

Subject: Drama	Head of Department: Mr P. Grace
Exam board: In Drama, Year 9 is a preparation and enrichment year that develops the skills required for GCSE. Students will master fundamental creative and performance skills, approaches to studying text and devising theatre, with a focus on developing knowledge and understanding of key influential practitioners.	
Programme of Study: <ul style="list-style-type: none"> ● Practitioner workshops ● Live Theatre Evaluation ● Text Study: <i>Metamorphosis</i> by Franz Kafka and Stephen Berkoff 	

Recommended additional reading materials

Students will need to purchase their own copy of the set text for study.

The drama department will also provide details of appropriate course study guides.

Students are encouraged to read play texts for pleasure. A range of texts are available to borrow from the school library and the Drama department.

Online Resources:

- BBC Bitesize
- Digital Theatre+ (Drama department will provide access details)
- Drama Online Library (Drama department will provide access details)

It is recommended that students see as much theatre and live performance as possible. Discounted tickets are often available for students. Recommended venues include:

- National Theatre
- Royal Court
- Donmar Warehouse
- Barbican Centre
- Old Vic
- Young Vic
- Battersea Arts Centre

Additional subject support available:

Beyond the taught curriculum, students will have many opportunities to engage in Drama throughout their time at WCGS, such as in joining a Drama club. There is an annual House Drama Competition, and at least one major production of either a play or a musical every year. Students are also encouraged to use the skills they develop in Drama lessons on a cross-curricular basis, using performance and presentational skills in their work in many other subjects. WCGS also provides the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.

ART & DESIGN

Subject	Subject Leader
Art & Design	Ms L Musselbrook
GCSE EXAMINATION BOARD – OCR Fine Art (J171)	
STRUCTURE OF COURSE Website: www.ocr.org.uk for visual exemplars Art students in Year 9 will build on their knowledge of the key skill areas undertaken during Key Stage 3 as these become the Assessment Objectives for GCSE and A Level. Students will be provided with a journal and our focus for Year 9 will be understanding how best to structure a project whilst developing a confident understanding of different art and design techniques. All students will be assessed on the following: DEVELOP - using the ideas and techniques of artists to develop their own artwork.	

EXPLORE - experimenting with different ways of making artwork by exploring materials and techniques.

RECORD - using visual language (drawing, photography, collecting) to gather information that will be used as the foundation for their project.

PRESENT - selecting the best work for a portfolio that meets the assessment objectives and culminates in an outcome or outcomes that effectively communicate their ideas.

Recommended additional reading materials

The school library has an excellent range of art books for research and ideas. Visits to art galleries/museums/places of interest are essential – there is no substitute for viewing work in a ‘real space’. Students are encouraged to develop their work using artists and designers of their choice but Year 9 artist studies will be led by teachers initially and they will direct students to key texts.

WELLBEING

Subject	Subject Leader
Wellbeing	Ms K. Adams
HEALTH AND WELLBEING	
1. how to manage transition	
2. how to maintain physical, mental and emotional health and wellbeing;	
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health	
4. about parenthood and the consequences of teenage pregnancy	
5. how to assess and manage risks to health; and to keep themselves and others safe	
6. how to identify and access help, advice and support	
7. how to respond in an emergency, including administering first aid	
8. the role and influence of the media on lifestyle	
RELATIONSHIPS	
1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	
2. how to recognise and manage emotions within a range of relationships	

3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (*including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

LIVING IN THE WIDER WORLD

1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Assessment:

There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts:

Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships; 1.5 Diversity

Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding

DESIGN TECHNOLOGY

Subject Design & Technology – GCSE (AQA)	Head of Department Mr S. Weston
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.	

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating.

The subject content has been split into three sections as follows:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Core Technical Principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist Technical Principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Each specialist technical principle should be delivered through at least one material category or system.

The categories through which the principles will be delivered are:

- timber based materials
- electronic and mechanical systems.

Designing and Making Principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They

will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- **Assessment criteria:**
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

We will be providing AQA approved textbooks for use in the classroom.
Should you wish to purchase a copy the details are below:

AQA GCSE (9-1) Design & Technology

M. J. Ross

PG Online Ltd.

ISBN 978-1-910523-10-0

£20.00

Available from: www.pgonline.co.uk

A revision guide will also be available at a discounted price upon request.

COMPUTER SCIENCE

Subject	Subject Leader
Computer Science	Mr J. Barwick
Year 9 Computer Scientists are currently studying towards the new AQA GCSE Computer Science Syllabus (8525)	
The specification and sampler material can be downloaded	

from: <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

Examination consists of 9 topics:

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

The GCSE will be assessed in 2 exam papers:

Paper 1: Computational thinking and programming skills

What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.



Paper 2: Computing concepts

What's assessed

The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

FOOD PREPARATION & NUTRITION

Subject	Subject Leader
WJEC Eduqas Food Preparation and Nutrition	Mrs D. Mason-Mullings
<p data-bbox="97 409 555 445"><u>What are the aims of the course?</u></p> <p data-bbox="97 481 842 517">By studying food preparation and nutrition learners will:</p> <ul data-bbox="97 553 1412 1240" style="list-style-type: none"><li data-bbox="97 553 1412 633">• be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;<li data-bbox="97 669 1412 750">• develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;<li data-bbox="97 786 1412 866">• understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;<li data-bbox="97 902 1412 983">• understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;<li data-bbox="97 1019 1412 1131">• demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;<li data-bbox="97 1167 1412 1240">• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.	
<p data-bbox="97 1281 550 1317"><u>Assessment (Linear GCSE course)</u></p> <p data-bbox="97 1352 676 1388">GCSE (9-1) Food Preparation and Nutrition</p> <p data-bbox="97 1424 469 1460"><u>Exam Board:</u> Eduqas/WJEC</p> <p data-bbox="97 1496 898 1532">Component 1: Principles of Food Preparation and Nutrition</p> <p data-bbox="97 1568 647 1603">Written examination: 1 hour 45 minutes</p> <p data-bbox="97 1639 376 1675">50% of qualification</p> <p data-bbox="97 1711 1412 1787">This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.</p> <p data-bbox="97 1823 746 1859">Section A: questions based on stimulus material.</p> <p data-bbox="97 1895 1412 1971">Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.</p>	

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated.

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification.

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

Pupils are regularly assessed on class work (including practical tasks) and homework. At the start of the academic year, pupils are given a Grade to aim towards and are encouraged to improve and develop aspects of their work during the year in order to meet this Grade.

Assessments include self-assessment, peer assessment and class assessment which will allow pupils to assess what they need to do to achieve their predicted grade.

Topics covered:

- 1. Food commodities
- 2. Principles of nutrition
- 3. Diet and good health
- 4. The science of food
- 5. Where food comes from
- 6. Cooking and food preparation

Collins Food Preparation and Nutrition revision guide available for reduced cost of £5, letter will be sent soon.

P.E.

Subject

GCSE Physical Education

Subject Leader

Mr D. Johnson

Exam board: AQA (full Course 8582)

Website: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Assessments: The GCSE will be assessed in 3 components;

Paper 1: The human body and movement in physical activity and sport	+	Paper 2: Socio-cultural influences and well-being in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 		What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 		What's assessed <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Course textbook: AQA GCSE (9-1) PE: Ross Howitt & Mike Murray (Hodder Education)

The theoretical topics covered in Year 9 will include (Paper 1):

1. Skeletal System
2. Muscular System
3. Cardio-respiratory System
4. Anaerobic and Aerobic exercise
5. The short and long term effects of exercise

The practical sports covered in school will include:

1. Badminton
2. Handball
3. Table Tennis
4. Basketball
5. Football
6. Cricket
7. Rugby

6. Movement analysis	8. Athletics
Further information on retakes: No retakes	
Additional information Students need to be fully committed to and regularly playing organised competitive sports inside and outside of school.	