

Forest Hill School

Key Stage 4 Curriculum Book

2016/17



Looking ahead and being prepared

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Curriculum Handbook

Key Stage 4

Introduction

This booklet has been produced for the parents/carers of students in Key Stage 4. We hope that it will be useful in providing information about the courses and subjects that your son will be studying in Years 10 and Year 11 at Forest Hill School.

Key Stage 4 is a particularly important stage in secondary education because during these two years, students may be studying for GCSE's and other qualifications. They will also be preparing for leaving school and either moving into training and/or employment or continuing with their education - possibly to university.

This booklet summarises all of the courses offered in Key Stage 4. Some courses have to be studied by all students while others have been chosen by your son so that the curriculum they are studying is unique to them. It will be necessary to check with your son as to which subjects they are studying. This information can also be found on our school website (www.foresthillschool.co.uk)

Our aim is to ensure that students get an equal opportunity to achieve their own success. We hope that at this particularly critical time, with the support of parents/carers, each student will be able to develop into a self-confident adult with a love of learning and who will be able to make a considered decision about their future career path.

This booklet is for parents/carers to keep. Please retain it in a safe place and use it for reference throughout Key Stage 4.

At Forest Hill School, we want our young people to leave with their understanding deepened and their minds enriched so that they can embrace the challenges of the future.

Romuald Harnais
Assistant Principal

The Curriculum Leaders

The following list shows which member of staff is responsible for each Curriculum Area (Curriculum Leaders). These staff can be contacted at the school if you have any questions about the subject, its content or the course. The Curriculum Leaders will also be able to put you in contact with your child's Subject Teacher if this is required.

Curriculum Leader	Curriculum Area
Ms Akpojaro	Curriculum Leader of Computer Science & ICT
Mr Brook	Curriculum Leader of Humanities
Ms Carini	Curriculum Leader of Music
Ms Gallant	Curriculum Leader of Art & Photography
Ms Hamid	Director of Science
Mr Hollidge	Curriculum Leader of PE
Ms Howell	Curriculum Leader of Business Studies & Economics
Ms Humphrey	Curriculum Leader of Dance
Mr Joseph	Director of Mathematics
Mr Keeffe	Curriculum Leader of History
Mr Manning	Curriculum Leader of Geography
Ms McEvoy	Director of English
Ms Owusu-Taylor	Curriculum Leader of Design & Technology
Ms Pugh	Curriculum Leader of RE, Philosophy and Psychology
Ms Swift	Acting Curriculum Leader of MFL/ Assistant Headteacher

To make contact with the Curriculum Leader (CL):

Telephone the school on 020 8699 9343 and ask for the CL by name

Write to the CL using the school address: Forest Hill School, Dacres Rd, Forest Hill, London SE23 2XN (Letters can be delivered by hand via school reception)

E-mail the CL using the school e-mail address: info@foresthillschool.co.uk

Frequently Asked Questions about the Curriculum

Who decides what my son studies at school?

The Government's Department for Education (DfE) has identified the subjects that each child of compulsory school age should be taught through the publishing of a National Curriculum. Forest Hill School uses this as a guide to establish what should be taught and how much time should be spent on each subject.

What is the National Curriculum?

The National Curriculum is a basic framework that sets out what children aged 5-16 in State schools should learn. It ensures that all students have equal opportunities to achieve at school and that the expectations for learning are at a high standard. In Key Stage 4 the National Curriculum indicates the core subjects that must be studied by all students. More information can be found at www.dfe.gov.uk

Can my child choose which subjects they study?

Yes - at least half of the curriculum in Key Stage 4 are subjects that a student has chosen to study. There are still certain subjects that have to be studied - these are called Core subjects. At Forest Hill these subjects are English, Maths, Science, RE and PE. At the end of Key Stage 4, GCSE examinations will be taken in core subjects (except PE) and the subjects chosen by your son.

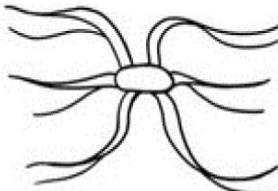
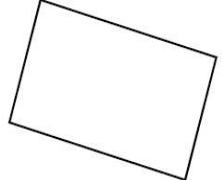
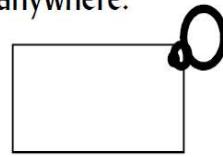
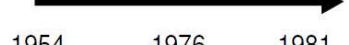
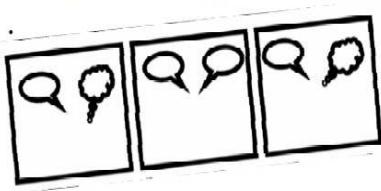
The KS4 Curriculum at Forest Hill School is different to that at other schools - why?

The Key Stage 4 curriculum at Forest Hill School provides students with the opportunity to study a broad range of subjects that will help them to prepare for either the world of employment/training or to continue with education at college and university. The optional subjects offered by schools will differ dependent upon the staff and resources that the school has to offer.

What about if my son has difficulties with some or all of the subjects?

If you consider that your son has difficulties in one or more subjects please contact the Subject Teacher or their Tutor in the first instance to discuss your concerns.

Learning/Revision Techniques

<h2>Map It</h2> <p>Create a mind map of the key points.</p> 	<h2>Journey It</h2> <p>Remember lists of information by creating events and images at certain points on a journey.</p> 	<h2>Index It</h2> <p>Transfer the key points to index cards. Test yourself!</p> 
<h2>Story It</h2> <p>Create a weird and multi sensory story using the key points.</p> 	<h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>EG - Naughty Elephants Squirt Water</p> 	<h2>Click It</h2> <p>Create a presentation about the key points.</p> 
<h2>Flip It</h2> <p>Write questions and answers and flip it anywhere.</p> 	<h2>Timeline It</h2> <p>A great technique for dates or sequences – place them in order along a line, then add lots of colour and pictures.</p> 	<h2>Sing It</h2>  <p>Set some of your work to some familiar music. You can also rhyme the words or create a rap.</p>
<h2>Record It</h2> <p>Use your mobile to record yourself explaining the key points – even play it as you fall asleep!</p> 	<h2>Post It</h2> <p>Write key words on to post its and stick them around your room.</p> 	<h2>Comic It</h2> <p>Create your own comic strip using the main points.</p> 

The Key Stage 4 Marathon

	Year	10	
Mara- thon	Commentary	GCSE	Commentary
0 – 25 mins	The sprint start. Ensuring you get a good initial position within the field.	Sept - Oct	Showing your new teachers what you are capable of. Doing your best.
26 – 40 mins	<p>Consolidation of your position. Building on the start you have made. In this phase you may make good progress or begin to fall behind the field.</p> <p><u>Monitoring - time feedback</u> <i>To inform future strategy for the race.</i></p>	Nov – Dec	<p>Maintaining the good start you have made can prove harder than you thought. Good routines and self - discipline are required to overcome complacency.</p> <p><u>Monitoring - progress checks and Year 10 Academic Review Day (November 2017)</u> <i>What do you have to do in order to move towards your target in each subject?</i></p>
41 - 70 mins	<p>Early momentum has to be maintained and built upon OR</p> <p>You must make up lost ground and respond to extra challenges; playing catch-up.</p> <p><u>Monitoring - time feedback</u> <i>To inform future strategy for the race.</i></p> <p>THIS PERIOD WILL LARGELY DETERMINE THE FINAL OUTCOME OF THE RACE.</p>	Jan -July	<p>Previous workload is added to by controlled assessment demands and:</p> <p style="text-align: center;">Year 10 Pre-Public Exams in July</p> <p>Good habits pay off, bad ones come home to roost.</p> <p><u>Monitoring - progress checks and Year 10 Parents' Evening (March 2018)</u> <i>What do you have to do in order to move towards your target in each subject?</i></p> <p style="text-align: center;">THIS PERIOD WILL LARGELY DETERMINE THE FINAL GCSE OUTCOME – COURSEWORK AND CONTROLLED ASSESSMENT IS KEY!!</p>

The Key Stage 4 Marathon

	Year 11		
Marathon	Commentary	GCSE	Commentary
71 – 100 min	<p>Previous hard work begins to pay off as the worst of the race is behind you and you take added challenges in your stride even though the pressure becomes intense.</p> <p>OR</p> <p>Lost ground becomes difficult to make up as increasing demands drain your energy. YOU HIT 'THE WALL'.</p> <p><u>Monitoring - time feedback</u> <i>To inform future strategy for the race. It is unlikely you can respond.</i></p>	Sept - Dec	<p>If you have got the bulk of coursework and controlled assessment under your belt and have studied hard for external and internal exams you can cope with the added pressure of this term:</p> <p>Preparation for the internal Year 11 Pre-Public Exams</p> <p><i>GOOD GCSE GRADES ARE SECURED</i></p> <p>OR</p> <p>It can all become too much as things catch up with you. The temptation is to give up.</p> <p><i>GOOD GCSE GRADES SLIP AWAY.</i></p> <p><u>Monitoring - progress checks and Year 11 Academic review day (September 2018)</u> <i>What do you have to do in order to move towards your target in each subject?</i></p>
101 – 127 min	<p>The final stretch. You have done the hard work and can be secure in the knowledge that if you run according to your previous form you will achieve a good result.</p> <p>OR</p> <p>You begin to fall alarmingly behind the field and your finishing position is far below what you expected if, indeed, you finish at all</p> <p><u>Monitoring - time feedback</u> <i>This is irrelevant at this point.</i></p>	Jan - May	<p>The feedback you receive from your mock exams reinforces your positive view of what you can achieve in the GCSE examinations in May and June. Further support is given in class for improvement and final exam preparation. You have also applied to continue your education at Forest Hill or elsewhere. This process takes place in January and February.</p> <p>OR</p> <p>Your chances of reaching your potential are now very slim. It will take an extraordinary effort for you to get the grades which will allow you to follow the progression route you are really capable of.</p> <p><u>Monitoring - Year 11 Parents' Evening (January 2019)</u> <i>What do you have to do in order to move towards your target in each subject?</i></p>
Awards Ceremony	<p>You receive the time and field position you had hoped for.</p> <p>OR</p>	August	<p>You receive the exam results you deserve.</p> <p>OR</p>

CURRICULUM AREA: English Language and English Literature

Course Content:

English Language

Reading 20th and 21st Century Fiction
Writing to Describe and Narrate
Reading Non-Fiction (including 19th Century texts)
Writing to Argue or Persuade
Speaking and Listening

English Literature

Macbeth
A Christmas Carol
An Inspector Calls
Poetry
Unseen Texts

Assessment

We follow the AQA GCSE courses.
100% of the GCSE assessment is by terminal examination – four papers in total.
Speaking and Listening is assessed separately.

Homework:

All students will be set one substantial homework every week. This will include revision activities and exam practice questions.

Is this the right course for me?

Everyone does two GCSEs in English.

How parents can help:

Supervise homework and ask your son how he could improve it.
Encourage your son to read his own choice of fiction and non-fiction texts.

Useful website and revision guides

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Progression and Career Opportunities

Everyone needs to have either English Language or English Literature at Grade 4 or above to access employment, apprenticeships or further study. Most A' Level courses will require Grade 5 or above in English.

Many students take A' Levels (and vocational courses) in English, Film Studies and Media Studies.

How can I find out more about the course?

Ms McEvoy, Director of English
r.mcevoy@foresthillschool.co.uk

CURRICULUM AREA: GCSE Maths (Edexcel)

Course content:

The assessments will cover the following content headings:

1. Numbers
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Controlled Assessment:

There is no controlled assessment element for this examination.

The Examination

Pupils will be taking the GCSE Linear Course and there will be:

- One non-calculator exam (1 hour and 30 minutes)
- Two calculator exams (each 1 hour and 30 minutes).

The exams will take place in June at the end of year 11.

Assessment:

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9.

How parents can help:

The GCSE course requires students to understand and memorise formulae and theorems and mathematical rules. To succeed in this, students must be prepared to complete their homework where these ideas are practiced and to spend time at home memorising the formulae, theorems and rules. Help with revision in particular is invaluable. There are revision resources which may be purchased from the mathematics department.

Useful website and revision guides:

www.mymaths.co.uk

Downloading PiXL app would also be beneficial for revision.

Revise Edexcel GCSE Mathematics Revision Workbook Higher

ISBN 978-1-4469-0015-4

How can I find out more about the course?

Ask your Maths teacher, or see Mr Joseph, Director of Maths, for further details.

MATHEMATICS

CURRICULUM AREA: GCSE Combined Science (AQA)

Most students will take the GCSE Combined Science route which is a ‘double’ GCSE. They will still study Biology, Chemistry and Physics, and will be awarded with two GCSEs in science.

Course Content & Exam Breakdown

Biology (2 x 1hr 15 min exams):

Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

Chemistry (2 x 1hr 15 min exams):

Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources.

Physics (2 x 1hr 15 min exams):

Energy; electricity; particle model of matter; atomic structure; forces; waves; and magnetism and electromagnetism.

Throughout the course, students will complete several ‘required practical activities’ in lessons. They will need to understand these well since they will be assessed in the final written exams.

The course is 100% exam and the assessments are terminal, meaning they are sat at the end of Y11.

How parents can help:

If you haven’t already, please purchase a recommended **revision guide** from the school. There are different versions for combined science and separate science, both of which have a ‘workbook’ option too (see below). These should be used to support learning throughout the year, not just for revision for exams.

Monitor your son’s completion of **homework** to make sure he is meeting deadlines. If your son appears to have ‘no homework’, he should spend some time studying with the revision guides.

Help your son to generate a **revision** programme and enable him to access a quiet, distraction free space to revise well in advance of his exams (Y10 Pre-Public Examinations will be at the end of summer term followed by others in Y11).

Useful website and revision guides

Recommended revision guide: **AQA GCSE Combined Science Trilogy All-in-one Revision and Practice** (available in higher or foundation tier): £10.

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zrkw2hv>

Hand-In: In the ‘Atrium’, there is an electronic textbook and copies of the specification checklists. The checklists show all the content that students need to know and can also be found in the front of their exercise books.

Exam board website: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Progression and Career Opportunities

Science provides the knowledge and skills that will benefit all career options. Students may progress into apprenticeships e.g. engineering, or study BTEC science in sixth form, or study for A Levels to follow a more academic route into university. From university, students may do scientific research, go into medicine, engineering, or even sports science.

CURRICULUM AREA: GCSE Biology, GCSE Chemistry & GCSE Physics (AQA)

Some students are selected to take the ‘separate sciences’ route from which they will receive three separate GCSEs in Biology, Chemistry and Physics. These students would have shown particular interest and ability through years 7 to 9.

Course Content & Exam Breakdown

Biology (2 x 1hr 45 min exams):

Cell biology; organisation; infection and response; bioenergetics; homeostasis and response; inheritance, variation and evolution; and ecology.

Chemistry (2 x 1hr 45 min exams):

Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources.

Physics (2 x 1hr 45 min exams):

Energy; electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism; and space physics (separate sciences only).

Throughout the course, students will complete several ‘required practical activities’ in lessons. They will need to understand these well since they will be assessed in the final written exams.

The course is 100% exam and the assessments are terminal, meaning they are sat at the end of Y11.

How parents can help:

If you haven’t already, please purchase a recommended **revision guide** from the school. There are different versions for combined science and separate science, both of which have a ‘workbook’ option too (see below). These should be used to support learning throughout the year, not just for revision for exams.

Monitor your son’s completion of **homework** to make sure he is meeting deadlines. If your son appears to have ‘no homework’, he should spend some time studying with the revision guides.

Help your son to generate a **revision** programme and enable him to access a quiet, distraction free space to revise well in advance of his exams (Y10 Pre-Public Examinations will be at the end of summer term followed by others in Y11).

Useful website and revision guides

Recommended revision guide: **Collins GCSE Revision and Practice—GCSE Biology / GCSE Chemistry / GCSE Physics**: £12.

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zrkw2hv>

Hand-In: In the ‘atrium’, there is an electronic textbook and copies of the specification checklists. The checklists show all the content that students need to know and can also be found in the front of their exercise books.

Exam board website: <http://www.aqa.org.uk/subjects/science/gcse>

Progression and Career Opportunities

Students that have studied the separate sciences and would like to pursue a science related career tend to go on to study them at A Level. Following this, their academic route would take them to university to do degrees in medicine, biological sciences, physics, chemical engineering, engineering or even astronomy.

Mr K O'Donnell – KS4 Lead Teacher

Mrs N Hamid – Director of Science

CURRICULUM AREA: Philosophy & Applied Ethics

Course Content

Component 1 (YEAR 10): The study of Religions: beliefs, teachings and practices.
Beliefs, teachings and practices in Christianity and Islam.

Component 2 (YEAR 11: Thematic studies: Religious, philosophical and ethical studies. We will prepare the students to answer questions on FOUR of the following themes:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion peace and conflict
- Religion crime and punishment
- Religion, human rights and social justice

Note: *The beliefs of humanists will be discussed alongside each religion or topic in order for students to gain a broad and balanced understanding of all relevant viewpoints.*

The Exam

There will be 2 exams in total - 1 exam for each component.

Each exam will be 1hour and 45 minutes in length

Homework

Homework will be set weekly and can be found in the RE HW pack for Year 10. Types of homework will include written work based on discussions during the lesson, learning of key words, both spellings and their meanings and completion of past paper questions. Pupils are assessed frequently and will be expected to revise thoroughly for each assessment. Homework is essential in order to complete the course and allow time for a thorough revision programme.

How parents can help:

All students will be given an RE revision booklet at the start of each component which they should bring to every lesson and should be using to revise at home. Parents can help by testing students on key words, quotations and information found in their RE revision booklets. This will really help the students to prepare for assessments and exams. Parents can also help by encouraging an interest in and discussing current affairs with children, especially those that involve the philosophical and ethical issues studied in school. Parents should be aware that regular end of unit tests form an integral part of this course and students should develop revision study skills from the outset.

Useful website and revision guides

Textbooks:

AQA GCSE (9-1) Religious Studies Specification A

Authors: Lesley Parry, Jan Hayes, and Sheila Butler

Publisher: [Hodder Education](#)

ISBN-13: 9781471866852

Price: £19.99

AQA Religious studies A—Christianity / Islam - (2 books)

Authors: Cynthia Bartlett (series editor), Marianne Fleming, Peter Smith, David Worden

ISBN-13: 978-0-19-837034-5

Price: £16.99

Publisher: [Oxford University Press](#)

ISBN-13: 978-0-19-837033-8

Price: £16.99

<http://www.bbc.co.uk/schools/gcsebitesize/rs/> - The BBC schools GCSE website covers all of the topic areas outlined above and is a good place for students to read around the topics studied in class.

CURRICULUM AREA: Art & Design

Course Content

We will follow Edexcel in Art and Design for GCSE.

The coursework and the exam will be internally marked and externally moderated.

Assessment

Your son will produce a portfolio of work which will include 3 projects and 3 final pieces. This will conclude the coursework portfolio, worth up to 60% of the art GCSE. The maximum mark for coursework is 60%.

The maximum mark for the externally set timed exam is 40% which includes the portfolio from the 8 weeks preparation period which allows him time to plan his work with his teacher, to collect information, experiment with ideas and techniques and relate his work to other artists or cultures. This will take place starting in January year 11 and will conclude in a 10 hour exam for the final piece after the preparation period.

Your son will attend 2 gallery visits during year 11 to support his coursework and exam portfolios.

During the course he will be taught:

- to develop a range of technical skills using a variety of materials and media and be encouraged to experiment with them
- to look at the work of other artists or designers and use it to influence his own work
- To develop a portfolio of work
- to develop his critical thinking skills in order to become more independent with his ideas to enable him to take risks
- to work from both observation and imagination

How parents can help:

Ensure he has the correct equipment including a range of drawing materials, a sketchbook, a rubber, coloured pencils or paints to work at school and home and make sure he brings them to his lessons. Encourage him to look at art books both in the school and local library for ideas on techniques and to build up his understanding.

Encourage him to visit Art Galleries and Museums especially when he is preparing for year 11 final examination. Encourage him to complete all independent study work within the deadline to help him with coursework and timed tests. Support us to make sure work is completed on time by allowing us to keep him behind at the end of the day to attend after school art club to complete outstanding work.

How can we help?

By giving regular feedback about the GCSE level he is working to and what he should do to improve his grade. Running an after school KS4 homework club twice a week to support him on an individual level. (Your son will be informed by his teacher on the day this will take place). Running open access classes at lunchtime for students to work on coursework. By setting realistic deadlines and expecting them to be met. Offering advice and support if there are areas that can be reworked to achieve a higher mark.

How can I find out more about the course?

We will guide your son during year 10 to the course most suitable for him and will keep you informed. Please contact the Curriculum Leader of Art, Jane Gallant, if you have further questions.

CURRICULUM AREA: Vocational Business Financial Capability

Course Content:

Level 1 (GCSE Grade D-G) =
Unit 1 Finance, the Individual and Society
Unit 2 Practices of Managing Money

Level 2 (GCSE Grade A-C) =
Unit 3 Financial Capability, Work and Enterprise

Assessment

Level 1 Pass
Unit 1 - 45 minute test
Unit 2 - 45 minute test
Level 2 Pass
Unit 3 - 1 hour exam

Homework:

Homework is set regularly which all students are expected to attempt. In addition on-line Extension Exercises are available which students can attempt.

Is this the right course for me?

This course provides students with the skills and knowledge to manage their money well and make sound financial decisions. In addition Students completing the Level 2 will gain an understanding of how finance impacts on the economy and encourages them to consider how this can affect business and the individual.

How parents can help:

*By providing access to newspapers such as The Evening Standard and/or The Metro.
By suggesting and encouraging students to watch suitable programmes for them to watch on TV eg The News Headlines.
By logging on to the website and discussing the content of the lessons and providing examples/views and/or opinions on the topics eg the different types of mortgages available and different ways of borrowing money.*

Useful website and revision guides

The London Institute of Banking & Finance: <http://www.libf.ac.uk/study/financial-capability/qualifications/cpf2---certificate-in-personal-finance>

Revise Edexcel GCSE Business
Revision Guide ISBN 978-1-4469-0373-5 RRP £3.99
(useful: Revision Work Book ISBN 978-1-4469-0376-6)

Progression and Career Opportunities

The course can be studied in The Sixth form at Advanced Level where a number of cash achievement awards of up to £750 are available to recognise and reward high academic achievement by students who go on to study Finance at the London Institute.

How can I find out more about the course?

<http://www.libf.ac.uk/study/financial-capability/qualifications/cpf2---certificate-in-personal-finance>

CURRICULUM AREA: GCSE Computing (OCR J276)

Course Content

The computing syllabus will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, a large amount of the course will be spent learning computer programming. Through this study of computer programming, the course will help you develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences, and even applied in day-to-day life. In order to be successful in the course students will need to be able to solve problems independently and in groups. To help them with this they will develop skills in designing algorithms and computer programming. Students will also be able to evaluate the effectiveness and success of their solutions, as well as other peoples, and the impact computer systems can have on society.

Is this the right course for me?

This is the course for you:

- If when you use a PC you find yourself thinking 'What is going on inside the computer when I press this?'
- If you are the kind of person who takes things apart to find out 'how they work'
- If you have used software and thought 'I think I could make something better'
- If you enjoy working hard to solve a problem
- If you are willing to take up programming at home as a hobby

How will I be assessed?

· Unit 1 – computer systems

You will take a written examination (1 hour and 30 minutes) that includes a mixture of short and long answer questions. This is worth 40% of the GCSE. The exam will assess what students know about computer systems. System architecture, memory, storage, wired and wireless networks, network topology, protocols and layers, system security, system software, ethical, legal, cultural and environmental concerns. binary logic, memory, peripheral devices, secondary storage, types of data, databases,

· Unit 2 – Computational thinking, algorithms and programming

You will take a written examination that includes a mixture of short and long answer questions, some of which will require candidates to write program code. This is worth 40% of the GCSE.

The exam will assess what students know about computational thinking, algorithms and programming which will include algorithms, programming techniques, programming robust programs, computational logic, translators and facilities of languages, Data representation.

· Unit 3 – Programming Project

You will be given a list of controlled assessment tasks to choose from. This is worth 20% of the GCSE

Homework

Either set tasks or revision for exam

PTO

COMPUTING

COMPUTING

How can I find out more about the course?

Speak to your computer science teacher or Exam board information (specification update pending):

Is this the right course for me?

- . You should consider Computing GCSE if you're interested in the following:
 - Have you enjoyed programming in Year 9?
 - Do you want to get inside the machine and understand how hardware works?
 - Can you design and write your own computer programmes?
 - Do you like solving logical puzzles?
 - Do you enjoy learning new and advanced commands?
 - You are working at a good step in Mathematics at Key stage 3 (set 1 /2)
 - You are working at step 5A and above in computer science

How parents can help:

- Make sure you are aware of when controlled assessments are taking place and support your son in ensuring they attend lessons when these are scheduled.
- Ensure adequate revision is taking place in preparation for written examination
- Encourage your child to spend quality time completing homework assignments

Useful website and revision guides

<http://cambridgegcsecomputing.org/>

<http://asimo.honda.com/>

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

<http://www.w3schools.com/>

<https://code.org/>

New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course
ISBN-10: 1782946020 CGP Books £5.99

New GCSE Computer Science OCR Exam Practice Workbook - for the Grade 9-1 Course (includes Answers) ISBN-10: 1782946039 CGP Books £5.99

Progression and Career Opportunities

This could lead to? Further study in IT e.g. A Level Computing. A variety of technical qualifications including: MSCP (Microsoft Certified Professional) CCNA (Cisco Certified Network Associate) Entry to IT related apprenticeships Careers including: Computer programmer Systems analyst Database administrator ICT technician Helpdesk operator Systems administrator Web designer

How can I find out more about the course?

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

Speak to your computer science teacher

CURRICULUM AREA: GCSE Design & Technology (AQA)

Course Content

AQA GCSE D&T: Product Design encourages students to design and make products with creativity and originality using a range of materials such as paper/card, plastics, textiles, food, electronics, timber-based materials and ferrous and non-ferrous metals. Students will develop a variety of techniques for working with these materials.

The course has a practical approach that encourages students to design and make products with creativity and originality in a variety of practical activities. Packaging and marketing tools, such as advertising, are included in the course as part of the process of making commercially viable products.

Is it the right course for me?

Design and Technology is a subject that is academically challenging and requires the ability to not only to be creative but also to problem solve and be proficient in Maths and English. We would expect students to reach step level 7C-8A to achieve Grade A-C at GCSE.

Homework:

Students are set homework specifically related to controlled assessment specific research task where students work independently. It is expected that all students complete the work and submit on deadline for assessment and feedback. Failure to do the homework will result in department detention where they complete work.

Useful website and revision guides

www.howstuffworks.com/
<http://www.btinternet.com/~hognosesam/gcse/>
<http://www.design-technology.org/tvs.htm>
<http://www.bbc.co.uk/schools/gcsebitesize/design/>

CGP GCSE Design & Technology Product Design AQA Revision Guide
ISBN: 978 1 84762 354 6 £5.95

How will I be assessed?

The Product Design course has 2 units:

- Unit 1: Written Exam (40%)
- Unit 2: Controlled Assessment (60%)

Unit 1 – Written paper

- 40% of total marks
- 2 hour exam
- 120 marks

Candidates answer all questions in two sections. Pre-release material issued.

Unit 2 – Design and Making Practice

- 60% of total marks
- Approximately 45 hours
- 90 marks

Progression and career opportunities

GCSE Product design provides progression to higher qualifications in design subjects, as well as opportunities to work in the fields of Design:

- Architect
- Engineering/Engineer
- CAD Designer
- Packaging Designer
- Graphic Designer

How can I find out more about the course?

We follow the AQA GCSE Product Design course. You can find more information at
<http://www.aqa.org.uk/dt>

Contact Mrs E Owusu-Taylor, Curriculum Area Leader

CURRICULUM AREA: GCSE Food Technology (AQA)

Course content.

GCSE Design and Technology: Food Technology involves both written and practical work with the emphasis being on the design process. During the two-year course students will complete several design and make activities that cover a wide variety of tasks such as researching, sensory and nutritional analysis, recipe adaptations and practical investigations. Students will develop practical skills and design and make a variety of different food products. All students will be requested to provide some ingredients for practical work.

Is this the right course for me?

Students should enjoy working with food and be keen to further develop both their design and practical skills. Also, students must be prepared to spend time on class and homework tasks, which will necessitate researching, recording and evaluating work.

Homework:

Students are set homework specifically related to controlled assessment specific research task where students work independently. It is expected that all students complete the work and submit on deadline for assessment and feedback. Failure to do the homework will result in department detention where they complete work.

How will I be assessed?

The food technology course has 2 units:

Unit 1: Written Exam (40%)

Unit 2: Controlled Assessment (60%)

Unit 1 – Written paper

40% of total marks

2 hour exam

120 marks

Candidates answer all questions in two sections. Pre-release material issued.

Unit 2 – Design and make practice

60% of total marks

Approximately 45 hours

90 marks

Consists of a single design and make activity from a range of board set tasks.

Progression and career opportunities

GCSE Food Technology provides progression to higher qualifications in food-related subjects, as well as opportunities to work in the fields of Food Technology:

- Chef
- Dietician
- Food Scientist
- Food Developer
- Food Buyer
- Nutritionist (medical field)

How can I find out more about the course?

We follow the AQA GCSE Food Technology course. You can find more information at

<http://www.aqa.org.uk/dt>

CGP New Grade 9-1 GCSE Food Preparation & Nutrition - Complete Revision & Practice (with Online Edition) (FNS41)

New for the Grade 9-1 GCSE courses — due to arrive in early 2017

Also please feel free to contact **Mr. Foster**, Food Technology teacher or **Mrs. Eunice Owusu-Taylor** (Curriculum Leader of Design & Technology).

CURRICULUM AREA: GCSE DANCE

Course Content:

The GCSE enables students to develop and utilise their skills across 3 strands:

Performance: Using dancers' physical skills in solo and group work. Skills such as strength, control, agility and balance

Choreography: Dancers creating movement using their creativity, choreographic skills and the ability to reflect on their work. Skills such as motif development, choreographic devices and dance relationships.

Appreciation: Applying students' knowledge of performance and choreography by reflecting on their own work, and professional dance works.

Assessment

Component 1: Performance and Choreography

All elements in Component 1 are Controlled Assessment

Performance: 30%

Set dance phrases: Performance of the AQA set phrases through a solo performance (approx. 1 min.) focusing on physical and performance skills.

Group Dance: Duo/Trio performance showcasing the ability to perform in a group.

Choreography: 30%

Solo choreography: Creating a dance in response to a stimulus set by AQA using motif development and a range of choreographic devices.

Component 2: Dance appreciation

1 hour 30 min paper: 40%

Written paper sat in the summer of year 11 assessing students appreciation of their own work, detailed analysis of 6 professional dance works (Dance Anthology) and the process of choreography and performance.

Homework

Homework will be set weekly and will include a range of tasks: analysing key works, watching works via the internet, and choreographing movement ready for lessons. Students will be required to attend rehearsals in order to prepare for performances.

Is this the right course for me?

Dance GCSE is for all students who have a passion for Dance. Dance enables students to develop critical life skills such as teamwork, creative decision making and the ability to reflect on, and improve their work. The students will take part in multiple performances, have opportunities to work with professional dancers, and watch a variety of works. The course enables students to work in a variety of dance styles. Dance improves confidence, leadership and overall fitness combining physical skills with artistic vision. In offering students this range of skills and learning experiences dance is unique as a subject.

Dance requires students to be committed, and we recommend a minimum step of 3A.

PTO

DANCE

DANCE

How parents can help

In order to prepare students for GCSE Dance the more dance they are able to view the better. This will increase their movement vocabulary and their understanding of different styles of dance. Dance can be viewed live, on DVD or on the internet through sites such as Youtube.com.

Useful website and revision guides

Dance.fhsmusic.org.uk Password dance111- The yr 10 tab shows key information from the new specification such as the anthology works that students will need to analyse in detail, and the set phrases.

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236> - The AQA GCSE Dance webpage gives details of the specification the students will study.

Progression and Career Opportunities

Universities, employees and colleges all look for students with qualifications in a variety of subjects which demonstrate their commitment, and ability to be both independent learners and key team players; all of which are key in GCSE Dance. Past students have gone on to be fitness instructors, professional dancers, teachers and one student is currently studying to be a physiotherapist.

How can I find out more about the course?

If you have any questions please contact **Ms D Humphrey** (Curriculum Leader of Dance).

CURRICULUM AREA: GCSE Drama EDEXCEL

DRAMA

Course Content

GCSE Drama is an exciting and challenging course that requires students to develop a knowledge and appreciation of drama theory as well as explore the skills required to perform and evaluate dramatic performance work. The new drama specification is mainly practical in nature and allows the study of key play texts as well as devising and creating a play from a range of interesting and dynamic stimulus material. Written communication of ideas is also a vital part of the course as being able to express academic knowledge and theory is a key indicator of information learnt. This is assessed in a written examination at the end of year 2. The course also requires students to watch at least one live theatre performance over the course of the two year course.

During the course your son will be required to demonstrate:

- Communication skills
- Self-confidence
- Knowledge of key drama practitioners
- Willingness to explore issues and themes in relation to himself and the world he lives in
- Responsibility and respect for the work created by the group
- Analytical skills
- Practical drama performance skills
- Written communication skills

Component 1: Devising : Coursework 40% of the qualification

Create and develop a devised piece of drama work from a given stimulus. Course elements require students to analyse and evaluate the devising process and performance. Performer or designer routes available.

There are two parts to the assessment: Practical performance and written portfolio.

The portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks) The portfolio submission recommendations are: 1500–2000 words

Component 2: Performance from Text—Coursework 20% of the qualification

Students will either perform in and/or design for two key extracts from a performance text. • **Externally assessed by a visiting examiner.** Performance/design realisation covering both key extracts is worth 48 marks. If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

Component 3: Theatre Makers in Practice. Written examination: 1 hour 30 minutes 40% of the qualification

Practical exploration and study of one complete performance text. Choice of eight performance texts. Live theatre evaluation – free choice of production.

Section A: Bringing Texts to Life- 45 marks. This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live Theatre Evaluation- 15 marks,. This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

How parents can help:

Attendance is one of the most important parts of GCSE Drama. Boys work in groups and rely on each other to produce the work. 60% of the final grade comes from practical work. It is essential that you encourage your child not to let himself and others down through needless absences. The written portfolio comes out of practical work in the classroom and you should encourage your son to write up practical work undertaken in class as these notes can be used to produce good quality coursework. Talking about the work that your son has completed in class helps the learning to be fixed in their minds.

REVISE Edexcel GCSE (9-1) Drama Revision Guide
Available in print from March 2017 or Online £5.99

How can we help?

- Encouraging independent, student-led learning, whereby your son feels empowered to achieve
- Giving regular feedback on his practical and written work
- Arranging theatre visits
- Providing a wide range of extra-curricular performing opportunities
- Offering extra-curricular rehearsal time and performance time.
- Giving pupils opportunities to devise and present drama work to specific audiences.
- Having Mock exams for practical and written course components

MODERN FOREIGN LANGUAGES

CURRICULUM AREA: Modern Foreign Languages (MFL)

Course Content

GCSE Languages are respected and enriching qualifications which are vital for anyone looking to get ahead in a globalized world.

Studying GCSE Languages will enable you to:

- develop your communication skills and further your understanding of how the language works
- gain a valuable insight into the culture and society of the countries where that language is spoken
- understand the language in a variety of contexts
- build the ability to communicate effectively in the language

Topics studied will include identity and culture; local, national, international and global areas of interest; and current and future study and employment. You will use a range of engaging multimedia resources to study these.

Course Content

We currently follow the AQA GCSE course in French/German/Spanish. The course will cover the following topic areas:

Assessment

Students are assessed in the four skills:

Theme 1: Identity and Culture

<i>Me, Family & Friends</i>	<i>Technology</i>	<i>Free time</i>	<i>Customs & traditions</i>
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Theme 2: Local, National, International, Global

<i>You home & region</i>	<i>Social issues</i>	<i>Global issues</i>	<i>Travel & tourism</i>
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Theme 3: Current & Future Study and Employment

<i>My studies</i>	<i>Life at college</i>	<i>Post 16 education</i>	<i>Jobs & Careers</i>
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Reading: topics from across the two years with questions in English AND the target language as well as translation into English (25%)



Listening: topics from across the two years with questions in English AND in the target language as well as translation into English (25%)

Writing: 3 questions getting progressively more challenging + 1 structured writing task and an open ended task. There is also a translation task into the target language (25%)

Speaking: a role-play card, a photo card and general conversation (25%)

Homework

Homework will be set at least once a week and will generally cover a range of tasks, although written work will be set on a regular basis. Other assignments might include reading in German/French/Spanish, interviewing friends, preparing for an oral presentation in the foreign language, exercises on computer programmes and doing research. The regular learning of vocabulary and completion of written work are vitally important.

MODERN FOREIGN LANGUAGES

Is this right for me?

If you have enjoyed learning a foreign language in Years 7-9, have made good progress and are prepared to work hard to develop your language skills and cultural knowledge, then you certainly should take this course.

Although everybody is welcome to study a language at Forest Hill School, we recommend that you achieve a Step 5 by the end of Year 9 to ensure you have the best chances to succeed in the course.

How parents can help:

You can support your son's language learning in many ways. You can test him on vocabulary and encourage him to speak the language at home, even if you don't speak it yourself. If you can visit the country or exploit any links with native speakers you may have, this will help bring the language to life. There will be opportunities to purchase language resources such as magazines, but you can also go online to watch, read and listen to the language or watch foreign TV or films. Finally, please talk to your son about his homework and encourage him to prepare thoroughly for controlled writing and speaking assessments.

How can I go beyond to give myself the best chances to succeed at GCSE Languages?

You need to learn vocabulary regularly. Your teachers will upload a course book on Handin where the course is explained in detail and where you will find all the vocabulary that the board is expecting you to know! There is a lot so starting early is the key!

Useful websites and revision guides

You can visit the following websites regularly:

www.linquascope.com (get login from your teacher)
www.duolingo.com
www.memrise.com
www.languagesonline.org.uk
www.bbc.co.uk/languages
www.quizlet.com
www.memorizenow.now (to create gap fills and learn vocabulary)
www.text-to-speech.net (to improve your pronunciation)

CGP have brilliant MFL ranges for the A*-G GCSE courses (with exams in 2016 and 2017) and the new Grade 9-1 GCSE courses (with exams in 2018 and beyond).

Finally we strongly suggest you buy a pocket dictionary as well as revision guides (ask your teacher.) Doing past papers online and reading/listening to authentic material in the language you are studying is key to broaden your linguistic range.

Progression and Career Opportunities

Speaking one or more foreign languages is not only enriching on a personal basis, but can help enormously on the job market. A number of top universities require students to have a qualification in a foreign language and many employers cite language skills as highly desirable. What's more, using a foreign language at work could raise your salary from 8-20%*!

Where can I find out more about the course?

Visit www.aqa.org.uk
<http://www.whystudylanguages.ac.uk>

Or ask your languages teachers!

* http://www.whystudylanguages.ac.uk/ks4/why_languages

CURRICULUM AREA: Geography

Course Content:

There are 8 key strands to the course we teach at GCSE that are divided into three individual units:

- Living in the UK: Landscapes of the UK, People of the UK, The UK's environmental challenges.
- The world around us: Ecosystems of the Planet, People of the Planet, Environmental threats to our Planet.
- Geographical Skills: Geographical skills (e.g. statistical analysis, map skills), Field-work.

The exam board requires all Geography students to undertake at least two compulsory fieldwork days as part of the course.

Assessment:

Each of the above 8 strands is examined in one of three end of unit exams – all three exams take place at the end of Year 11, but regular testing does take place throughout the course. There is no controlled assessment or coursework in GCSE Geography.

Paper 1: Living in the UK – 30% of GCSE (60 marks, 1 hour)

Paper 2: The World around us – 30% of GCSE (60 marks, 1 hour)

Paper 3: Geographical skills – 40% of GCSE (80 marks, 1 hour 30 minutes)

Homework:

Students will be set one piece of homework a week, which should take between 30 minutes and an hour to complete. This work is designed to deepen their locational knowledge or to broaden their understanding of geographic concepts.

Is this the right course for me?

The work students complete in Geography requires active involvement in lessons and cover modern global issues that will apply to our students and people in other parts of the world, both today and in the future. The topics are wide ranging, encouraging learners to become well-rounded geographers with a wide range of knowledge and skills that will prepare students to enter the globalised world we live in. This means learners' real life skills are developed and become relevant to future decision making. These skills are transferable and appropriate to many modern day careers.

Teaching in Geography is both of theoretical and practical work with regular practice of exam style questions. Students will learn about the world through the study of a wide range of 'real' examples or case studies.

15% of this GCSE is based on students' numeracy skills, and 20% is based directly on their literacy skills. For example, students will be expected to show their ability to solve mathematical problems related to Geography in their Paper 3 exam, and show their workings for this.

Students who choose Geography are expected to be performing strongly in English and Maths, as well as in Geography itself.

How parents can help:

Talking about current events and reinforcing the importance of reading newspapers are crucial. Watching appropriate TV programmes and using other sources of information to widen knowledge and improve skills are also important. Providing quiet time and space for study is also very important and enables students to concentrate and consolidate their understanding. Please be supportive to students and help to keep students up to date with their fieldwork and homework by reminding them of the importance of deadlines.

Useful website and revision guides

Exam board website:

<http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/>

SAM Learning (revision activities): <http://www.samlearning.com>

Revision guide: CGP GCSE Geography (1-9) OCR A Revision guide and workbook.

Progression and Career Opportunities

Geography is a broad based academic degree which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. This can vary from architecture to zoology. Studying geography provides you with valuable skills and a firm base for life-long learning.

How can I find out more about the course?

Talk with subject staff from the Geography department or look for advice on the OCR Geography A website (see above) or from the Royal Geographical Society or Geographical Association.

HISTORY

CURRICULUM AREA: History

Course Content:

In Paper 1: Warfare and British society, 1250-present and London and the Second World War, 1939-45. Paper 2: Superpower relations and the Cold War, 1941-91 with the Depth Study focusing on Early Elizabethan England, 1558-88. Paper 3: Weimar and Nazi Germany, 1918-39

Assessment:

In all Papers students will answer questions which will need analysis of a range of sources. They will develop their ability to write extended answers which show understanding. Paper 1 will be 30% of the final GCSE this will be split between a Thematic Study (Warfare and British society, 1250-present) with a study of a historic environment (London and the Second World War, 1939-45). Paper 2 will be 40% of the final GCSE and focuses on a period study (Superpower relations and the Cold War, 1941-91) with a British depth study (Early Elizabethan England, 1558-88). Paper 3 will focus on Weimar and Nazi Germany 1918-39 and will be 30% of their final GCSE grade.

Homework:

H/W will be set at least once a week, this will comprise of a variety of activities for students to complete at home which will be assessed in lesson.

Is this the right course for me?

The GCSE History course is very demanding. Students are expected to complete work to a high standard. Classwork and H/W will require students to regularly complete extensive pieces of writing. Students will have regular assessments which will be used to measure their understanding of content and sources. The syllabus places a significant emphasis on the ability of the student to analyse and use sources effectively.

How parents can help:

Parental support is crucial for students to successfully complete their History GCSE. Support from parents can be provided in the following ways:

- Help us to ensure that H/W is being completed
- Parents will support the use of sanctions for underperforming students

Useful website and revision guides

<http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE-History-MS-Collation-WEB%20978144692583.pdf>

<http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE-History-QPs-ONLY-Collation-WEB%20978144692583.pdf>

HISTORY

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/History/14-16_for_Edexcel/EdexcelGCSEHistory91/Samples/Sample-chapters-for-Edexcel-GCSE-9-1-History/Sample-chapter-for-Warfare-through-time,-c1250-present,-Student-Book.pdf

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/History/14-16_for_Edexcel/EdexcelGCSEHistory91/Samples/Sample-chapters-for-Edexcel-GCSE-9-1-History/Sample-chapter-for%20Early-Elizabethan-England,-1558-1588,-Student-Book.pdf

Progression and Career Opportunities

The skills which students will develop whilst studying GCSE History are varied and show a good level of academic ability. History is highly regarded by Further Education as a strong GCSE and one which will allow students to follow a variety of career paths including Teaching, Law, Journalism and Politics

How can I find out more about the course?

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/History/14-16_for_Edexcel/EdexcelGCSEHistory91/Samples/Sample-chapters-for-Edexcel-GCSE-9-1-History/Sample-chapter-for%20Early-Elizabethan-England,-1558-1588,-Student-Book.pdf

<http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE-History-MS-Collation-WEB%20978144692583.pdf>

CURRICULUM AREA: CAMBRIDGE NATIONALS LEVEL 2 IN ICT

Exam Board: OCR

Course Content:

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. This new Cambridge Nationals in ICT reflects this and provides students with a solid understanding of the subject which they can use in their working lives. Three themes are covered: business information systems, creative and technical.

Assessment

Unit 1 is assessed by a 1 hour written examination paper. Other units are 100% coursework and take the form of a series of exam board set tasks for each unit. Work is internally marked and externally moderated by the exam board (OCR). The four units that students complete are together worth the equivalent of 1 GCSE qualification up to grade A*. (Pass, Merit, Distinction and Distinction* equivalent to C, B, A and A* grades at GCSE)

Student work is continually marked and moderated and students are kept informed on their progress at all times.

Homework

Two hours per week – either set tasks or revision for exam.

Is this the right course for me?

The course aims to develop:

- Problem-solving skills through the practical, real life application of ICT to complex problems.
- The ability to analyse, appraise and make critical judgements about the use of ICT systems.
- An awareness of the role of ICT in the management, manipulation and dissemination of information.
- Reporting skills necessary for effective communication with others.

Students study four different ‘Units’. Within a unit, a student will learn new ICT skills and develop their capability. There are two compulsory units:-

Unit 1 – Understanding computer systems (compulsory unit - assessed by written examination 1 hour – 60 marks 25% of course)

Unit 2 - Using ICT to create business solutions, controlled assessment worth 25% (compulsory unit - internally marked, externally moderated set task)

Unit 3 - Handling data using spreadsheets, controlled assessment worth 25% - internally marked, externally moderated set task)

Unit 4 -Handling data using databases, controlled assessment worth 25% - internally marked, externally moderated set task)

How parents can help:

- Make sure you are aware of when controlled assessments are taking place and support your son in ensuring they attend lessons when these are scheduled.
- Ensure adequate revision is taking place in preparation for written examination
- Encourage your child to spend quality time completing homework assignments

Useful website and revision guides

<http://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

<http://www.cambridgenationals.org.uk/qualifications/>
www.teach-ict.com

<http://learnict.it/ocr/cambridge-nationals/unit-1-cambridge-nationals-revision-help/>

New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course	ISBN-10: 1782946020	CGP Books	£5.99
New GCSE Computer Science OCR Exam Practice Workbook - for the Grade 9-1 Course (includes Answers)	ISBN-10: 1782946039	CGP Books	£5.99

Progression and Career Opportunities

This course provides excellent preparation for A level and vocational Level 3 courses in ICT. Career Opportunities: Few careers would not benefit from an enhanced knowledge of ICT and employers and education providers expect young people to be skilled with technology.

Careers directly related to the field include computer programmer, games designer, network technician, web designer and data analyst.

How can I find out more about the course?

Speak to your ICT teacher or visit

http://www.ocr.org.uk/qualifications/type/cambridge_nationals/ict/ict/

CURRICULUM AREA: GCSE Music (OCR)

Course Content

This course is a challenging and rewarding course, ideal for anyone who is **serious** about their music-making, has a good level of instrumental or vocal ability, and is dedicated to practicing his instrument/voice regularly.

It involves many performance opportunities and focuses on performing solo and ensemble pieces, composing music and developing your musical ear, and theoretical knowledge.

The course is a great opportunity to develop as a musician through performing, composing and listening.

You will need to have an understanding of how to read and write music and should be able to play to around a Grade 3 performance standard on your instrument.

The course is broken down into 3 main units- each with a different focus.

Assessment

Content Overview	Assessment Overview	
Performance on the learner's chosen instrument. Composition to a brief set by the learner.	Integrated portfolio (01 or 02) 60 Marks Non-exam assessment	30% of total GCSE
Ensemble performance. Composition to an OCR set brief.	Practical component (03 or 04) 60 Marks Non-exam assessment	30% of total GCSE
Listening and appraising. A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written paper	40% of total GCSE

How can we help?

Providing access to the practice rooms and ICT at lunch and after school to practice and rehearse, or work on his compositions

Giving regular feedback on his practical, theory and composition work

Arranging music trips/visits

Providing a wide range of extra-curricular performing opportunities

Encouraging students to develop their ability to be independent, self-managing and creative.

Informing parents if a student falls behind

How parents can help:

Encouraging your son to practice his instrument/voice every day for at least 20 minutes and to book time at lunch or after school to practice at school at least once a week with his band/ensemble.

Ensuring homework is completed. This will be posted on Hand In

Helping your son revise keywords by testing and questioning him regularly

Supporting and encouraging your son to attend the organising music trips/concerts when possible.

How can I find out more about the course?

We follow the **OCR Music GCSE** course. You can find more information at following the

links to GCSE Music- <http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

Feel free to contact **Ms Lucia Carini** (Curriculum Leader of Music) with any questions which you might have.

CURRICULUM AREA: NCFE Level 2 in Music Technology

MUSIC TECHNOLOGY

Course Content

This course is designed for pupils who are keen on learning more about the production side of Music— for example creating music using computers, setting up specialist equipment and editing music. You will learn about MIDI/Audio and how to use them to make music. You will learn how to use microphones and how to set-up recording equipment and MIDI workstations.

Assessment

You will complete different units of work over the two years and will build up a portfolio of evidence that is assessed. There are 4 units in this qualification, including a practical and listening exam.

How can we help?

- Providing access to the practice rooms and ICT at lunch and after school to work on his compositions
- Giving regular feedback on his composition work
- Arranging music trips/visits
- Providing a wide range of extra-curricular performing opportunities
- Encouraging students to develop their ability to be independent, self-managing and creative.
- Informing parents if a student falls behind

Achieving this qualification

This qualification consists of:

Unit No	Unit title	Guided learning hours	Mandatory/Optional	Assessment
Unit 01	Using a digital audio workstation (DAW)	30	Mandatory	Internally and externally assessed
Unit 02	Creating music	30	Mandatory	Internally and externally assessed
Unit 03	Studio recording	40	Mandatory	Internally and externally assessed
Unit 04	Sound creation	40	Mandatory	Internally and externally assessed

How parents can help:

- Encouraging your son to practice book time at lunch or after school to work on his compositions
- Helping your son revise keywords by testing and questioning him regularly
- Supporting and encouraging your son to attend the organising music trips/concerts when possible.

How can I find out more about the course?

We follow the **NCFE Music Technology course**. You can find more information at following the links <https://www.ncfe.org.uk/qualification-search/ncfe-level-2-technical-award-in-music-technology-2084.aspx>

Feel free to contact **Ms Lucia Carini** (Curriculum Leader of Music) with any questions which you might have.

PHOTOGRAPHY

CURRICULUM AREA: Photography GCSE (WJEC)

Course Content

Your son will produce a portfolio of work which will include 3 projects and 3 final pieces. This will conclude the coursework portfolio, worth up to 60% of the photography GCSE. The maximum mark for coursework is 60%

The maximum mark for the externally set timed exam is 40% which includes the portfolio from the 8 weeks preparation period which allows him time to plan his work with his teacher, to collect information, experiment with ideas and techniques and relate his work to other artists, photographers or cultures. This will start in January of Year 11 and will conclude in a 10 hour exam for the final piece after the preparation period.

Your son will attend 2 gallery visits during Year 11 to support his coursework and exam portfolios.

During the course he will be taught to:

- develop a range of technical skills using a variety of materials and media and be encouraged to experiment with them; including digital SLR, pinhole cameras and photo shop editing.
- look at the work of other artists and photographers to influence his own work.
- develop a portfolio of work.
- develop his critical thinking skills in order to become more independent with his ideas and to enable him to take risks.
- use working methods to work from both observation and imagination.

How parents can help:

Ensure he has the correct equipment including a range of drawing materials, a sketchbook, a rubber, coloured pencils or paints to work at school and home and make sure he brings them to his lessons. Encourage him to look at art and photography books both in the school and local library for ideas on techniques and to build up his understanding.

Encourage him to take his own photographs for the Year 11 final examination. Encourage him to complete all independent study work within the deadline to help him with coursework and timed tests. Support us to make sure work is completed on time by allowing us to keep him behind at the end of the day to attend after school art and photography club to complete outstanding work.

How can we help?

By giving regular feedback about the GCSE he is working towards and what he should do to improve his grade. Running an after school KS4 homework club twice a week to support him on an individual level. (Your son will be informed by his teacher on the day this will take place). Running open access classes at lunchtime for students to work on coursework. By setting realistic deadlines and expecting them to be met. Offering advice and support if there are areas that can be reworked to achieve a higher mark.
Access to a printer and Photoshop.

We will guide your son during Year 10 to the course most suitable for him and will keep you informed.

How can I find out more about the course?

Please contact the Curriculum Leader of Art, Jane Gallant if you have further questions.

CURRICULUM AREA: Psychology GCSE (EDEXCEL)

Course Content

UNIT 1: Perception and Dreaming (5PS01)

Topic A: How do we see our world? - focuses on perception, illusions, schema theory and eye witness testimony drawing on biological and cognitive psychology:

Topic B: Is dreaming meaningful? - addresses Freud's dream theory, the biological theory of activation synthesis, the use of case studies in psychological research and the job of a psychoanalyst.

UNIT 2: Social and Biological Psychological Debates (5PS02)

Topic C: Do TV and video games affect young people's behaviour? - covers causes of aggression including biological and social causes and the job of an educational psychologist.

Topic D: Why do we have phobias? - considers social learning, conditioning and evolutionary causes of phobias, treatment of phobias and the job of a clinical psychologist.

Topic E: Are criminals born or made? - considers proposed biological and social causes of criminality, offender profiling and the job of a forensic psychologist.

Assessment

UNIT 1

The external exam paper consists of multiple-choice and short-answer questions, and lasts 1 hour and 15 minutes.

There are 60 marks in the examination and the result contributes 40% of the total grade for the full GCSE.

UNIT 2

The external exam paper consists of multiple choice questions, short answers and some extended writing and lasts 1 hour and 45 minutes.

There are 90 marks in the examination and the result contributes 60% of the total grade for the full GCSE.

Homework

Homework will be set at least once per week. Types of homework will include written work based on lesson content, learning of key words and their meanings, learning of key psychological studies and completion of past paper questions. Pupils are assessed frequently and will be expected to revise thoroughly for each assessment.

How parents can help:

- Buy the Psychology textbook for use at home (it retails at £22.50 but it may be possible to get a 20% discount through the school) and make sure your son is reading it regularly and reviewing previously covered topics.

Edexcel GCSE Psychology

Publisher: Pearson

ISBN: 978-1-846904-83-7

- Regularly (informally) test your son on key words and key studies
- Discuss the content of this course with your son or, better still, allow him to teach you what he has learned and check your understanding!
- Ensure that his H/W is done thoroughly and handed in on time.
- Encourage your son to create revision resources such as index cards or mind maps as he makes his way through the course in order to embed knowledge.

PHYSICAL EDUCATION

CURRICULUM AREA: Physical Education

Course Content:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data in real life examples
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Assessment

You will sit two exam papers; Both papers are assessed towards your final grade

- Each Written exam: 1 hour 15 minutes
- Each paper is 78 marks
- Each is worth 30% of GCSE

In addition you are assessed in practical activities

- 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.
- Total of this section is 100 marks (3 sports =75 marks & 1 piece of coursework 25 marks)
- It is worth 40% of GCSE

Homework:

Use of hand-in to find exam questions/tasks/research questions. Homework will be set weekly.

Is this the right course for me?

We would expect pupils to be achieving a minimum STEP 5c in PE. The attributes of the students who are successful in PE are those who display the following characteristics:

A desire to learn theoretical knowledge from a wide range of topics such as sport science, sports psychology and performance analysis

Practically able in a variety of sports not just a single team sport. You will be assessed on individual sports such as Badminton/Table Tennis/Athletics

How parents can help:

Engage in analysis conversations when watching sport at home

Encourage physical activity/enrichment opportunities outside of school to link with theory aspects such as healthy lifestyle and diet

Purchase resources to support work home

Useful website and revision guides

GCSE Bitesize/AQA website/Revision guides purchased from school

www.teachpe.com

APE channel on YouTube (PE specific videos)

New GCSE Physical Education Edexcel Revision Guide - For the Grade 9-1 Course

ISBN-13: 9781782945338

Publication date: 12 May 2016 — £5.95

Progression and Career Opportunities

BTEC Level 3 at SFH6

Sport Science Degree

Coaching/Health and Fitness industry

Physiotherapist

Performance Analyst

How can I find out more about the course?

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

Ask in the PE department

