

KS4 Curriculum Booklet

A Guide for Parents and Students at Key Stage 4

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About This Curriculum Booklet

This booklet provides key information on the curriculum, which your son/daughter will follow in Key Stage 4 at Trinity Catholic High School. You will find details of the school curriculum vision, overviews of the curriculum and wider curriculum opportunities. In addition, this booklet highlights individual information on the intent, aims and learning outcomes of GCSE subjects, key independent learning resources, great reading recommendations and typical opportunities beyond the classroom.

Curriculum Vision

‘Schools should produce young people with ideas and dreams, with a vision of what they want to achieve in life, who have a strong sense of service, of care and compassion for those in need and who have above all else a love of life, a zest for living life to the full.’ (Cardinal Hume).

‘Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects - because development is the result of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on.’ (Pope Francis).

To provide a curriculum that:

- Reflects the school’s distinctive Catholic mission. Christ and the teachings of the Catholic Church are at the centre of students’ education at Trinity.
- Promotes the rights and the dignity of every human person, developing shared common values which contribute to authentic social cohesion.
- Is committed to the holistic development of each child, growing the spiritual, intellectual, moral, cultural, social, mental and physical potential of students.
- Ensures all students are valued and respected as individuals so that they may be helped to fulfil their unique role in creation.
- Nurtures personal excellence, the capacity and wherewithal for continual development so that all can develop their talents to the full for their own sake as well as that of the global community.
- Offers high expectations and high aspirations for all – a curriculum that is stimulating, rich and rigorous that meets individual need, interests and aspirations.
- Provides opportunities for a range of memorable and enriching experiences, building cultural capital and instilling a love of learning.
- Is knowledge – rich; where the grammar of each subject is given high status; the tradition and rigour of subjects respected so that students develop the disciplinary habits of mind that are required for sustained engagement and progression within the subject and the wider curriculum.
- Is committed to social justice through access to a curriculum for all that is underpinned by powerful knowledge and deep-subject learning and that strives to combat barriers that could limit the potential of the individual.
- Encourages a strong and informed sense of social and moral responsibility to serve the common good of society.
- Prepares students for the opportunities and responsibilities for the next stages of their life and the adult world.
- Is dynamic and flexible in an ever changing world.

Collective Worship

Collective worship is a vital part of the school's distinctive Catholic ethos. It is critical to the spiritual life of the school and to student's moral and spiritual development. At Trinity, we believe that the centre of our life is the Eucharist through which we love God and also love our neighbour. Indeed, we hold the Eucharist as 'the source and summit' of our lives as Christians. Every effort is made to ensure the Sacramental life of our school community is of paramount importance, with the greatly valued support of

our clergy and religious. During the penitential seasons of Advent & Lent, students and staff are given the opportunity to celebrate the Sacrament of Penance and Reconciliation during confessions, and in the Marian months of October and May, each class is given the opportunity to pray the Holy Rosary together. Eucharistic Adoration of the Blessed Sacrament is also an important tradition within our school, where students and staff have the opportunity of private prayer and adoration.

Collective Worship in our school is practised in various ways:

- Whole school acts of Worship
- Year group or key stage acts of Worship
- Remote weekly assemblies
- Classroom prayers throughout the school day including the daily praying of Angelus, and the mercy prayer remembering Our Lords death, in addition to grace before meals.
- The Eucharist is celebrated each week on both sites
- Every lesson across every subject begins with a short 'acclamation':

Lord High God,

Help me today to use my talents,

to do your will;

nothing less, nothing more, nothing else.

We ask this through Brother Jesus who lives and reigns with you and the Holy Spirit,

one loving living God,

worlds without end.

Amen.

Curriculum Overview at KS4

Trinity Catholic High School is committed to providing a Key Stage 4 curriculum and learning experience that is ambitious, rigorous and designed to give all our students, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. We do not see the curriculum only through the lens of accountability, despite our outstanding academic record. Each and every one of our students is entitled to an outstanding education that is positive and meaningful. Our vision above is based on personal empowerment; cultural transmission; preparation for citizenship and preparation for work.

The curriculum at Key Stage 4 addresses individual needs, aspirations and starting points supporting students to be the best they can be and realise their potential through the sum of all the experiences that students have at Trinity. In order to satisfy future economic and academic needs, students have access to a curriculum offering with a strong grounding in traditional core academic subjects (English, mathematics, science and RE) as well as 'option' subjects across the humanities, the arts, linguistic, mathematical, technical and scientific domains reflecting the requirements of the National Curriculum. These options at GCSE do not cap the ambitions of our students. The totality of the learning experience at Trinity draws out and nurtures the potential in the 'whole student' so that their experience of life is richer, more fulfilling and that each student is prepared for a lifetime of learning. The school has the same commitment for academic, technical or vocational ambitions for all students, with different levels of support so that needs are met through additional enrichment. Additional time is provided to English, mathematics and science to ensure that students have the essential skills needed for life in communication; mathematics; literacy; facilitating progression to the next stage of a students' educational journey, including university.

All students study GCSE Religious Education; sharing our own faith and learning about other people's faith as part of their curriculum work. The curriculum promotes equality and diversity in our school community, developing moral and spiritual values and encouraging a sense of service and responsibility. All students are expected to take part in the school's Physical Education programme developing resilience, confidence, independence, and physical and mental well-being. Personal Religious Education (PRE) at Trinity (otherwise known as Personal, Social and Health Education or PSHE) further encourages our students to be practising and active Christians, equipping them to be responsible, respectful, active citizens who contribute positively to society, developing their understanding of fundamental British values and an appreciation of diversity.

Subjects plan their curriculum so that it is demanding and sequenced towards cumulatively sufficient deep knowledge, skills, cultural capital, and improved progression and narrative over time. Subjects take the opportunity to develop curriculum frameworks in an interlinked way where possible, supporting deeper curriculum ties and inter-disciplinary learning, while allowing students to understand how their studies might apply across multiple subjects. The curriculum is broadened further by addressing gaps in opportunity through wider extracurricular opportunities beyond the classroom, developing a curriculum that is flexible, promotes equality of opportunity and responsiveness to individual needs and learning entitlements, not just the regular curriculum offering. Typically, students develop and discover their interests and talents through wider extracurricular opportunities including work experience; rock and pop concerts; theatre performances; gallery visits; fieldtrips domestically and abroad; a wide variety of masterclasses from outside speakers; literary societies; 'top' university trips and talks; gym clubs; Duke of Edinburgh's Award; sporting activities and a large wealth of other initiatives. However, all regular and future extracurricular opportunities will be reviewed accordingly during the coronavirus (COVID-19) outbreak, to help prevent the transmission of the virus and in accordance with existing school risk assessments.

The school places great emphasis on the 'hidden curriculum', such as high behavioral expectations and attitudes; research-informed professional development for teachers; the classroom and whole school

physical environment and a respectful and positive culture where bullying, peer-on-peer abuse or discrimination are not tolerated.

Reading

"The act of daily reading matters. Young children who are read to daily can hear up to a million more words a year than their peers who are not read to by their parents or caregivers" (Quigley, 2020).

We believe that active encouragement of reading for pleasure is a core part of every student's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each student's educational achievement. Staff at Trinity are required to be 'reading role models' for students, encouraging them to read widely through recommendations from their own reading; staff advertise, in teaching rooms and in offices around the school, the books that they are currently reading. Further to this, a 'Classic Read' is promoted on a termly basis that staff, students and parents are all encouraged to read.

At Trinity, we have a subscription to ePlatform, which will allow students to borrow and read eBooks and listen to audiobooks on their own phone, tablet or computer. Students can access over 1,400 eBooks and over 700 audiobooks for free, as part of their school library.

Additionally, students can access and reserve books from the school's Bethan Library through the following link: <https://uk.accessit.online/trn16/#!dashboard>. Through this link, students not only have access to the school's own vast library of texts, students also have access to our online subscription of Newsademic (academic articles written with students in mind); online exhibitions; a collection of webcams from around the world; free resources from Oxford University; links to the schools' "Word of the Week" literacy initiative.

In order to provide a knowledge rich curriculum, departments regularly provide subject specific wider reading material to KS4 students during the course of lessons. The reading materials we provide students enrich the curriculum experience of our students by exposing them to the work of scholars, latest scientific findings, economic analysis, geographical / environmental findings etc.

Relationships and Sex Education (RSE)

RSE is lifelong learning about emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

We are developing the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of our policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Our curriculum is underpinned by our Catholic ethos, and Catholic moral & social teaching as outlined in the post-synodal apostolic exhortation by Pope Francis 'Amoris Laetitia', which highlights our responsibility to teach our students "sensitivity to different expressions of love, mutual concern and care, loving respect and deeply meaningful communication", and through this we ensure students are taught about key themes, with appropriate information for their age group. Examples of the themes are, religious understanding, personal relationships, keeping safe, life cycles etc.

The delivery of RSE is predominantly taught within the religious education (RE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in the PSHE curriculum, along with circle time initiatives and the pastoral support of the school, e.g. assemblies and 'Ten' theatre productions and education in cinema. Specific relationship websites are recommended to the 6th form students. Our school will at times call upon guidance from outside agencies and health

specialists to deliver aspects of RSE, to complement our curriculum and teacher led sessions. Any visitor must adhere to our code of practice developed in line with the Catholic Education Service (CES) guidance 'Protocol for Visitors to Catholic Schools'.

Remote Learning

In such a situation that requires students to remain at home, the school has planned capacity to offer immediate remote education to ensure consistency, support student access to high-quality online and offline resources that are linked to the school's curriculum expectations, and work with families to deliver a broad and ambitious curriculum during remote learning.

The school will provide continuity of education *mainly* in the following ways for your child:

- a. Remote learning support in real-time through live lessons and alternatives through the use of streamed lessons.
- b. Access to high-quality online and offline resources that are linked to the school's curriculum expectations, including additional technologies that suit specific departments and students.
- c. Use of online tools in Microsoft Office 365 that will be consistently used across the school to allow interaction, and effective assessment and feedback.
- d. Provide printed resources, such as textbooks and work packs, for students who do not have suitable online access.
- e. Support students to work independently to improve learning outcomes.

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

How can I support my son/daughter at KS4?

Many parents/guardians might feel at a loss when their children enter their examination years at KS4. Involvement in these crucial years can make an enormous difference. Below are some ways in which you can support your child to learn and improve.

- Develop your children's fluency, confidence and enjoyment in reading through the reading lists highlighted in this document by departments. These help students further appreciate human creativity and achievement in the subject.
- Encourage your child to actively engage with the key independent learning resources as highlighted in this document by departments. We have also compiled the best of online digital resources to support learning, exploration and subject resources used actively by students on the school website in the 'Digital Learning Hub'. Some subject resources will require individual student log in details. All students that require access will have these details. Please encourage your child to access these and build into their learning where possible.
- Please encourage your child to engage with the study skills materials available on the 'Digital Learning Hub'. This is a progressive package/library developed incrementally over 2020/2021 that helps students to study and learn efficiently, developing transferable life skills.

- Check the presentation and where possible the content of all home study. Sign the journal each week. Let the school know if there are any problems with home study that cannot be resolved. Perhaps your child seems to be doing too much, or not enough, or is finding it too easy or difficult. Help can be sought by contacting the form tutor in the first instance.
- Ensure that outside activities/clubs whilst important do not hamper your child's quality of work and place them under undue pressure.
- Students should be regularly testing themselves at home to demonstrate a high level of success. Assist your child with past papers and exam questions so they become further familiar with exam format, question style and time pressures.
- Staying motivated can be one of the biggest obstacles to studying and revising. Students must set scheduled breaks alongside their study targets. Distractions should be removed where necessary. Students should de-activate gaming or social accounts and turn off their phone when revising or studying. As a reward, they can access these once they achieve set revision tasks.
- All students in Year 10 and 11 have access to the Eton-X programme on resilience. The course aims to equip students with the positivity, perseverance and self-awareness that you need in order to achieve academic success, but also to become happier, healthier and more responsible members of society, now and in the future. This is open for the whole academic year. Please encourage your child to enrol and work through the course and build into their home learning where possible. Students have been provided with an individual access code.
- Students should make use of revision plans/wall planners and allocate more time to subjects and topics they are unsure about. Student plans need to be flexible to allow for some topics that may take longer than they expect.
- Many subjects have access to online learning platforms. These will in the main be very familiar to our students, particularly in the core subjects. Students across the key stages should be using such programmes or applications designed for problem solving or open-ended learning to support their work schedule.
- Further advice and guidance can be found on the school website.

Art



Exam Board:	Edexcel
Level:	GCSE
Spec Code:	1FA0
Key Contact:	Mrs L Bainbridge (Head of Department)

Curriculum Intent

What does Art help young people to achieve?

“Students enhance their ability as artists and make a positive contribution to the wider cultural capital. Students become active practitioners in the emergent world and grasp an understanding of the relationship between fine art practitioners and client commissions. Art provides an opportunity to respond to project briefs by taking into consideration personal experiences, thoughts and feelings. Students develop creative communication skills and their artistic journey will be logged through a portfolio of evidence that provides an expression of interests and ideas.”

Assessment Structure:

Title	Duration	Marks	Weighting
Personal Portfolio	4 Terms	72	60%
Externally Set Assignment	10 Hours	72	40%

Fundamental Aims and Learning Outcomes

1. Develop creative ideas through a process of exploration and experimentation with a variety of media, techniques and processes.
2. Develop a critical understanding of art sources.
3. Refine practical work through a process of critical analysis and evaluation.
4. Develop personal and meaningful responses to set briefs and projects through a variety of visual forms and language.
5. Apply a creative approach to problem solving.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Art
Tate Galleries and Tate Shots /Tate Channel www.art2day.co.uk www.tate.org.uk	Tate Gallery magazine.
National Gallery www.nationalgallery.org.uk	Royal Academy of Arts magazine.
The Royal Academy www.theroyalacademy.co.uk	Exhibition catalogues held in the extensive specialist Art library.
Saatchi Gallery www.saatchi-gallery.org.uk	

Opportunities Beyond the Classroom

- Visits to both Art Foundation / Art Degree exhibitions at colleges and universities.
- Gallery, museum and exhibition visits as well as participation in specialist workshops.

Business



Exam Board:	AQA
Level:	GCSE
Spec Code:	8132
Key Contact:	Mr P McGrory (Head of Department)

Curriculum Intent

What does Business help young people to achieve?

“To prepare the next generation of entrepreneurs by exposing students to the very best of core theoretical and applied material, developing reflective and independent learners who are analytical; curious and open-minded; enabling them to think, make decisions and solve complex problems like real working entrepreneurs.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Influences of operations and HRM on business activity	1 hour 45 minutes	90 marks	50%
Paper 2: Influences of marketing and finance on business activity	1 hour 45 minutes	90 marks	50%

Fundamental Aims and Learning Outcomes

- Students will apply their knowledge and understanding to business decision-making throughout.
- To understand the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpinned business decision-making.
- To see how different business contexts affect business decisions.
- To understand the use and limitation of quantitative and qualitative data in making business decisions.
- To use business terminology to identify and explain business activity.
- To apply business concepts to familiar and unfamiliar contexts. Also develop problem-solving and decision-making skills relevant to business.
- To be able to investigate, analyse and evaluate business opportunities and issues.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Business
www.tutor2u.net	The Culture Code by Daniel Coyle.
www.bbc.co.uk/business	The Wealth of Nations by Adam Smith.
www.bankofengland.co.uk	The CEO Next Door by Kim Powell.
www.bizkids.com	The Percent of Money by Prof Niall Ferguson.
The Economist Magazine	What You See Is What You Get: My Autobiography by Lord Sugar.

Opportunities Beyond the Classroom

A variety of masterclass talks from chief executive officers; multinationals and professionals within the industry.

BASE: ICAEW's National Business and Accounting competition.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8525
Key Contact:	Mr N Barnes (Head of Faculty)

Curriculum Intent

What does Computer Science help young people to achieve?

“The most important aspect of Computer Science is problem solving, an essential skill for life. Computer Science will help students to think creatively, innovatively, analytically, logically and critically. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Computational thinking and problem solving	1 hour 30 minutes	80 marks	50%
Paper 2: Written assessment <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	1 hour 30 minutes	80 marks	50%

Fundamental Aims and Learning Outcomes

1. Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
2. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
3. Understand the components that make up digital systems, and how they communicate with one another and with other systems.
4. Understand the impacts of digital technology to the individual and to wider society.
5. Apply mathematical skills relevant to Computer Science.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Computer Science

https://www.youtube.com/playlist?list=PL04uZ7242_M6yYkM_hA2mzBZGcvEnLSOU

Once Upon An Algorithm by Martin Erwig.

https://www.youtube.com/playlist?list=PL04uZ7242_M6yJQRfFcPUhAxykFNuPQy6

Computational Fairy Tales by Jeremy Kubica.

<https://www.bbc.com/bitesize/examspecs/zkwsjhy>

Algorithmic Puzzles by Letvin & Letvin.

<https://student.craigndave.org/aqa-gcse-videos>

Code: The Hidden Language of Computer Hardware and Software by Charles Petzold.

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

Weapons of Math Destruction by Cathy O'Neil.

Opportunities Beyond the Classroom

Bebras logic puzzle competition.

TCS OCC computational thinking competition run by University of Oxford.

Construction: Constructing the Built Environment



Exam Board:	WJEC
Level:	Level 1/2 Award
Spec Code:	601/0543/4
Key Contact:	Mr M Smith (Head of Department)

Curriculum Intent

What does Construction help young people to achieve?

“Construction offers an experience that focuses learning through applied learning by acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. The subject requires learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment.”

Assessment Structure:

Title	Duration (Guided Learning Hours - GLH)	Marks	Weighting
Unit 1: Safety and security in construction (External online examination)	60 minutes (30 GLH)	60	25%
Unit 2: Practical construction skills (Internal practical based projects)	60 GLH	120	50%
Unit 3: Planning construction projects (External online examination)	120 minutes (30 GLH)	60	25%

Fundamental Aims and Learning Outcomes

1. To develop skills required for independent learning and development.
2. To develop a range of generic and transferable skills in construction trades.
3. To develop the ability to solve problems in a construction environment.
4. To engage with the skills of project-based research, development and presentation.
5. To develop the fundamental ability to work alongside other professionals, in a professional environment.
6. To develop the ability to apply learning in vocational contexts.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Construction

<https://www.youtube.com/watch?v=nkIkEp5NHJY>

The Building Construction Handbook by Roy Chudley & Roger Greeno

<https://www.goconstruct.org/why-choose-construction/whats-happening-in-construction/>

Around the World in 80 Trades by Conor Woodman

<https://www.ted.com/search?q=construction>

Build and Grow by Alison Warner

Opportunities Beyond the Classroom

Masterclasses on the future of construction: Fossil fuel free energy in the home and high-efficiency insulation.



Drama

Exam Board:	AQA
Level:	GCSE
Spec Code:	8261
Key Contact:	Miss A Thorpe (Head of Department)

Curriculum Intent

What does Drama help young people to achieve?

“Drama challenges students’ perceptions about themselves and the world that they live in. All learners are stimulated into new insights and understandings through the safe and creative context of building the world of a play and the people who inhabit it as performers, directors and designers of theatre. The study of Drama provides students with the cultural capital and confidence to compete in a competitive world, as engaged and informed theatre spectators.”

“There is no world without theatre, our society is absolutely saturated with drama.”

Edward Bond

Assessment Structure:

Title	Duration	Marks	Weighting
Component 1: Understanding Drama	1 hour 45 minutes	80	40%
Component 2: Devising Drama	N/A	80	40%
Component 3: Texts in Practice	N/A	40	20%

Fundamental Aims and Learning Outcomes

7. To understand the different roles and responsibilities of theatre makers.
8. To develop an understanding of how to interpret a play for performance.
9. To develop and apply theatrical skills to live performance.
10. To understand how theatre makers communicate meaning through live theatre and apply that to their own theatre practice.
11. To actively engage in theatre practice and develop key skills in collaboration, creativity, communication, empathy, problem solving, analysis, independence and divergent thinking.
12. To understand the different roles and responsibilities of theatre makers.
13. To develop an understanding of how to interpret a play for performance.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Drama

<https://www.dramaonlinelibrary.com/>

Actioning and How to Do It by Nick Moseley.

<https://www.bbc.com/bitesize/subjects/zbckjxs>

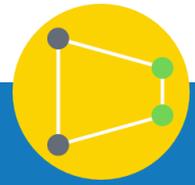
The Empty Space by Peter Brook.

<https://www.digitaltheatreplus.com/education>

National Theatre: All About Theatre.

Opportunities Beyond the Classroom

Theatre visits are an essential part of the course, including workshops with directors, writers and actors and masterclasses at venues such as The Globe.



Design and Technology

Exam Board:	AQA
Level:	GCSE Design and Technology
Spec Code:	8552
Key Contact:	Mr M Smith (Head of Department)

Curriculum Intent

What does Design and Technology help young people to achieve?

“Design and Technology is an inspiring, rigorous and practical subject that encourages students to develop thinking skills and creatively solve problems both as individuals and as members of a team. Students are encouraged to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others needs, wants and values.”

Assessment Structure: Design and Technology

Title	Duration	Marks	Weighting
NEA: Assignment & working prototype	40 hours	100	50%
Paper 1: Written assessment	2.5 hours	100	50%

Fundamental Aims and Learning Outcomes

1. To develop realistic design proposals as a result of the exploration of design opportunities.
2. To use imagination, experimentation and combine ideas when designing.
3. To develop the skills to critique and refine design ideas and decisions.
4. To use different media and techniques to target different audiences.
5. To develop decision-making skills, including the planning and organisation of time and resources when managing project work.
6. To develop a broad knowledge of materials, components and technologies and practical skills and use these to develop high quality, imaginative and functional prototypes.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Design Technology
www.technologystudent.com	Just My Type by Simon Garfield.
www.mr-dt.com	A Designers Art by Paul Rand.
www.bbc.co.uk/schools/gcsebitesize/design	At Home by Bill Bryson.
www.howstuffworks.com	Radical Technologies: The Design of Everyday Life by Adam Greenfield.
www.bbc.co.uk/schools/gcsebitesize/design	Emotional Design by Don Norman.

Opportunities Beyond the Classroom

Masterclasses focusing on development of CAD/CAM skills and knowledge.



Economics

Exam Board:	AQA (Year 11)/OCR (Year 10)
Level:	GCSE
Spec Code:	8136 AQA/J205 OCR
Key Contact:	Mr P McGrory (Head of Department)

Assessment Structure: AQA

Title	Duration	Marks	Weighting
Paper 1: How markets work	1 hour 45 minutes	80 marks	50%
Paper 2: How the economy works	1 hour 45 minutes	80 marks	50%

Assessment Structure: OCR

Title	Duration	Marks	Weighting
Paper 1: Introduction to Economics/The role of markets and money	1 hour 30 minutes	80 marks	50%
Paper 2: Economic objectives and the role of government/ International trade and the global economy	1 hour 30 minutes	80 marks	50%

Curriculum Intent

What does Economics help young people to achieve?

“To prepare the next generation of economists by exposing students to the very best of core theoretical and applied material, developing reflective and independent learners who are analytical; curious and open-minded; enabling them to think; make decisions and solve complex problems like real working economists.”

Fundamental Aims and Learning Outcomes

1. Understand how markets operate and the roles of consumers, producers or workers within markets.
2. Understand how the economy works nationally and globally and the levers employed by governments to reach desired social and economic objectives.
3. Actively engage in the study of economics to develop as effective and self-motivated students, and as critical and reflective thinkers with enquiring minds, able to distinguish between fact and opinion.
4. Understand and apply economic knowledge and skills, to investigate current and historical economic situations and issues in a range of national and global contexts.
5. Build economic arguments and make informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data.
6. Understand the perspectives of different economic agents including consumers, producers and government in relation to economic activity.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Economics
www.tutor2u.net	Capital in the Twenty-First Century by Thomas Piketty.
www.econtalk.org	The Wealth of Nations by Adam Smith.
www.bankofengland.co.uk	Capitalism and Freedom by Milton Friedman.
www.economicshelp.org	The General Theory of Employment, Interest and Money by John Maynard Keynes.
The Economist Magazine	Principles of Economics by Carl Menger.

Opportunities Beyond the Classroom

A variety of masterclass talks from senior chief economists; chief executive officers; multinationals and professionals within the industry.

BASE: ICAEW's National Business and Accounting competition.

English Language



Exam Board:	AQA
Level:	GCSE
Spec Code:	8700
Key Contact:	Mrs M Liddane (Head of Department)

Curriculum Intent

What does English Language help young people to achieve?

“English Language develops articulate, knowledgeable young people who can express viewpoints confidently and concisely. English Language aims to empower students. When they write essays or in creative pieces of writing, they give themselves a voice to express opinions and share thoughts and ideas drawing on morals and values, thus creating self-assured individuals who enjoy learning. Students develop a profound appreciation of the spoken and written word and become equipped with the knowledge and skills necessary to express themselves with confidence in a variety of situations, both in and outside of the classroom.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Explorations in Creative Reading and Writing	1 hour 45 minutes	80	50%
Paper 2: Writers' Viewpoints and Perspectives	1 hour 45 minutes	80	50%

Fundamental Aims and Learning Outcomes

1. Read a wide range of texts, fluently and with good understanding.
2. Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
3. Write effectively and coherently using standard English appropriately.
4. Use grammar correctly, punctuate and spell accurately.
5. Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in English Language

[www.bbcbitessize.co.uk /](http://www.bbcbitessize.co.uk/)
<http://www.englishbiz.co.uk/index.html>

Reading Like a Writer by Francine Prose.

www.englishandmedia.co.uk

The Kite Runner by Khaled Hosseini.

Collins Snap Revision Guides

The Great Gatsby by F Scott Fitzgerald.

British Library www.bl.uk

Heart of Darkness by Joseph Conrad.

Opportunities Beyond the Classroom

A range of masterclasses delivered by teachers on their chosen specialism, authors and poets.

Opportunities to visit museums and galleries to enhance the experience of English Language and Literature.

Opportunities to experience the exam texts on stage or screen through “in- house” performances and workshops.

English Literature



Exam Board:	AQA
Level:	GCSE
Spec Code:	8702
Key Contact:	Mrs M Liddane (Head of Department)

Curriculum Intent

What does English Literature help young people to achieve?

“English Literature develops students who can confidently engage with, and independently interpret, a range of literature texts. English Literature aims to nurture and develop a love of literature, language and words for all students, taking into account the needs and styles of all students so that everyone experiences success. Cultural capital is gained through the study of classic and modern literature. Students gain an understanding of a range of different social and historical contexts and make links between literature texts and topical modern issues.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Shakespeare and the 19th-century novel	1 hour 45 minutes	64	40%
Paper 2: Modern texts and poetry	2 hours 15 minutes	96	60%

Fundamental Aims and Learning Outcomes

1. Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
2. Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
3. Write accurately, effectively and analytically about their reading, using Standard English.
4. Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in English Literature
www.bbcbitessize.co.uk / www.sparknotes.com / www.quizlet.com	Great Expectations by Charles Dickens.
Digital Theatre Plus https://www.digitaltheatreplus.com/education	Wuthering Heights by Emily Bronte.
The British Library www.bl.uk	Nineteen Eighty-Four by George Orwell.
Snap & CGP Revision Guides	Gulliver's Travels by Jonathan Swift.
English and Media Centre – emag www.englishandmedia.co.uk	To Kill a Mockingbird by Harper Lee.

Opportunities Beyond the Classroom

- Literary Society trips and events (theatre / creative writing workshops / gallery visits / competitions / British Library).
- A variety of masterclasses delivered by the English department and the Literary Society.
- Opportunities to experience the exam texts on stage or screen through “in-house” workshops and performances.

Food Preparation and Nutrition



Exam Board:	AQA
Level:	GCSE
Spec Code:	8585
Key Contact:	Miss S Loster (Head of Department) Ms S Homer (Acting Head of Department)

Curriculum Intent

What does Food Preparation and Nutrition help young people to achieve?

“Food Preparation and Nutrition is built on the foundation of ensuring that all students understand and apply the principles of nutrition and learn how to cook. The subject instills a love of cooking in students that will open a door to one of the greatest expressions of human creativity and that learning how to cook enables students to feed themselves and others affordably now and in later life.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Food preparation and nutrition	1 hour 45 minutes	100	50%
NEA1: Food investigation	10 hours	30	15%
NEA2: Food preparation assessment	20 hours	70	35%

Fundamental Aims and Learning Outcomes

1. Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
2. Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
4. Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.
5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
6. 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.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Food
AQA GCSE Food Preparation and Nutrition by Anita Tull	The Survival Guide To Cooking In The Student Kitchen by Susan Crook.
AQA GCSE 9-1 All-in-One Revision by Collins	Supervising Food Safety by Richard Sprenger.
GCSE Food Preparation and Nutrition Revision Guide by CGP	Food Science, Nutrition and Health by Michael Lean.
British Nutrition Foundation Website - www.nutrition.org.uk	

Opportunities beyond the Classroom

- Visit to Cadbury's World.
- Visits to street food and local markets.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8658
Key Contact:	Ms S Diez (Head of Department)

Assessment Structure:

Title	Duration	Marks	Weighting
Listening paper H F	35 minutes	40	25%
	45 minutes	50	
Reading Paper H F	45 minutes	60	25%
	60 minutes	60	
Writing paper H F	60 minutes	50	25%
	75 minutes	60	
Speaking H F	7-9 minutes	60	25%
	10-12 minutes	60	

Curriculum Intent**What does French help young people to achieve?**

French enables students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

We encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French also broadens horizons and enables students to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Fundamental Aims and Learning Outcomes

1. Develop the ability to communicate confidently, coherently and accurately with native speakers in both speech and writing.
2. Express and develop thoughts and ideas spontaneously and fluently.
3. Listen to and understand clearly articulated, standard speech at near normal speed.
4. Deepen and enrich knowledge and vocabulary and increase the use and understanding of extended language in a range of contexts.
5. Acquire new knowledge, skills and ways of thinking by responding to authentic spoken and written material adapted and abridged, as appropriate.
6. Develop an awareness and understanding of culture and identity of the countries and communities where French is spoken.
7. Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
8. Develop language skills both for immediate use and in preparation for further language study in school, higher education or employment.

Key Independent Learning Resources**Great Reads: Appreciating human creativity and achievement in French**

Pearson Activelearn	Le Petit Prince by Charles de St Exupery.
Languages online	Le Petit Nicolas by Sempé & Goscinny.
BBC Bitesize	Les malheurs de Sophie by Comtesse de Ségur.
Memrise app	Astérix et Obélix by Goscinny & Uderzo.
Studio AQA GCSE French Grammar and Translation Workbook	

Opportunities Beyond the Classroom

- Trips to France.
- French workshops with Foreign Language Assistant and speaking competitions.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8035
Key Contact:	Mrs K Reid (Head of Department)

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Physical Geography	1 hour 30 minutes	88	35%
Paper 2: Human Geography	1 hour 30 minutes	88	35%
Paper 3: Geographical Applications	1 hour 30 minutes	76	30%

Curriculum Intent

What does Geography help young people to achieve?

“Geography helps to make sense of the world. It allows individuals to develop an understanding of the social, economic and physical forces and processes which change the planet. Students will become skilled learners through the development of interpretation, analytical presentation and discussion skills. They will become confident in the use of maps, photos and graphs. Fieldwork will provide opportunities to collect data and apply subject knowledge to real life examples.”

“Geography illuminates the past, explains the present and prepares us for the future. What could be more important than that?” Michael Palin, past president of RGS.

Fundamental Aims and Learning Outcomes

1. Develop and extend knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
2. Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts.
3. Develop and extend competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop competence in applying sound enquiry and investigative approaches to questions and hypotheses.
4. Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on geographical knowledge and understanding.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Geography
https://my.dynamic-learning.co.uk/	The Unconquered by Scott Wallace.
http://www.senecalearning.com/	Prisoners of Geography by Tim Marshall.
https://www.bbc.com/bitesize	How Can I Stop Climate Change? By Helen Burley & Chris Haslam.
www.coolgeography.co.uk	Northern Lights by Philip Pullman.
https://geographyeducationonline.org/	I am Malala by Christina Lamb and Malala Yousafzai.
https://timeforgeography.co.uk/	National Geographic Magazine
PiXL App	Factfulness by Hans Rosling
Wideworld Magazine (Students have access to this)	

Opportunities Beyond the Classroom

A four day fieldtrip to Somerset where students practice a range of fieldwork techniques for both human and physical geography.

A variety of masterclasses based around key geographical areas.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8145
Key Contact:	Ms S Cox (Head of Department)

Assessment Structure:

Title	Duration	Marks	Weighting
Britain: Health and the People	1 hour	44	25%
Elizabethan England c1568-1603	1hour	40	25%
Germany 1890-1945	1hour	40	25%
Conflict and Tension between East and West 1945-72	1hour	44	25%

Curriculum Intent

What does History help young people to achieve?

“Students will develop an understanding of influential historical events and how these can be applied to contemporary society in relation to their impact as well as the implications on future generations. The study of History provides opportunities for students to engage in historical enquiry and develop the ability to research effectively, problem solve and understand the historical significance of key people and events and interpret these in different ways.”

Fundamental Aims and Learning Outcomes

1. Develop and extend knowledge and understanding of specified key events, periods and societies in local, British, and wider world history and of the wide diversity of human experience.
2. Engage in historical enquiry and develop critical and evaluative skills.
3. Critically investigate historical issues and form judgements based on a range of sources.
4. Understand why people, events and developments have been afforded historical significance and why different interpretations have been constructed in relation to these.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in History

www.bbc.co.uk/history

A Traveller in Time by Alison Uttley.

www.historyhomework.com

The Machine Gunners by Robert Westall.

CGP revision guides

The Silver Sword by Ian Serraillier.

www.schoolhistory.co.uk

The Amazing Story of Adolphus Tips by Michael Morpurgo.

Opportunities Beyond the Classroom

Year 11 trip to Berlin or Munich each February half-term.

Masterclasses on key curriculum areas.

Mathematics



Exam Board:	Edexcel
Level:	GCSE
Spec Code:	1MA1
Key Contact:	Mr N Barnes (Head of Faculty)

Curriculum Intent

What does Mathematics help young people to achieve?

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1 (Non-calculator)	1 hour 30 minutes	80 marks	33.3%
Paper 2 (Calculator)	1 hour 30 minutes	80 marks	33.3%
Paper 3 (Calculator)	1 hour 30 minutes	80 marks	33.3%

Fundamental Aims and Learning Outcomes

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
2. Acquire, select and apply mathematical techniques to solve problems.
3. Reason mathematically, make deductions and inferences, and draw conclusions.
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Mathematics
https://vle.mathswatch.co.uk/vle/	Are You a Maths Genius by Sarah Janisse Brown.
https://corbettmaths.com/	Magical Mathematics by Persi Diaconis.
https://www.pinpointlearning.co.uk/	The Simpsons and Their Mathematical Secrets by Simon Singh.
Edexcel Practice Papers	A Mathematical Pandora’s Box by Brian Bolt.
CGP Revision Guides	The Life-Changing Magic of Numbers by Bobby Seagull.

Opportunities Beyond the Classroom

Intermediate and Senior UKMT challenge.



Media Studies

Exam Board:	EDUQAS
Level:	GCSE
Spec Code:	3680
Key Contact:	Mr M Vinnicombe (Head of Department)

Curriculum Intent

What does Media Studies help young people to achieve?

“Media Studies affords students the opportunity to understand how the media play a central role in contemporary society and culture. Students will gain knowledge in relation to the way the media shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today and the course explores different methods of communication used by media producers.”

Assessment Structure:

Title	Duration	Marks	Weighting
Component 1: Exploring the Media	1 hour 30 minutes	80	40%
Component 2: Understanding Media Forms and Products	1 hour 30 minutes	60	30%
Component 3: Creating Media Products	NEA (14 weeks)	60	30%

Fundamental Aims and Learning Outcomes

1. Understand how media language and representation are used to convey messages in a variety of media.
2. Understand how media audiences are positioned through the process of selection and composition.
3. Explore a range of media forms and understand them in terms of social, historical and political contexts.
4. Understand the processes within media industries and how they contribute to production outcomes.
5. Create their own media product linking to industry, audience, representation and media language.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Media
www.trinmedia.com	BBC: Brainwashing Britain by David Sedgwick.
www.senecalearning.com	Lost in a Good Game by Pete Etchells.
https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg (Media Studies Revision Channel)	Propaganda Blitz by David Cromwell Edwards.
https://www.bbc.com/bitesize/subjects/ztnygk7	Madness, Power and the Media by Stephen Harper.
Media Studies Magazine	Gender and Diversity Representation in Mass Media by Gulsah Sari.
PiXL 'Unlock' App	

Opportunities Beyond the Classroom

A variety of masterclasses surrounding key skills that will form the foundations for developing technical mastery in a number of creative areas.

Potential to enter work in local festivals.

Music



Exam Board:	Edexcel
Level:	GCSE
Spec Code:	1MU0
Key Contact:	Mrs H Wilcox (Head of Department)

Curriculum Intent

What does Music help young people to achieve?

“Students develop instrumental and vocal skills that support their ability to perform as competent soloists. Students will engage critically with composers and music, developing a holistic understanding and appreciation of diverse musical heritage.”

Assessment Structure:

Title	Duration	Marks	Weighting
Performing	4 minutes (Minimum)	60	30%
Composing	3 minutes (Minimum)	60	30%
Appraising	1 hour 45 minutes.	80	40

Fundamental Aims and Learning Outcomes

1. Engage actively in the process of music study to develop as effective and independent learners with enquiring minds.
2. Develop performing skills individually and in groups to communicate musically with fluency and control.
3. Develop composing skills to organise musical ideas.
4. Broaden musical experience and interests, develop imagination and foster creativity.
5. Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
6. Develop awareness of musical technologies and their use in the creation and presentation of music.
7. Engage with and appreciate the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Music
www.bbc.co.uk/radio3	Songs of America: Patriotism, Protest and the Music That Made a Nation by Jon Meacham & Tim McGraw.
www.bbc.com/bitesize/subjects	Somebody to Love: The Life, Death and Legacy of Freddie Mercury by Matt Richards and Mark Langthorne.
https://www.naxosmusiclibrary.com	Fail Until You Don't: Fight Grind Repeat by Bobby Bones.
https://tchs.musicfirst.co.uk/	The Mozart Effect: Tapping the Power of Music to Heal the Body, Strengthen the Mind and Unlock the Creative Spirit by Don Campbell.
Edexcel GCSE Music Revision Guide by Paul Terry	The Power of Sound: How to Be Healthy and Productive Using Music and Sound by Joshua Leeds.

Opportunities Beyond the Classroom

Wide range of extra-curricular ensembles which students are encouraged to participate in at school and with the Redbridge Music Service. All of which perform at different events throughout the year.

Trips to performance venues across London to experience live concerts and shows taking place at points throughout the year.



Exam Board:	OCR
Level:	GCSE
Spec Code:	J587
Key Contact:	Miss C Healey (Head of Department)

Curriculum Intent

What does Physical Education help young people to achieve?

“Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, the benefits of physical activity to health, fitness and well-being as well as their understanding of sports psychology theories. The course will also help in developing students understanding of how physical activity can aid physical, mental and social well-being.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Physical Factors Affecting Performance	60 minutes	60	30%
Paper 2: Socio-Cultural Issues and Sports Psychology	60 minutes	60	30%
Performance in Physical Education	(NEA)	80	40%

Fundamental Aims and Learning Outcomes

1. Develop knowledge and understanding of basic structures and functions of body systems that are important to physical activities and sports.
2. Develop knowledge and understanding of the body systems, how they impact on sporting activity, giving sporting examples.
3. Develop knowledge and understanding of how exercise affects the body systems and how this can impact on a balanced, healthy lifestyle.
4. Develop knowledge and understanding of the components of fitness, using a range of sporting examples and develop knowledge of how to optimize training and how it can help prevent injury.
5. Develop knowledge and understanding of how socio cultural influences impact on participation and how it impacts on society. This will include looking at the commercialisation of physical activities, and how this is also affected by both sponsorship and media.
6. Develop understanding of sports psychology theories related to acquiring movement skills and optimising performance and recognise the key psychological concepts affecting performance.
7. Develop knowledge and understanding of the benefits of participating in physical activity and sports to the health, fitness and well-being of individuals, this including the physical and emotional aspects compared to the consequences of a sedentary lifestyle.
8. Develop knowledge and understanding of energy use along with diet, nutrition and hydration.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in PE

<https://brianmac.co.uk>

The Champions Mind – How Great Athletes Think, Train and Thrive by Jim Afremow.

<http://www.teachpe.com/>

Ahead of the Game: How to Use Your Mind to Win in Sport by Jeremy Lazarus.

https://www.youtube.com/results?search_query=gcse+pe+ocr

Sport Psychology: A Complete Introduction by Dr John Perry.

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

The Sports Gene: Talent, Practice and the Truth about Success by David Epstein.

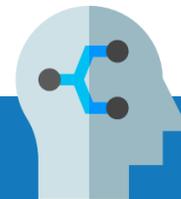
Opportunities Beyond the Classroom

Practical masterclasses that support students in the development of skills in assessed sports.

Theoretical masterclasses on key curriculum areas.

University visits to observe sports science labs and conduct testing activities.

Psychology



Exam Board:	AQA
Level:	GCSE
Spec Code:	8182
Key Contact:	Rev Dr Alan M Mair (Head of Department)

Curriculum Intent

What does Psychology help young people to achieve?

“Psychology is a scientific study of the mind and behaviour. Psychologists carry out experiments and research into why we act the way we do and students will develop a thorough knowledge of a variety of studies and models. Numerical and analytical skills are embedded throughout the course, in particular within the data handling sections, such as calculating averages, percentages and creating graphs and charts.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Cognition and Behaviour	1hr 45 Mins	100	50%
Paper 2: Social Context and Behaviour	1hr 45 Mins	100	50%

Fundamental Aims and Learning Outcomes

1. Develop knowledge and understanding of the way memory functions and how this can be seen as a dynamic process.
2. Apply the theory of memory to key studies and eye witness testimony.
3. Develop an understanding of the role of authority figures in obedience.
4. Informational social influence is where we like to be right. Develop an understanding of how conformity is an important aspect of people's lives.
5. Evaluate the balance between the physical aspects of the brain and the psychological aspects, in particular the balance between bio-psychology and behavioural psychology.
6. Understand how attachments are formed and at what stages with reference to case study material.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Psychology
www.tutor2u.co.uk	Zero Degree of Empathy: A New Theory of Human Cruelty by Simon Baron Cohen.
Quizzlet	The Baby in the Mirror: A Child's World from Birth to Three by Charles Fernyhough,
YouTube – Many videos related to Psychology including videos by examiners explain the marking processes	Delusions of Gender: The Real Science Between Sex Differences by Cordelia Fine.

Opportunities Beyond the Classroom

Masterclasses including presentations by EPQ students on their high-level research.

Annual conferences by Tutor2u.

Religious Studies



Exam Board:	Edexcel
Level:	GCSE
Spec Code:	1RA0
Key Contact:	Mr L Connolly (Head of Department)

Curriculum Intent

What does Religious Studies help young people to achieve?

“To prepare and inspire the next generation to develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation. Students are encouraged to make a positive difference to the world by putting their beliefs and values into action, for example counteracting prejudice and intolerance in our diverse society.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Catholic Christianity	1 hour 45 minutes	102 marks	50%
Paper 2: Judaism	50 minutes	51 marks	25%
Paper 3: Mark's Gospel	50 minutes	51 marks	25%

Fundamental Aims and Learning Outcomes

1. Develop knowledge and understanding of religious and non-religious beliefs, e.g. atheism and humanism.
2. Develop knowledge and understanding of key religious beliefs and teachings.
3. Understand common and divergent views within Catholic Christianity, Judaism and Mark's Gospel.
4. Understand and apply key sources of wisdom and authority, including scripture and/or sacred texts.
5. Read key religious texts, and scriptures, such as the Bible, the Torah and the Catechism of the Catholic Church.
6. Develop the ability to construct well-argued, well-informed, balanced and structured written arguments.
7. Demonstrate depth and breadth of understanding of Religious Studies.
8. Reflect on and develop own values, beliefs and attitudes in the light of what has been learnt.
9. Contribute to preparation for adult life in a multi-faith society and global community, with links to British Values.
10. Understand the influence religion can have on individuals, communities and societies.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Religious Studies

<https://mrmcmillanrevis.podbean.com/>

Sophie's World: A Novel About the History of Philosophy by Jostein Gaarder.

www.catholicsocialteaching.org.uk

The Kite Runner by Khaled Hosseini.

<https://revisionworld.com/gcse-revision/rs-religious-studies>

Roll of Thunder, Hear My Cry by Mildred Taylor.

www.biblegateway.com/resource/commentaries

The Strange Case of Jekyll and Hyde by Robert Louis Stevenson.

www.senecalearning.com

Opportunities Beyond the Classroom

Visits to places of worship.

A variety of masterclass talks from religious leaders and subject specialists.



Combined Science

Exam Board: AQA
 Level: GCSE
 Spec Code: 8464
 Key Contact: Mr J Dowling (Head of Department)

Curriculum Intent

What does Combined Science help young people to achieve?

“Students explore nature and the universe through research and experimental means which develops their understanding of the role that Science plays in their lives. Science is the discovery of new knowledge that explains how our world was formed, how it developed, and how it works. The subject sheds light on our natural curiosities and develops robust analytical and critical thinking skills which are essential in our world today.”

Assessment Structure:

Title	Duration	Marks	Weighting
Biology Paper 1	75 minutes	70	16.6%
Biology Paper 2	75 minutes	70	16.6%
Chemistry Paper 1	75 minutes	70	16.6%
Chemistry Paper 2	75 minutes	70	16.6%
Physics Paper 1	75 minutes	70	16.6%
Physics Paper 2	75 minutes	70	16.6%

Fundamental Aims and Learning Outcomes

1. Understand how scientific methods and theories develop over time.
2. Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.
3. Appreciate the power and limitations of science and consider any ethical issues which may arise.
4. Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.
5. Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.
6. Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Science

Kerboodle	The Selfish Gene by Richard Dawkins.
Doddle	Five Easy Pieces by Richard Feynman.
Fuse School	Brief History of Time by Stephen Hawking.
Pixl	Almost Like a Whale by Steve Jones.
Freesciencelessons.com	Why Chemical Reactions Happen by Keeler & Wothers.
Tassomai	

Opportunities Beyond the Classroom

Science museum and Greenwich Observatory visits.

Centre of the cell - Students watch research scientists in action. Students learn about cells, the human body and the latest medical research.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8461 : Biology; 8462: Chemistry; 8463: Physics
Key Contact:	Mr J Dowling (Head of Department)

Curriculum Intent

What do Biology, Chemistry and Physics help young people to achieve?

“Students explore nature and the universe through research and experimental means which develops their understanding of the role that Science plays in their lives. Science is the discovery of new knowledge that explains how our world was formed, how it developed, and how it works. The subject sheds light on our natural curiosities and develops robust analytical and critical thinking skills which are essential in our world today. The Separate Sciences form a natural foundation for continued study of the Sciences at A level.”

Assessment Structure:

Title	Duration	Marks	Weighting
Biology Paper 1	105 minutes	100	50% of Biology
Biology Paper 2	105 minutes	100	50% of Biology
Chemistry Paper 1	105 minutes	100	50% of Chemistry
Chemistry Paper 2	105 minutes	100	50% of Chemistry
Physics Paper 1	105 minutes	100	50% of Physics
Physics Paper 2	105 minutes	100	50% of Physics

Fundamental Aims and Learning Outcomes

1. Understand how scientific methods and theories develop over time.
2. Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.
3. Appreciate the power and limitations of science and consider any ethical issues which may arise.
4. Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.
5. Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.
6. Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Key Independent Learning Resources

Great Reads: Appreciating human creativity and achievement in Science

Kerboodle	The Selfish Gene by Richard Dawkins.
Doddle	Five Easy Pieces by Richard Feynman.
Fuse School	Brief History of Time by Stephen Hawking.
Pixl	Origin of Species by Charles Darwin.
Freesciencelessons.com	The Disappearing Spoon by Sam Kean.
Tassomai	A Short History of Nearly Everything by Bill Bryson.

Opportunities Beyond the Classroom

Science museum and Greenwich Observatory visits.

Centre of the cell - Students watch research scientists in action. Students learn about cells, the human body and the latest medical research.



Exam Board:	AQA
Level:	GCSE
Spec Code:	8698
Key Contact:	Ms S Diez (Head of Department)

Curriculum Intent

What does Spanish help young people to achieve?

Spanish enables students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

We encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish also broadens horizons and enables students to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1: Listening	35 minutes (Foundation Tier) 45 minutes (Higher Tier)	40 (Foundation) 50 (Higher)	25%
Paper 2: Speaking	7-9 min (Foundation Tier) 10-12 min (Higher Tier)	60 (Higher and Foundation Tiers)	25%
Paper 3: Reading	45 minutes (Foundation) 1 hour (Higher)	60 (Higher and Foundation Tiers)	25%
Paper 4: Writing	1 hour (Foundation) 1 hour 15 min (Higher)	50 (Foundation) 60 (Higher)	25%

Fundamental Aims and Learning Outcomes

1. Develop the ability to communicate confidently, coherently and accurately with native speakers in both speech and writing.
2. Express and develop thoughts and ideas spontaneously and fluently.
3. Listen to and understand clearly articulated, standard speech at near normal speed.
4. Enrich vocabulary to increase the independent use and understanding of extended language in a range of contexts.
5. Acquire new knowledge, skills and ways of thinking by responding to authentic spoken and written material adapted and abridged, as appropriate.
6. Develop an awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken.
7. Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning where the language may become a medium for constructing and applying knowledge.
8. Develop language skills both for immediate use and in preparation for further language study in school, higher education or employment.

Key Independent Learning Resources

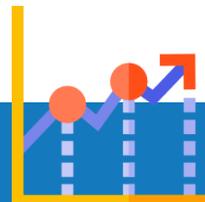
Great Reads: Appreciating human creativity and achievement in Spanish

Active Learn (online resource)	El asesinato de la profesora de Lengua by Jordi Sierra i Fabra.
Viva! AQA GCSE Spanish Grammar and Translation Workbook	El Quijote by Miguel de Cervantes. (English translation)
Spanish AQA Grammar and Vocabulary booklet	La sombra del viento (The Shadow of the Wind) by Carlos Ruiz Zafon.
www.memrise.com	
www.quizlet.com	

Opportunities Beyond the Classroom

- Email exchange with Spanish schools and Speaking sessions with the Foreign Language Assistants.
- Participation in competitions.

Statistics



Exam Board:	Edexcel
Level:	GCSE
Spec Code:	1ST0
Key Contact:	Mr N Barnes (Head of Faculty)

Curriculum Intent

What does Statistics help young people to achieve?

“Statistics is the science and, arguably, also the art of learning from data. As a discipline it is concerned with the collection, analysis, and interpretation of data, as well as the effective communication and presentation of results relying on data. Statistics lies at the heart of the type of quantitative reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy.”

Assessment Structure:

Title	Duration	Marks	Weighting
Paper 1	1 hour 30 minutes	80 marks	50%
Paper 2	1 hour 30 minutes	80 marks	50%

Fundamental Aims and Learning Outcomes

1. Identify trends through carrying out appropriate calculations and data visualisation techniques.
2. Apply statistical techniques across the curriculum and outside the classroom in the world in general.
3. Critically evaluate data, calculations and evaluations that would be commonly encountered in everyday life.
4. Understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors.
5. Understand ways that data can be organised, processed and presented, including statistical measures to compare data.
6. Apply appropriate mathematical and statistical formulae, and building on prior knowledge.

Key Independent Learning Resources	Great Reads: Appreciating human creativity and achievement in Statistics
https://rich.maths.org/statistics	How to Lie with Statistics by Darrell Huff.
https://www.mathsgenie.co.uk/statistics.html	How Animals Work by Knut Schmidt-Nielsen.
Edexcel Practice Papers	You Feel Lucky? (Murderous Maths) by Kjartan Poskitt.
CGP Revision Guides	The Tiger That Isn't by Michael Blastland and Andrew Dilnot

Opportunities Beyond the Classroom

Intermediate and Senior UKMT challenge.