

# **The King's School**

## **ACHIEVING SUCCESS AT GCSE: A Parent's Guide**

**2014/16**

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## **I INTRODUCTION**

Education is a partnership between teachers, parents and the pupils. Parents expect not only to be fully informed about the progress their son is making at school, but also to be involved in his education. Parents of boys at The King's School are very supportive and there is a genuine sense of collective responsibility in securing the highest of expectations for our pupils. This is necessary for success, given that even the best of boys can be evasive about work and deadlines at times.

The aim of this booklet is to provide a curriculum guide to the subjects your son will be studying during Years 10 and 11, and to explain how boys will be advised and how parents can support students with their learning.

## **II STUDENT SUPPORT**

Your son is likely to have the same Form Tutor for Year 10 and 11. It is the Form Tutor who will meet them each day for registration. He or she will address any immediate concerns and is the first point of contact in the school and we ask that you address all notes to them. Mr Collins is the Head of Year 10 and will have overall responsibility for overseeing each boy's welfare, conduct and progress. He will deal with any pastoral concerns and will arrange to speak to or meet parents as the need arises. Mr Dixon is Deputy Headteacher and is responsible for overall leadership of Years 7-11.

If you wish to come to school to discuss your son's work, conduct or issues of a personal nature, you are very welcome. An appointment can be made either by writing to, or telephoning, the school. Please note it is often not possible for teachers, other than Heads of Year, to speak to parents on such occasions due to their teaching commitments. In addition, as Heads of Year also have a heavy teaching commitment, they may not always be available at short notice.

## **III MONITORING EACH BOY'S PROGRESS**

Keeping track of each boy's progress in relation to his target grades is essential. All schools are provided with target levels and grades based on pupils' prior achievement. This information, together with the professional judgement of teachers, enables us to monitor each boy's progress towards the achievement of their target levels and grades. Boys at The King's School have every advantage and opportunity to reach their educational targets, and should be expected to do so.

In the Autumn Term all parents are issued with a statement that details the grades at GCSE that each boy is capable of achieving. All pupils are provided with this information to write inside their Planners. These targets are estimates based upon national analysis of student achievement using prior attainment data at both Key Stage 2 and Key Stage 3.

We ask parents to discuss target grades with their sons and work with us in seeking to maximise each boy's potential. Over the last few years we have seen a significant increase in the proportion of passes that are at the highest grades of A\*/A because of this collective approach. Boys in this school should realise that achieving A\* or A in at least half of their GCSE courses is a realistic target.

These are several ways in which we monitor and report on your son's progress:

- A full written report is issued for each boy in each academic year. The annual report is written by subject teachers, Form Tutor and Head of Year.
- CAT Assessments are issued in terms 1, 2, 4 and 6. This records each boy's current level of attainment in relation to his target grade.

Parents will be contacted by the Head of Year to celebrate success or when concerns arise. Tutors and the Head of Year monitor progress carefully and intervene where necessary to help boys get back on track. This support can take the form of extra study sessions, regular mentoring and meetings with parents.

Parents' Evenings take place each year and this is an opportunity for parents to meet individual subject staff. Parents' Evenings can be busy occasions, but keeping to the time allocation is a necessary challenge. We do expect all parents to attend as this helps to ensure that each boy is supported by both school and home. Boys should attend along with their parents. Please be aware that it may not be possible to see all the subject teachers during a parents' evening, and that you may have to leave a note of further concerns to be followed up by Mr Collins or Mr Dixon.

Whenever parents feel that they would like an "up-date" on their son's progress we are happy to provide this. Weekly monitoring is arranged for every lesson when we feel there is a need to do so.

For pupils who are considered to be performing significantly "below target", intervention meetings are arranged with the Head of Year and Deputy Headteacher. Where it is considered necessary, parents may also be asked to attend these meetings so that there is a unified approach to supporting those individuals concerned.

#### **IV HOME: A PLACE TO STUDY**

Having a space which your son can work undisturbed is important, whether it be the bedroom or part of another room. Effective, independent learning habits contribute to success. Establishing a routine for study that fits in with home life is also important and this is especially the case when it comes to coursework preparation and exam revision. Silence rather than a mass of electronic distractions is the only environment in which deep thought and learning can occur, and most boys will need parental support and guidance to achieve this.

It is a total fallacy to suggest that background noise is an aid to concentration. Listening to personal stereos, engaging in email/text/Facebook communication or trying to watch television whilst at the same time as engaging in serious study is a bad habit, which should not be allowed to develop.

#### **V ICT AT HOME**

ICT provides exciting learning opportunities and we are continuously investing in our ICT at school. The pace of technological change is tremendous and increasingly boys are making use of many types of ICT equipment at home to support them with their studies.

From time to time issues arise because pupils are making inappropriate use of ICT resources and the internet outside of school. The development of social networking sites for example 'Facebook', 'MySpace', 'MSN' and 'Twitter' have, for a significant minority, become a major distraction from school work. We advise pupils on how to manage their time effectively and we advise parents to monitor the time pupils spend on such resources. At their best, networking sites provide a means of constructive social interaction between friends. At worst, they become an unhealthy distraction or serious addiction. Within school, students learn how to use the internet safely and appropriately, and access to social networking sites is restricted.

In order to ensure that the computer is put to effective use during home study time, therefore, we recommend the following strategies for those boys whose concentration wanders:

a) When your son is using the computer, disengage his access to the Internet during study periods. The capacity to word process, create spread sheets etc. is essential in the production of coursework and clearly your son will need to spend quite a lot of time at the computer console but, if you want to be sure that he is not endlessly and pointlessly clicking about in cyber space, you are advised to remove Internet access when study is being done.

b) The Internet is, however, an excellent research tool when used properly and should certainly play a part in home study. Given the advice above, therefore, when it is useful for your son to use the Internet for research purposes, allow him the first ten to fifteen minutes of study time (no more) to find and print off the appropriate material and then disengage the facility for the remaining time.

## **VI INDEPENDENT STUDY**

Independent study or homework is considered to be an integral part of the school curriculum. It provides an essential framework for encouraging independent learning. Homework:

- encourages pupils to develop the skills and motivation needed to study effectively on their own
- consolidates and reinforces understanding developed at school
- extends school learning, for example, through research and additional reading
- sustains the involvement of parents and carers in the growth of their son's learning
- manages particular demands, such as GCSE coursework.

Your son's Independent Study should include re-reading and consideration of facts or skills learnt during the day, as well as extended assignments that will encourage him to make choices and develop time management skills. At Key Stage 3 Independent Study was carefully structured and monitored, but as he matures he will be expected to take greater responsibility for his own learning.

Pupils at GCSE **never** have "no homework". Reviewing and refining notes doing extra research and background reading are a continuous process. There is an enormous amount of work that pupils have to do, both for coursework and in preparation for the final examinations, and much of that work must be undertaken **at the pupil's own initiative. No pupil studying for GCSE should ever claim that there is no aspect of study he can usefully undertake. Pupils and parents must be very clear about this.**

So how much time should your son spend studying in order to maximise his chances of success at GCSE? We **recommend** the following weekly programme of study to all the boys in Key Stage 4.

- Pupils should be engaged in ten to twelve hours of study per week, evenly distributed across the working week and the weekend.
- Two hours of study should be undertaken on Monday, Tuesday, Wednesday and Thursday, preferably between the hours of 6.00pm and 8.00pm. This will give your son a period of respite from work after a long day at School and he will still have perhaps a couple of hours left of the evening for other leisure pursuits after he has finished studying. If, for some reason, it is not possible to stick to these exact timings because of other important commitments, sports training for example, the period allocated for study can of course be moved to a more convenient space. However, it should not simply disappear.
- Friday evening can be used either as 'time off' after a tiring week or used to catch up on any study time missed on Monday to Thursday.
- Two to four hours of study remain to be done over the weekend. It is strongly advised that this is undertaken in two hour blocks from approximately 10.00am to 12.00am on Saturday and Sunday morning, leaving a good deal of time in the afternoon and evening for much needed rest and leisure activities.

This home study timetable or a very close version of it should create an effective and healthy balance between work and leisure for your son. It is important that if your son encounters difficulties you speak to his Form Tutor or Head of Year immediately, so that these issues can be resolved quickly and without causing anxiety.

## **VII THE STUDENT PLANNER**

All boys are issued with a Planner that contains information about their daily timetable and reminders about key aspects of school rules. Boys are expected to enter homework set in their Planner and this is checked, monitored and signed in school by the Form Tutor. We ask that parents also check and monitor homework and sign to show that this has been done at the end of each week. You should also feel free to use it as a quick means of communication with the Form Tutor or subject teachers if you have any questions regarding study matters and so on.

The School's expectation is that your son must write something in his Planner for each timetabled homework subject with a view to studying some useful aspect of that subject during his home study time. Some of what he writes will have been specifically prescribed by his subject teacher for a particular homework slot but, if this is not the case, he must record a useful and relevant activity that he will undertake at home as part of his overall programme of study. So, for instance, he may record the fact that he has been working on a particular aspect of an essay or project. Alternatively, he may record outline details of any relevant reading, or that he has been refining his class notes, or that he has been reviewing and/or revising material covered previously, or that he has been undertaking research in preparation for a future project and so on. **Above all else, he should never write 'None Set' and he must not believe it is acceptable to say that there was nothing to do.**

## VIII EXTRA ADVICE FOR HELPFUL PARENTS

- **Attendance and Punctuality** – Regular attendance is a high priority. This aids achievement and encourages boys to adopt the correct attitude towards school and ultimately, their place of work. Parents have the legal duty to make sure children attend school. Please note that the school alone decides if an absence is authorised or unauthorised. If a boy is unfit for school, parents should contact the school on the first day of absence. When the boy returns he must bring a written note signed by a parent or carer which must be dated, clearly marked with the boy's name and form and given to the Form Tutor.
- **Personal Organisation** – Make sure that your son is properly kitted out for School and is ready for all his lessons. He needs to know what lessons he has every day and he must have all the necessary equipment to function effectively within those lessons. If your son has not managed to organise himself effectively by Year 10, do not give up. Implement organisational routines at home that will enable your son to be more efficient and effective.
- **Encouraging Effort and Achievement** – One of the most important ingredients in motivating pupils to succeed is parental encouragement. For boys to pass the 11+ and come to King's is a beginning, not the end; if they do not make the most of their opportunity, then they are guilty of wasting it. It follows, therefore, that you should take an active interest in your son's work: ask him about what he's doing; discuss coursework with him; let him talk through his revision techniques and schedules with you, and so on. Equally, you should offer him praise when he is obviously making a real effort and has been rewarded in school with excellent grades.
- **Constructive Criticism** – Obviously things do not always go right and your son may need to confront his difficulties honestly so that he can set things right again. Constructive criticism at this time is as valuable as praise might be at others. However you frame your response to your son's circumstances, make it clear that your ultimate objective is to provide support and, whenever possible, help him to find practical solutions and strategies to overcome problems.
- **Providing Enrichment** – Academic achievement is our core purpose. At the same time we believe that it is important to enrich our pupils with wide-ranging opportunities for sport, music, performance, visits, competitions and leadership. At The King's School we are very proud of the breadth of extra-curricular experience available. Your son should be encouraged to take part in a number of these activities each term, and to build his ability to take responsibility for himself and for others in school.
- Finally, if your son is experiencing particular problems, of either a personal or an academic kind, do not hesitate to contact the school to discuss your concerns. Remember, we are here to help and will do whatever we can to promote the best interests of your son at every level of his experience.

## IX SUBJECT SPECIFIC TOPIC AND COURSEWORK GUIDE

What follows has been produced by Heads of Department at The King's School and is a subject specific summary of the key topic areas covered each term, as well as a guide to what coursework must be done and when it must be completed. Parents can refer to this to stay abreast of what is being studied at any given point in any of the GCSE courses and may use the information here at home as a cue to provide extra enrichment opportunities relevant to particular areas of study.

**GCSE ENGLISH LANGUAGE and ENGLISH LITERATURE  
YEAR 10**

<b>TERM</b>	<b>UNIT</b>	<b>WRITTEN COURSEWORK</b>	<b>ORAL COURSEWORK</b>	<b>HOMEWORK TASKS</b>
<b>TERM 1: Autumn</b>	<p><b>Eng Lang Unit 1 Understanding and Producing Non-fiction texts</b> Introduction and preparation</p> <p><b>Eng Lit Unit 2 Poetry Across Time</b> Teaching poems from the cluster</p>	<p><b>Eng Lang Unit 3A</b> Extended Reading 1200 words 4 hours</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b> Presenting/discussing and listening/role playing</p>	<p><b>Planning of written coursework</b>  Planning and rehearsing of speaking and listening coursework</p>
<b>TERM 2: Spring</b>	<p><b>Eng Lang Unit 1 Understanding and Producing Non-fiction texts</b> Ongoing preparation</p> <p><b>Eng Lit Unit 2 Poetry Across Time</b> Teaching poems from the cluster</p>	<p><b>Eng Lit Unit 3</b> Shakespeare and Literary Heritage 2000 words 4 hours</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b>  Presenting/discussing and listening/role playing</p>	<p><b>Planning of written coursework</b> Planning and rehearsing of speaking and listening coursework Language Unit 1 practice assignments Background research and preparation of poetry texts</p>
<b>TERM 3: Summer</b>	<p><b>Eng Lang Unit 1 Understanding and Producing Non-fiction texts</b> Ongoing preparation</p> <p><b>Eng Lit Unit 2 Poetry Across Time</b> Teaching poems from the cluster</p> <p><b>English Literature Unit 1 Modern Drama – <i>An Inspector Calls</i> or <i>Of Mice and Men</i>.</b> Teaching of one of the texts will begin</p>	<p><b>Eng Lit Unit 3</b> Shakespeare and Literary Heritage 2000 words 4 hours</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b>  Presenting/discussing and listening/role playing</p>	<p><b>Planning of written coursework</b> Planning and rehearsing of speaking and listening Language Unit 1 practice Background research and preparation of poetry texts <b>SPOKEN LANGUAGE JOURNAL TO BE KEPT OVER SUMMER HOLIDAYS</b></p>

## YEAR 11

TERM	UNIT	WRITTEN COURSEWORK	ORAL COURSEWORK	HOMEWORK TASKS
<b>TERM 1: Autumn</b>	<p><b>English Literature Unit 1</b>  <b>Modern Drama – <i>An Inspector Calls</i> or <i>Of Mice and Men</i>.</b>            Teaching of one of the texts will continue</p> <p><b>Eng Lit Unit 2 Poetry Across Time</b> - revision</p> <p><b>Eng Lang Unit 1</b>  <b>Understanding and Producing Non-fiction texts</b>            Ongoing preparation</p>	<p><b>English Language Unit 3:</b>  <b>Part C Spoken Language Study</b> -            2- 3 hours 800 – 1000 words</p> <p><b>English Lang Unit 3B</b>  <b>Creative Writing</b>            Creative writing pieces 1 and 2            1200 words            4 hours</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b>            Presenting/discussing and listening/role playing</p>	<p>Controlled assessment preparation</p> <p>Test Essays</p> <p>Literature Revision</p> <p><b>Language Unit 1 practice assignments</b>            Background research and preparation of poetry texts</p>
<b>TERM 2: Spring</b>	<p><b>English Literature Unit 1</b>  <b>Modern Drama – <i>An Inspector Calls</i> or <i>Of Mice and Men</i>.</b> <b>Eng Lit Unit 2 Poetry Across Time</b> - revision</p> <p><b>Eng Lang Unit 1</b>  <b>Understanding and Producing Non-fiction texts</b>            Ongoing preparation</p>	<p><b>English Lang Unit 3B</b>  <b>Creative Writing</b>            Creative writing pieces 1 and 2            1200 words            4 hours</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b>            Presenting/discussing and listening/role playing</p>	<p>Test essays for all papers</p>
<b>TERM 3: Summer</b>	<p><b>English Literature Unit 1</b>  <b>Modern Drama – <i>An Inspector Calls</i> or <i>Of Mice and Men</i>.</b>            Teaching will continue</p> <p><b>Eng Lang Unit 1</b>  <b>Understanding and Producing Non-fiction texts</b>            Ongoing preparation</p> <p><b>Eng Lit Unit 2</b> - revision</p>	<p>Controlled assessment complete</p>	<p><b>Eng Lang Unit 2 Speaking and Listening</b>            Presenting/discussing and listening/role playing            Controlled assessment complete</p>	<p>Past Papers &amp; Questions</p>



## **GCSE Mathematics**

### **OCR Mathematics A J567**

The complete specification for this is available to download from the Maths area of the school website in 'links to Mathematics websites'.

There are two papers for this course taken at the end of year 11. There is one calculator paper and one non-calculator paper both contributing 50% towards the final result

Our intention is to keep alive the possibility of all students doing higher exams throughout Year 10. At the end of Year 10 they will take an end of year exam. The student's performance on this will determine the best programme to follow for the remainder of the course.

The teaching group structure that has been put in place is as follows.

Sets 1, 2, and 3 are ability sets and will contain between 80 and 85 students

Sets 4, 5, and 6, are parallel sets and will contain between 50 and 55 students.

Set 7 is a lower set containing approximately 15 students

In addition to the OCR J567 GCSE, set 1 and 2 will take a GCSE in Further Mathematics set by AQA. The specification is available on the mathematics area of the school website in 'links to Mathematics websites'.

This is an excellent examination developing students mathematical thinking and logic based mainly on GCSE A\* content and parts of the A level pure mathematics syllabus. As a result it is excellent preparation for doing Mathematics and Further Mathematics at A level. Any student currently in set 2 who has a burning desire to do Further Mathematics A level should make himself known to Mr Brook and then the best approach for him can be discussed.

In both cases all the examinations are taken at the end of year 11.

## AQA GCSE Biology

All students will start a course studying towards a GCSE in Biology. The exam board specification used is from AQA and their website has lots of information and helpful references to resources

( <http://www.sciencelab.org.uk/resourcezone/biology.php> )

### GCSE Biology offers students:

- a firm foundation to go on to study A-level Biology
- a good background to specialise in other sciences
- the opportunity to gain a good understanding across a broad range of rich and relevant topics in:
  - human biology
  - organisms
  - evolution
  - the environment.

### Unit 1: Biology 1

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
One longer response question assessing Quality of Written Communication in a science context

**plus**

### Unit 2: Biology 2

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured and closed questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

### **Unit 3: Biology 3**

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured and closed questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

### **Unit 4: Controlled Assessment - examined at a suitable point during the course**

- Investigative Skills Assignment – 2 written assessments plus one or two lessons for practical work and data processing
- 50 marks – **25%**
- Controlled Assessment:
  - The exam board set the ISAs
  - They outline the practical (or field) work candidates should do
  - They say what data processing they should do
  - We choose which of several ISAs to do and when
  - The candidates do the ISA test in class time
  - We mark their tests using marking guidance from the exam board
  - The exam board moderate your marks

## AQA GCSE Chemistry

All students will start a course studying towards a GCSE in Chemistry. The exam board specification used is from AQA and their website has lots of information and helpful references to resources

(<http://www.sciencelab.org.uk/resourcezone/chemistry.php> )

### GCSE Chemistry offers students:

- a firm foundation to study A-level Chemistry
- a good background to specialise in other sciences
- the opportunity to gain a good understanding of:
  - the nature of substances and how they react together
  - how our knowledge of chemistry is used in business and industry
  - how our use of raw materials as fuels and in manufacturing can affect the local and global environment.

The structure of the course and assessment schedule is shown below;

### Unit 1: Chemistry 1

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
One longer response question assessing Quality of Written Communication in a science context.

**plus**

### Unit 2: Chemistry 2

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

### Unit 3: Chemistry 3

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

**Unit 4: Controlled Assessment - examined at a suitable point during the course**

(this is not an extended piece of work and will require only some time and effort with homework in the weeks leading to the task)

- ISA – 2 written assessments plus one or two lessons for practical work and data processing
- 50 marks – **25%** of total for course

## AQA GCSE Physics

All students will start a course studying towards a GCSE in Physics. The exam board specification used is from AQA and their website has lots of information and helpful references to resources

(<http://www.sciencelab.org.uk/resourcezone/physics.php> )

### GCSE Physics offers students:

- a firm foundation to study A-level Physics
- a good background to specialise in other sciences
- the opportunity to gain a good understanding of:
  - the use and transfer of energy
  - waves, radiation and space
  - the application of Physics

The structure of the course and assessment schedule is shown below;

### Unit 1: Physics 1

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
One longer response question assessing Quality of Written Communication in a science context.

**plus**

### Unit 2: Physics 2

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

### Unit 3: Physics 3

- Written paper – **1 hour**
- 60 marks – **25%**
- **Structured questions**  
At least one question assessing Quality of Written Communication in a science context

**plus**

#### **Unit 4: Controlled Assessment**

- ISA – 2 written assessments plus one or two lessons for practical work and data processing
- 50 marks – **25%**
- Controlled Assessment: This assesses the students' practical abilities in physics

## **GCSE History**

### **AQA History Modern World Specification B**

- ▶ Paper One 37.5%:
  - Topic 4: The Origins of the Cold War, 1945–1960
  - Topic 5: Crises of the Cold War and Détente 1960–1980
  - Topic 6: The Collapse of Communism and the Post Cold War World, 1980–2000
  
- ▶ Paper Two 37.5%
  - Section A: Tsardom 1914-24
  - Section B: Stalin 1924-41
  - Section C: The USA and Vietnam: Failure Abroad and at Home, 1964–1975

Both papers will be assessed at the end of Year 11.

- ▶ Historical Enquiry 25%
  - Britain At War

The Historical Enquiry takes the form of a controlled assessment so will be undertaken in school. Pupils will complete these tasks in the summer of Year 10 and autumn of Year 11.

# **GCSE Geography**

## **AQA Geography A Full Course**

### **Unit 1- Physical Geography**

Unit 1 consists of section A and Section B. Students are required to answer three questions, one from section A and one from section B, plus free choice of one other.

#### Section A

- The restless earth
- Rocks, resources and scenery

#### Section B

- Water on the land.

The examination requires candidates to answer three questions in 1 hour 30 minutes, one on each of the topics studied. Unit 1 carries 37.5% of the total mark.

### **Unit 2 – Human Geography**

Unit 2 consists of section A and Section B. Students are required to answer three questions, one from section A, one from section B, plus free choice of one other.

#### Section A

- Changing urban environments
- Changing rural environments

#### Section B

- Tourism

The examination requires candidates to answer three questions in 1 hour 30 minutes, one on each of the topics studied. Unit 2 carries 37.5% of the total mark.

Both examinations are taken at the end of Year 11.

### **Unit 3 – Controlled Assessment: Local Fieldwork Investigation**

This is the new coursework component; it will be assessed by means of Controlled Assessment. Local fieldwork investigation (marked out of 60) from titles from AQA. It is advised that the fieldwork is started in the Summer term of Year 10 and the Controlled Assessment continues into the first half-term of Year 11.

Unit 3 carries 25% of the total mark.

## **GCSE French and German**

The GCSE course in Modern Languages (French or German) requires pupils to cover five topic areas:

1. HOME AND LOCAL AREA (life in home, friends and relationships; local area; facilities and getting around)
2. HEALTH AND SPORT (Sport, outdoor pursuits & healthy lifestyle; food and drink as aspects of culture and health)
3. LEISURE AND ENTERTAINMENT INCLUDING ONLINE (socialising, special occasions & festivals; T.V films and music)
4. TRAVEL AND THE WIDER WORLD (holidays and exchanges; environmental, cultural and social issues)
5. EDUCATION AND WORK (school life in UK and target language country/ community; work experience, future study and jobs, working abroad)

These will be covered using a coursebook as well as materials devised by the French and German departments.

In the examination, Listening and Reading are each worth 20% of the whole of the exam. Speaking and Writing carry more weight and are each worth 30% of the whole exam.

### **LISTENING AND READING COMPREHENSION**

These two exams will be held in the Examination Hall at the end of Year 11. For Listening everything is heard twice. No dictionaries are allowed in either Listening or Reading. Papers are tiered, with entry at either Foundation (grade C downwards) or Higher (grades D to A\*) - the vast majority of pupils will do Higher tier. Instructions are in English. Questions are for the most part non-verbal or in English.

### **SPEAKING AND WRITING**

Both of these are administered internally at school. For Speaking, tests are marked by the Department and a sample sent to the Board for moderation. For writing, the two best essays are selected by the Department and the submissions are marked by the Board.

## **SPEAKING: CONTROLLED ASSESSMENT**

The process works as follows:

- A task is set on a topic area studied. This task could be, for example, general conversation, a presentation followed by discussion or a narrative based on visual prompts.
- Candidates prepare for one hour in lesson time. During this time, they can use reference materials (text books, dictionaries and materials produced by the school) to create their own notes in response to the task. They produce a prompt sheet for use in the exam and can practise materials. They may work on this for a further 5 hours outside the classroom. This process must be undertaken independently without help from anybody else.
- The candidate's performance of the task (4/6 minutes) is recorded and saved. The test is conducted by the candidate's teacher with whom there must be some interaction.

A minimum of three tasks will be completed over the duration of the GCSE course. Two performances must be submitted. Performances are marked for communication, quality of language and pronunciation.

## **WRITING: CONTROLLED ASSESSMENT**

Arrangements are similar to the speaking controlled assessment.

- After study of a topic area, a task is set.
- Candidates prepare the task. There must be no plagiarism or assistance from teachers or other candidates. Candidates may use reference materials to produce notes and a prompt sheet for use in the exam.
- The task is completed under exam conditions. The prompt sheet and a dictionary may be used. Candidates have one hour to complete their piece of written work.

The best 2 tasks completed over the duration of the GCSE course will be submitted. A minimum of three tasks will be done. Candidates will normally write between 200 - 300 words to qualify for grades C to A\*. Submissions are marked for communication and quality of language.

## **AQA GCSE Graphics - Year 10**

### **Key topics to be taught this year:**

Autumn Term	Topic	Further details about the topic	Skills
1	Exploring and understanding graphics	Development of understanding of graphics in relation to promotion of product	Typography, work of colour, industrial processes, presentation and drawing skills – 2D & 3D
2	Movie poster design	Development of skills for a promotional product working through the design process	CAD, Photoshop, typography, layouts, expression through font design
Spring Term			
1	3D promotional package	Understanding work of packaging to promote and protect product	Net development, relevant materials, industrial processes
2	Pop-up book	Understanding work of paper engineering	Design & make 3D product with movement as a team
Summer Term			
1	Commence GCSE coursework	Research & analysis	Problem, brief, analysis in relation to exam board brief
2	Coursework	Specification & ideas	Specification, initial ideas for chosen brief

### **Assessments:**

Autumn Term	Topic	Type of Assessment
CAT 1	Typography, work of colour, industrial processes, presentation and drawing skills – 2D & 3D	Terminology test, exam practice question – 2D & 3D skills
CAT 2	Movie poster design	Design ideas, making poster
Spring Term		
CAT 3	3D promotional package	Planning & making skills in school & in industry
Summer Term		
CAT 4		End of year exam based on design theme

**Main Resources:**

Resource	Details (names, web address etc.)	Term
Text books	AQA Design & Technology Graphic Products	All
Recommended websites	www.technologystudent.com BBC Bitesize	All
Equipment	Coloured pencils, HB, B & H pencils, black fine liner, eraser, sharpener, ruler & set squares A3 folder	All

**Enrichment opportunities:**

Activity	Day and time or term
Project 'Catch up' time	Lunchtimes at the discretion of the teacher

## **Edexcel GCSE Resistant Materials – Year 10**

### **Key topics to be taught this year:**

Autumn Term	Topic	Further details about the topic	Skills
1	Materials; wood, metal, plastic	Properties, advantages, disadvantages, construction	Working directly with materials, tools and equipment
2	Processes; wood, metal, plastic	Hand skills and machine skills including CAD CAM	
Spring Term			
1	Construction; fixings, adhesives	Temporary and permanent methods of attachment	
2	Product construction; working drawings, planning, assembling	Creating an item from plans incorporating woods, metals, plastic materials and processes	
Summer Term			
1	Commence GCSE coursework	Personal Design Brief development and Analysis	Personal Project development
2	Coursework	Research, Specification and Ideas development	

### **Assessments:**

Autumn Term	Topic	Type of Assessment
CAT 1	Materials	Product manufacture for assessment knowledge test
CAT 2	Processes	Product manufacture for assessment knowledge test
Spring Term		
CAT 3	Construction	Product manufacture for assessment knowledge test
Summer Term		
CAT 4	All topics from Autumn, Spring and Summer	End of year exam

### **Main Resources:**

Resource	Details (names, web address etc.)	Term (1,2,3,4,5,6 or All)
Text books	Edexcel Resistant Materials	All
Recommended Equipment	A3 Folder for coursework	

**Enrichment opportunities:**

Activity	Day and time or term
Coursework 'Catch up' time	Lunchtimes at the discretion of the teacher

## GCSE Art

### STAGE 1: YEAR 10

TERM	UNIT	COURSEWORK	COURSEWORK	HOMEWORK TASKS
<b>TERM 1: Autumn</b>	Art Coursework: CONTAINED SPACES	FINISHED WORK – Painting/3D/Digital	Sketchbook 30+ pages of Studies	Develop, Refine, Record, Present Response.
<b>TERM 3: Spring</b>	Art Coursework: CONTRASTS	FINISHED WORK – Painting/3D/Digital	Sketchbook 30+ pages of Studies	Develop, Refine, Record, Present Response.
<b>TERM 5: Summer</b>	Art Coursework: CONTRASTS SURFACES through to September.	FINISHED WORK – Painting/3D/Digital	Sketchbook 30+ pages of Studies	Develop, Refine, Record, Present Response.

### STAGE 2: YEAR 11

TERM	UNIT	COURSEWORK	COURSEWORK	HOMEWORK TASKS
<b>TERM 1: Autumn</b>	Art Coursework: SURFACES	FINISHED WORK – Painting/3D/Digital	Sketchbook 30+ pages of Studies	Develop, Refine, Record, Present Response.
<b>TERM 3: Spring</b>	Mock Exam Complete as coursework	FINISHED WORK – Painting/3D/Digital	Sketchbook 30+ pages of Studies	Develop, Refine, Record, Present Response.
<b>TERM 5: Summer</b>	Time Test: Theme set by EDEXCEL.	FINISHED WORK – Painting/3D/Digital	1 Complete Sketchbook of Studies	Develop, Refine, Record, Present Response.

## ICT – Cambridge Nationals

The ICT course is worth up to the equivalent of two GCSEs and contains 4 modules per award. The charts below provide a summary of all work undertaken to complete the course. The initial stage (Year 10) is *hugely* important as it is mostly coursework based (80%) with one exam (20%). The outcome of this determines whether the student can progress to the two unit award. If not, they will have the opportunity to re-sit the year or selected modules.

The course undertaken is OCR Cambridge Nationals Level 2 ICT. There is a considerable amount of material available on OCRs website, including mark schemes, sample coursework and topics covered.

### STAGE 1: YEAR 10

TERM	UNIT	LESSONS	HOMEWORK TASKS
TERM 1	Understanding ICT Systems	Module 1	Coursework Support
TERM 2	Using ICT Exam (sat in January)	Exam preparation	Home based support tasks
TERM 3	Creating Digital Images	Module 2	Coursework Support
TERM 4	Hardware and networks	Module 3	Coursework Support
TERM 5	Re-visit Modules	Modules 1-3	Coursework Support
TERM 6	Start 2 <sup>nd</sup> Award Introduction to Programming	Module 4	Coursework Support

**STAGE 2:                    YEAR 11**

<b>TERM</b>	<b>UNIT</b>	<b>LESSONS</b>	<b>HOMEWORK TASKS</b>
<b>TERM 1</b>	Multimedia	Module 5	Coursework Support
<b>TERM 2</b>	Spreadsheets	Module 6	Coursework Support
<b>TERM 3</b>	Sound and Vision	Module 7	Coursework Support
<b>TERM 4</b>	Re-visit	Modules 1-8	Coursework Support
<b>TERM 5</b>	Re-visit	Modules 1-8	Coursework Support

This course represents a considerable volume of material and students will need to approach this phase with determination and enthusiasm if they are to realise their full academic potential. With so many modules to meet (although each is only 10 hours long), ensuring they can meet deadlines is vital.

It should be noted that although the course is worth the equivalent of two GCSEs, only one would be counted towards 6<sup>th</sup> form entry – although the student can use the award with the highest grade. This award can be made up of the highest scoring four units taken, so it is wise to complete as many modules as possible, even if not entering for the 2 award option.

This course prepares the student for the Applied ICT A Level, giving them an excellent grounding in a wide range of ICT applications and theory. If the student later wishes to take the Computing A Level, as long as they have achieved a good grade in the programming module, this should not be an issue.

## GCSE in Computing

The table below provides a summary of all work undertaken to complete the GCSE in Computing. The initial stage (Year 10) is *hugely* important as it is coursework based and accounts for 60% of the marks. Year 11 will re-visit the coursework if required and will also involve one written exam.

### STAGE 1: YEAR 10

TERM	UNIT	LESSONS	HOMEWORK TASKS
<b>TERM 1</b>	Introduction to basic computing theory and begin preparation for Controlled Assessment 1	Computing theory and practical tasks. Preparation for controlled assessment : Task 1	Theory worksheets and research. Coursework Preparation
<b>TERM 2</b>	Controlled Assessment 1	Controlled Assessment Task 1 Developing a (programmed) Solution to a Problem 20 hours on a classroom based task	Home based exercises to support Controlled Assessment 1.
<b>TERM 3</b>	Preparation for Controlled Assessment 2	Computer programming theory and practicals.	Computer programming support tasks.
<b>TERM 4</b>	Preparation for Controlled Assessment 2	Computer programming theory and practicals.	Computer programming support tasks.
<b>TERM 5</b>	Controlled Assessment 2	Controlled Assessment 2 Programming A Solution 20 hours on classroom based task	Home based activities to support Controlled Assessment 2.
<b>TERM 6</b>	Complete Controlled Assessment 2	Controlled Assessment overview	Home based activities to support Controlled Assessment 2.

**STAGE 2: YEAR 11**

<b>TERM</b>	<b>UNIT</b>	<b>Topics Covered</b>	<b>HOMEWORK TASKS</b>
<b>TERM 1</b>	A451 Computing Theory	Fundamentals of Computer Systems. Computer Hardware.	Research and support tasks for A451.
<b>TERM 2</b>	A451 Computing Theory	Computer Software and Data Representation Controlled Assessment 2 Entered in Jan	Research and support tasks for A451.
<b>TERM 3</b>	A451 Computing Theory	Database Theory and Practical Sessions Revision of Controlled Assessments	Research and support tasks for A451.
<b>TERM 4</b>	A451 Computing Theory	Computer Communications and Networking Revision of Controlled Assessments	Research and support tasks for A451.
<b>TERM 5</b>	A451 Computing Theory	Remaining Theory and Revision All coursework and exams submitted for June Resubmission of Controlled Assessment.	Research and support tasks for A451. Revision tasks

With all coursework completed in Year 10, the second stage of the GCSE course (detailed above) is dedicated to the study of Computing theory. This represents a considerable volume of material and students will need to approach this phase with determination and enthusiasm if they are to realise their full academic potential. They may have the opportunity to improve and resubmit controlled assessment work.

This course is an excellent grounding for Computing at A level.

## **GCSE RE**

All students at King's **can** study for the AQA full course GCSE in RE, some may opt for the Short Course accreditation.

Assessment – For the Full Course GCSE in RE two papers are taken in Year 11. The Short Course GCSE in RE is one paper and is taken in Year 11. There are no external exams in Year 10 in RE. There is also no coursework.

### **Year 10 Religion and Morality.**

This unit is designed to enable Religious Studies to link closely with other subjects, particularly Citizenship and Personal, Social and Health Education, and to contribute actively to pupils' Spiritual, Moral, Social and Cultural development.

#### Topic 1 Religious Attitudes to Matters of Life (Medical Ethics)

Within this topic candidates should be aware of religious beliefs and teachings concerning the value of life, and ethical issues raised by new medical technologies.

#### Topic 2 Religious Attitudes to the Elderly and Death

Within this topic candidates should be aware of religious beliefs and teachings concerning the value of life, the treatment of the elderly, death and what happens after death.

#### Topic 3 Religious Attitudes to Drug Abuse

Within this topic candidates should be aware of religious beliefs and teachings concerning the mind and body.

#### Topic 4 Religious Attitudes to Crime and Punishment

Within this topic candidates should be aware of religious beliefs and teachings concerning human nature, wrong-doing and the punishment of offenders, and repentance and forgiveness.

#### Topic 5 Religious Attitudes to Rich and Poor in British Society

Within this topic candidates should be aware of religious beliefs and teachings concerning individual wealth and poverty and explanations for the existence of both rich and poor in society.

#### Topic 6 Religious Attitudes to World Poverty

Within this topic candidates should be aware of religious beliefs and teachings on world poverty and should be aware of how religious leaders and other faith members have interpreted these texts in the light of contemporary life.

## **Year 11 Unit 4 Religious Philosophy and Ultimate Questions.**

This unit is intended to begin philosophical thinking at GCSE, focussed on matters linked to the Philosophy of Religion. In the examination, candidates will be expected to illustrate their answers by reference to actual arguments put forward by philosophers in relation to the issues.

Assessment - Exam in year 11 - Candidates will be required to answer four questions in the examination, based on four of the following six topics.

### Topic 1 The Existence of God

Candidates need only refer to one religious tradition in this section. Candidates will be expected to know the following terms: *theist, atheist, agnostic*.

### Topic 2 Revelation

This topic looks at the idea of God's self-revelation to humanity. It explores the reasonableness of the evidence of revelation, and why revelation is questioned as a real experience, general revelation.

### Topic 3 The Problems of Evil and Suffering

This topic explores the concepts of evil and suffering in a created world, God's responsibility for each, and man's response.

### Topic 4 Immortality

This topic considers the meaning of death, and the afterlife. It also explores the reasonableness of such belief, as well as the problems created by it.

### Topic 6 Science and Religion

This topic compares and contrasts science and religion, trying to see how similar or different the two are. It particularly looks at two key issues – the origins of the universe, and the origins of life.

### **What skills and qualities are required?**

- ✓ An ability to think
- ✓ Be open minded
- ✓ Skills of analysis
- ✓ The ability to use existing knowledge to answer different questions

### **How will I learn?**

You will learn through discussion, visits from speakers, field trips, ICT and written work.

### **How will I be assessed?**

All students will have the opportunity to study for the Full Course GCSE in RE.

There are 2 papers – 2 external exams – in year 10 unit 3 Religion and Morality and in year 11 unit 4 Religious Philosophy and Ultimate Questions - completing **the full course requirement**.

There is NO coursework.

### **Where could it lead?**

- Local and National Government
- Police and Armed Forces
- Medicine and the Health Service
- Law
- Education
- Business
- Counselling and Therapy
- Child Care
- Ministers of Religion

## GCSE Physical Education

**Examination Board:** AQA

**Examination Code:** 4892

**Exam breakdown:** 60% Practical 40% Theory

One written exam summer year 11

X4 practical scores: Year 10/11

Coursework: Key Process C (one written document)

### Theory

Term	Topics
One	<ul style="list-style-type: none"><li>• Skeleton</li><li>• Muscles</li><li>• Heart &amp; Circulatory System</li><li>• Lungs &amp; Respiratory System</li><li>• Effects of training on the above</li></ul>
Two	<ul style="list-style-type: none"><li>• Principles &amp; Methods of training</li><li>• Diet</li></ul>
Three	<ul style="list-style-type: none"><li>• Individual Differences</li></ul>
Four	<ul style="list-style-type: none"><li>• Health &amp; Fitness Lifestyles</li><li>• <i>Alcohol, smoking, drugs, personal hygiene</i></li><li>• <i>General and specific fitness</i></li></ul>
Five	<ul style="list-style-type: none"><li>• Demands on performance</li><li>• Stress &amp; Fatigue</li></ul>
Six	<ul style="list-style-type: none"><li>• Injuries</li><li>• Leisure and recreation</li><li>• Skill acquisition</li></ul>
Seven	<ul style="list-style-type: none"><li>• <b>Coursework</b></li><li>• School &amp; Physical Education</li></ul>
Eight	<ul style="list-style-type: none"><li>• Opportunities for further involvement</li><li>• Social Factors</li></ul>

## Practical

### Term One

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Softball	Softball	Tennis	Cricket

### Term Two

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Rugby	Football	Basketball	X-Country

### Term Three

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Circuits	Weights/Indoor Rowing	Orienteering	Orienteering

### Term Four

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Weights/Indoor Rowing	Circuits	Football	Rugby

### Term Five

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Athletics	Athletics	Athletics/Final Efforts	Athletics/Final Efforts

### Term Six

Year 10 Grp 1	Year 10 Grp 2	Year 11 Grp 1	Year 11 Grp 2
Cricket	Tennis	Exam Leave	Exam Leave

## **GCSE Business Studies**

Unit A292: Business and People (25% of the GCSE, examined at the end of Year 11)

*A basic introduction to the world of business and how people can best be used as an asset to business activity.*

- The structure of business activity
- The need for business activity
- Business ownership, trading organisations, growth and location
- The workforce in business
- Employment and retention
- Organisation and communication

Unit A291: Marketing and Enterprise (25% of the GCSE, completed in the summer of Year 10 and finally submitted in May of Year 11)

*The controlled assessment brief is written by the examination board and released in June of Year 10. The brief will focus on a type of business and the decisions that need to be made within that business, specifically focusing on:*

- Marketing
- Market research and data collection
- The marketing mix
- Marketing in the wider business environment
- Enterprise
- Enterprise and the entrepreneur
- The business plan

Unit A293: Production, Finance and the External Business Environment

(50% of the GCSE, examined at the end of Year 11)

*Students will be given a pre-issued case study, released by the exam board in Jan/Feb of Year 11. Students must answer questions about business decisions the firm would make, specifically in:*

- Using and managing resources to produce goods and services
- Types of production methods
- Management and control of production
- Production costs
- Financial information and decision making
- Sources of finance
- Financial forecasting and analysis
- External influences on business activity
- The competitive environment
- Environmental influences and business ethics
- Government and the UK economy
- Globalisation and UK business

## GCSE Music

Listening examination - 40%

Composition of **two** pieces, completed under controlled assessment throughout the course - 30%

Performance of **two** pieces, recorded under controlled assessment in July of Year 10 and February of Year 11 - 30%.

The listening examination, is divided into four sections following directly, the Areas of Study detailed below. Thorough knowledge of each genre, compositional style, the historical context and terminology associated must be understood through listening to a wide variety of material closely or directly linked to each of the topics found in the columns below.

<b>Area of Study 1 (Term 1 and 2)</b>	<b>Area of Study 2 (Term 3)</b>	<b>Area of Study 3 (Term 4 and 5)</b>	<b>Area of Study 4 (Term 6)</b>
<b>Structure in Western classical music 1600-1899</b>	<b>Music in the 20<sup>th</sup> Century</b>	<b>Popular music in context</b>	<b>World Music</b>
<b>SET WORKS</b>			
<i>G F Handel:</i> Chorus: And The Glory of The Lord from Messiah, HWV 56	<i>A Schoenberg:</i> Peripetie from Five Orchestral Pieces, Op. 16	<i>M Davis:</i> All Blues from the album Kind of Blue	<i>Capercaillie:</i> Chuir M'Athair Mise Dhan Taigh Charraideach (Skye Waulking Song) from the album Nàdurra
<i>W A Mozart:</i> 1st Movement from Symphony No. 40 in G minor, K. 550	<i>L Bernstein:</i> Something's Coming from West Side Story	<i>J Buckley:</i> Grace from the album Grace	Rag Desh
<i>F Chopin:</i> Prelude No 15 in D flat major, Op. 28	<i>S Reich:</i> 3rd Movement (fast) from Electric Counterpoint	<i>Moby:</i> Why Does My Heart Feel So Bad? from the album Play	<i>Koko:</i> Yiri

