

Key Stage 4 Curriculum

Contents

Mathematics	2
English	4
Media Studies	6
Science	8
Creative Arts.....	9
Music.....	14
History.....	15
Geography.....	16
Religious Studies	17
Computer Science and ICT	18
Modern Foreign Languages	21
Physical Education	23
Engineering	25
Food and Catering.....	26
Hair and Beauty.....	27
Design and Technology	28

Mathematics

Curriculum Overview

Our aim in the Maths department is to ensure that every student reaches their full potential in mathematics; that they are well motivated and enjoy learning the subject; they develop a sound understanding of our number system and are able to transfer numeracy skills to other areas of the curriculum and situations in everyday life.

We will endeavour to achieve our aims through good classroom teaching with the emphasis on empowering our students to become creative learners who can think and solve problems. We use interactive lessons that are stimulating and challenging.

The department wants every child to be successful in Mathematics and are determined to improve the attainment of all, regardless of prior knowledge. As a team, we believe strongly in challenging our students and promoting independence and extended learning.

We aim for all our students to progress during their time at the Academy and have successful strategies and mechanisms in place to support this. We are a data rich department, who now implements a rigorous tracking system, where every child is monitored individually every half term. We then thoroughly analyse this to meet the needs of every individual student and we have intervention and support staff that work with small groups of students who have a difference between their targets and attainment GCSE.

Curriculum Content

Mathematics GCSE (EDEXCEL)

The new Maths GCSE covers six main areas, which build upon the work completed at KS3. These are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability
- Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier).

Statistics GCSE (AQA)

At KS4 students can opt to study statistics in addition to GCSE Maths. Statistics allows students to develop a critical appreciation of statistics, a quality considered increasingly important in a wide variety of careers and in everyday life. They will develop knowledge, skills and understanding of statistical methods and concepts. They will learn about the real potential of data, but also develop an awareness of its limitations.

Assessment

Mathematics (GCSE)

GCSE Mathematics has a Foundation Tier (grade 1-5) and a Higher Tier (grades 4-9). Students must sit three exam papers at the same tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long.

Statistics (GCSE)

The GCSE is 100% exam based. Students sit two papers in Year 11, with a mixture of question styles including multiple choice, short and medium answers and extended answer questions to give students the opportunity to demonstrate their knowledge and understanding of Statistics. Each paper is 1 hour and 30 minutes long.

English

Curriculum Overview

The English Department has an energetic and forward-looking team who strive to inspire a love of reading and writing in students. The schemes of work are designed to develop students as independent learners, equipped with the skills to succeed in future life. The curriculum is broad and inclusive; students study a wide range of engaging contemporary and Pre 19th century texts to help them develop into insightful and perceptive readers and writers. The programmes of study are designed to explore at least one fiction text per term as part of their class work. Each year group reads and studies a text by Shakespeare and an anthology of poems by various poets.

Lessons are planned to allow students to participate in a wide range of learning experiences; there is an emphasis on group and independent work with students being encouraged to develop as effective communicators and active learners. All of our students study English Language and Literature at GCSE.

Curriculum Content

English Language and English Literature GCSE (AQA)

This GCSE is an integrated English Language and Literature course that gives students two GCSE grades. The Language course gives them the opportunity to develop their language and analysis skills through speaking and listening, reading and writing. The Literature course sees students study a Shakespeare text, a pre 19th century novel, a modern drama and an anthology of poems. To enrich the course and secure student engagement we also include theatre performances of the exam texts in which students can experience first-hand how these texts would have been received by audiences.

At Key Stage 4 students, have five 50 minute English lessons each week. They are also encouraged to attend after school revision and study sessions (period 7s) which are offered most nights for one hour as well as the catch-up clinics which operate during the holidays.

Students study the following units at KS4:

- Shakespeare – Romeo and Juliet
- Writing Non-Fiction
- Poetry – Conflict and Power or Love and Relationships
- 19th Century Novel – Frankenstein, Jekyll and Hyde or Great Expectations
- Modern Drama – An Inspector Calls
- Writing Skills

Assessment

English Language (GCSE)

The course is linear and assessed at the end of two years. There are two distinct Language papers, with integrated reading and writing tasks; but students are assessed internally throughout the year through micro tests to ensure they are making progress. There is a large emphasis on spelling,

punctuation and grammar; this is equivalent to 20% of the final mark. The exams are not tiered so everyone sits the same exam. At the end of 2 years students are awarded a grade 1-9 with a 4 being equivalent to a standard pass. There is also a Spoken Language task which they perform individually. They are awarded either a Pass, Merit or Distinction. The grading for the GCSE is now 1-9, with 9 being the highest grade.

English Literature (GCSE)

GCSE Literature is taught as an integrated subject within the Language course. Students are assessed in two literature exams, amounting to 4 hours inclusively.

Media Studies

Curriculum Overview

We live in a media saturated world where we are surrounded by media texts in the form of television, mobile phone technology, social networking, web pages, magazines, newspapers, adverts and new technologies. Understanding how these texts work, and how they engage and meet the needs of their specific audiences, is central to understanding the world we live in.

Curriculum Content

Media Studies GCSE (AQA)

Students will learn how and why the professionals create media texts and how to produce their own. They will develop their understanding of social, historical, political and cultural influences on media text production as well as discovering how media industries work together. They will also develop their ability to understand and analyse real media texts and will have the opportunity to create their own media products, using specialist technology.

Throughout their studies, students will learn to apply media language confidently as well as discussion representations in the media, institutions involved in media production and distribution and audiences.

The exam board will release materials which will enable students to undertake a close study of a given area of the media such as: advertising, celebrity culture, television programmes, radio broadcasting, and the rise of the blogger and magazine production. Students will undertake an independent investigative study of the topic and produce a product of their choosing linked to this, giving students the opportunity to work in a form that they enjoy and feel confident with.

The Legacy Course for Current Year 10

The present Year 10 will be the final year group to complete the legacy course. This consists of the following two units:

Unit 1: Investigating the Media

This is worth 40% of the total marks and takes the form of four questions based on a pre-released topic. The examination topic for 2018 is 'Serial Television Drama.'

Unit 2: Understanding the Media

The remaining 60% of the course consists of three pieces of course work covering the following three topics:

- Packaging of DVD covers.
- Advertising and marketing in the fragrance industry.
- Production and evaluation. This could involve magazine, music video or film trailer production.

Assessment

Media Studies GCSE (AQA)

Paper 1: Questions will focus on three areas of the theoretical framework: industries, audiences and representation. This is a written exam lasting 1 hour 30 minutes and makes up 35% of the qualification.

Paper 2: Questions will focus on media language and contexts of the media. This is a written exam lasting 1 hour 30 minutes and makes up 35% of the qualification.

Non-exam assessment: One practical production in response to a set brief which makes up 30% of the GCSE grade.

Science

Curriculum Overview

Science has something to offer every student to inspire and challenge all abilities and aspirations. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher. Everyone needs some level of relevant scientific understanding.

Curriculum Content

Core Combined Science GCSE (Double Award)

Examining body: AQA

The course covers topics from Biology, Chemistry and Physics. Topics cover key scientific concepts including; cell biology, infection and response, chemical changes, bonding, structure and the properties of matter, forces and energy.

There are a range of exciting practical activities and demonstrations that students will have the opportunity to carry out and see, including twenty two specific practicals that students must complete and learn over the two years of study. Questions about these practicals will then appear in the final examinations.

Triple Science GCSE

Students taking this option gain GCSE Biology, GCSE Chemistry, and GCSE Physics. The content covers the same topics as the GCSE combined science, but then has extension topics that bridge the gap between GCSE and A-Level. The extension material covers a range of topics such as; the brain and eye, monoclonal antibodies, plant hormones, nanoparticles, calculating moles, the energy change of reactions, static electricity, pressure in gases, and hazards of radioactive emissions.

Each GCSE has a range of practical work to engage students. The schemes incorporate the required practical activities that are specifically examined in the final examinations.

Assessment

Core Combined Science GCSE (Double Award)

The course is assessed 100% by examination. There are six exam papers; two biology, two chemistry and two physics completed at the end of Year 11. Each paper lasts for 1 hour 15 minutes and will assess different topics studied over two years. They are available in foundation or higher tiers.

Triple Science GCSE

Each GCSE is assessed by 100% external examination in Year 11. There are two exam papers per GCSE (6 in total) each lasting 1 hour 45 minutes and are available in foundation or higher tiers.

Creative Arts

Curriculum Overview

Creative Arts consists of Art, Drama and Music

Creative arts primary purpose at Furness Academy is to deliver high standard learning opportunities and experiences for all students, supporting our core values of respect, responsibility and relationships.

We endeavour to provide an enjoyable, balanced, informative and personalised arts education which contributes to students intellectual, physical, spiritual, moral, social and cultural needs and importantly to capture a lifelong passion for the arts.

Supporting creativity in young people isn't just about becoming the next famous artist, musician or actor. We believe, as numerous studies support, that creative subjects are the building blocks for students' whole educational journey plus lifelong skills.

Developmental benefits of the Arts:

- Motor skills
- Language development
- Decision making
- Visual learners
- Inventors
- Cultural awareness
- Empathy

Art

Curriculum Content

Art GCSE (AQA)

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

The course enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Students will be encouraged to work to their personal strengths and ideas in the following areas:

- Developing and exploring ideas through investigation using a variety of media
- Analysing and evaluating images and artefacts
- Recording observations, experiences and ideas
- Reviewing, modifying and refining work as it progresses
- Presenting a personal informed outcome, realising intentions and making informed connections with the work of others

The course is composed of two parts. Component 1: Portfolio of work (course work). Component 2: External set task.

Component 1: Portfolio of work

A portfolio that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2: External set task.

Students respond to a chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.

A preparation period is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.

Assessment

Art GCSE (AQA)

Assessment is by Unit 1: Portfolio of Work (coursework) 60 percent and Unit 2: Externally Set Task (exam) 40 percent.

Unit 1 (96 marks) and Unit 2 (96 marks) will be marked separately according to the four assessment objective criteria.

Students must evidence coverage of all of the assessment objectives in the Portfolio of Work and their response to the Externally Set Task. Students must demonstrate their ability to:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (24 marks)
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (24 marks)
- AO3: Record ideas, observations and insights relevant to intentions as work progresses. (24 marks)
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (24 marks)

Drama

Curriculum Overview

Drama is a key part of The Arts Department and works closely with Art and Music. It is a vibrant and thriving department with enthusiastic and talented staff.

The primary purpose of the department is to deliver a consistently high standard of creative and challenging lessons in drama, with the aim of stimulating a lasting interest and enjoyment of the subject. We aim to create an atmosphere where students want to learn, so that they come to enjoy drama as active participants.

Students study drama for two lessons per week in Year 7 and one lesson per week in Year 8 and Year 9. Students in KS4 are following the Edexcel GCSE Drama course and they study for three lessons per week over two years.

The Drama Department also runs a variety of activities, out of school hours, to provide opportunities for students to take drama further and to support them in their development of performing skills and also just for fun. Many performances take place throughout the year allowing students to develop their performing skills and giving many opportunities to support productions in a variety of on stage and off stage roles.

Curriculum Content

Drama GCSE (EDEXCEL)

Students will develop both their understanding of how to create and present drama to a higher level and also have the option to focus, instead, on technical theatre and stage skills. They will also look at plays in more detail and at different ways of bringing a script to life on stage from the perspective of a performer or a designer/technician. They will obtain many skills that are highly valued in any walk of life including teamwork and confidently presenting themselves in public.

As part of their course students will study the following units:

Component 1: Devising In groups. Students explore a range of stimuli and begin developing their devising skills.

Content overview

- Create and develop a devised piece from stimulus
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2: Performance from Text. Students explore their chosen text and select their extracts for performance. Students develop their performances or designs for their chosen extracts.

Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice. Students start looking at an overview of their chosen set text, practically exploring extracts from it.

Content overview

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

Assessment

Drama GCSE

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two coursework components and one externally examined paper.

Component 1: Devising - 40% of the qualification

Internally assessed and externally moderated. There are two parts to the assessment:

- A portfolio covering the creating and developing process and analysis and evaluation of this process
- A devised performance/design realisation

Component 2: Performance from Text - 20% of the qualification

- Externally assessed by visiting examiner.
- Centres are free to cover the performance/designing of the two key extracts in any way.

Component 3: Theatre Makers in Practice - 40% of the qualification

Written examination: 1 hour 30 minutes

- Section A: Bringing Texts to Life
- Section B: Live Theatre Evaluation

Music

Curriculum Overview

To develop:

- Successful learners who enjoy learning, make progress and achieve their best in music.
- Confident individuals, who are able to perform, listen and compose.
- Responsible citizens who make a positive and creative contribution to society.
- To promote a safe and healthy learning environment where students can gain fulfilment in their work.

Curriculum Content

MUSIC Rockschool Level 2 Certificate in Performance for Music Practitioners

We are delighted to offer this new and exciting course that allows for all abilities and interests in performing music to be explored. This is a very practical course, aimed at developing the skills required as a popular musician. It will prepare students for further musical study at Level 3.

In RSL lessons students will develop their skills as a musician. At the start of a project they will undergo a skills analysis to identify their strengths and weaknesses. They will then set themselves SMART targets, which they will work on during rehearsals. At the end of each session they will review their progress. Projects can either be solo or ensemble performances.

Students study 3 units.

Unit 1	Music Rehearsal Skills	Rehearsing songs as a group, setting and reviewing targets for improvement
Unit 2	Instrumental Study	Developing technical ability, dexterity and stamina on an instrument of their choice. This unit is taught alongside Music Rehearsal Skills
Unit 3	Live Music Performance	Controlled assessment – students will have 30 hours to rehearse for a 10-15 minute performance in Y11. This unit is externally assessed.

Assessment

MUSIC Rockschool Level 2 Certificate in Performance for Music Practitioners

Assessment is conducted by teaching staff and then moderated by RSL's team of moderators. Students need to meet the necessary criteria in each module in order to complete the requirements of the tasks and these can be presented by a variety of means; portfolios, video, recordings, blogs

History

Curriculum Overview

The History department at Furness Academy aims to ignite student's curiosity and inspire them to engage with dilemmas, choices and beliefs of people in the past. Students develop their own identities through an understanding of history at local, national and international level. Teachers in the department nurture students' questioning and independent skills which ensures that they gain transferable skills (interpretation, evaluation, analysis) to enable them to excel across the curriculum and modern workplace.

Curriculum Content

History GCSE (EDEXCEL)

Students will:

- Develop their knowledge of key events, periods and societies in British and world history.
- Complete historical enquiries to develop their independent learning and critical thinking skills.
- Ask questions about, and investigate, the past and use a wide range of sources to reach judgements.
- Evaluate evidence and identify the causes and consequences of different events.
- Consider the reasons why some developments are considered to be more significant than others and why different interpretations of the past have been created.

The course includes a broad and diverse study of the history of Britain and the wider world, which will provide our students with the necessary skills that will support their progress towards further study of history and a range of other subjects.

Students will study four units:

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18
- Anglo-Saxon and Norman England, c1060–88
- The American West, c1835–c1895
- Weimar and Nazi Germany, 1918–39

Assessment

History GCSE (EDEXCEL)

Students take three examinations based upon four units of study. The units are:

- Paper 1: Medicine in Britain 1250-Present Day. This is a 1 hour and 15 minute exam and makes up 30% of the qualification.
- Paper 2: Anglo-Saxon and Norman England, c1060–88 and The American West 1835-1895. This is a 1 hour 45 minute exam and makes up 40% of the qualification.
- Paper 3: Weimar and Nazi Germany 1918-1939. This is a 1 hour 20 minute exam and makes up 30% of the qualification

Geography

Curriculum Overview

The Geography department at Furness Academy aims to stimulate the curiosity and broaden the knowledge of our students about the physical and human world all around us. Geography is a dynamic subject that is firmly grounded in the real world and focuses on interactions between individuals, societies and the physical environment. Students will develop a range of Geographical skills through all levels of studies and a variety of topics that they can then apply both inside and outside the classroom.

Curriculum Content

Geography GCSE (AQA)

This course offer students the opportunity to study a broad range of subjects of geographical importance from local issues like off shore wind farms and tourism to global concerns such as climate change, deforestation and water shortage.

To do this, the course combines both Human and Physical Geography to enable students to understand the impact that human activities have on the earth and the scientific principles that underpin the planet's changing nature.

The key themes of the course are:

- The challenge of Natural Hazards
- Physical Landscapes in the UK
- The Living World
- Urban Issues and Challenges
- The Changing Economic World
- The Challenges of Resource Management
- Geographical Skills

A Geography qualification can lead to further study and a range of jobs such as pollution control officer, geologist, countryside ranger, weather forecaster, property developer, work in tourism, conservation, environmental planning, regeneration, renewable energy, teaching, and the media e.g. broadcasting.

Assessment

Geography GCSE

Examination: Three written examination papers:

Paper 1: Living with the Physical Environment 1 hour 30 minutes in length and is worth 35%

Paper 2: Challenges in the Human Environment, 1 hour 30 minutes in length and is worth 35%

Paper 3: Geographical applications, 1 hour 15 minutes in length and is worth 30% (this paper involves critical thinking skills and problem solving alongside two geographical enquiries which must include primary data collected as part of a fieldwork exercise)

Religious Studies

Curriculum Overview

Our vision as a department is to inspire and engage active learners in a personal and academic exploration of spiritual and moral questions.

At Furness Academy we believe that studying Religious Education helps students to understand and appreciate aspects of cultural difference while challenging and extending their understanding of themselves and other people.

The subject promotes self-awareness, respect, open-mindedness, appreciation and wonder. Religious Education also helps students develop key skills such as communication, working with others and problem solving.

Curriculum Content

Religious Studies GCSE (EDEXCEL)

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Religious Studies B consists of three Areas of Study from which students study two:

Religion and Ethics:	Religion, Peace and Conflict:	Religion, Philosophy and Social Justice:
<ul style="list-style-type: none">· Belief in God· Marriage and the Family· Living the Religious Life· Matters of Life and Death	<ul style="list-style-type: none">· Belief in God· Crime and Punishment· Living the Religious Life· Peace and Conflict	<ul style="list-style-type: none">· Belief in God· Religious Experience· Living the Religious Life· Equality

Students must select a different religion for each Area of Study that they follow. The topics studied will include arguments for and against the existence of God, issues such as abortion, euthanasia

Assessment

Religious Studies GCSE (EDEXCEL)

Students will be regularly internally assessed during lessons to ensure they are on track. The course is 100% examination. Students are assessed through two externally set examination papers.

Students will sit a 1 hour 45 minute examination in each unit. This will take place at the end of Year 11.

Computer Science and ICT

Curriculum Overview

Computer Science aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Curriculum Content

Computer Science GCSE (OCR)

This course will introduce students to Computer Science and programming languages. They will develop a variety of skills, learn how to design and create applications that will run on mobile devices and operate on the Internet. They will learn how to create computer games and develop understanding of the basic concepts of software application creation. Our students will understand how software and applications are developed and gain a working knowledge of programming language.

Throughout the course they will be expected to work both independently and also in groups collaborating with others, to develop skills and understanding of applications.

This course will encourage students to develop business knowledge, work with others to build their confidence and enable them to present their ideas in a creative and inventive way.

Computer Science GCSE will build on the knowledge and skills students have developed in Key Stage 3, it is an excellent progression to 'A' level Computer Science, vocational courses and even on to degree level courses in the areas of computing, web authoring, engineering and science.

Subject content

The first being an introduction to how computers work covering;

- Systems Architecture
- Memory
- Storage
- Wired & Wireless Networks
- Network Topologies, Protocols and Layers
- System Security
- System Software
- Ethical, Legal, Cultural and Environmental Concerns

The second part is computational thinking covering;

- Algorithms
- Programming Techniques

- Producing Robust Programs
- Computational Logic
- Translators and Facilities of Languages
- Data Representation

GCSE ICT (Edexcel)

This course develops student's knowledge and understanding of how ICT is used in everyday life. They learn about how we now live in a digital world, looking at how personal digital devices are used in both personal lives and in working practice. Student's research a variety of digital devices, connectivity, how to operate online, using social networking safety, sustainability, legislation and about ICT security and privacy issues.

Students practise and enhance a variety of practical ICT skills, learning how to design and create publications and digital media utilising a large range of software applications, equipping them for life in the modern workplace. Students develop knowledge on how software and applications are used to solve problems and gain a working knowledge of applications.

Throughout the course students will be working both independently and also in groups collaborating with others, to develop their skills and understanding.

GCSE ICT will build on the knowledge and skills developed in KS3, it is an excellent progression to 'A' level ICT, vocational courses and even on to degree level courses in the areas of ICT, Business or computing.

Assessment

Computer Science GCSE

The Computer Science course is both externally and internally assessed.

Paper 1: Computational Thinking and Problem Solving. This is a written exam set in practically based scenarios. The exam is 1 hour and 30 minutes in length and makes up 40% of the qualification.

Paper 2: Written Assessment. This is a written exam lasting 1 hour 30 minutes and makes up 40% of the qualification.

Non-examined Assessment. The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. The students are assessed on 20 hours of work which makes up 20% of the qualification.

GCSE ICT (Edexcel)

The GCSE ICT course is both externally and internally assessed.

Paper 1: Living in a Digital World. This is a written exam set in practically based scenarios. The exam is 1 hour and 30 minutes in length and makes up 40% of the qualification, this unit is externally assessed.

Paper 2: Using Digital Tools. This is a Controlled Assessment Task, based on a set scenario and students create a variety of digital products – it takes up to 40 hours to complete, and makes up 60% of final qualification. This is internally assessed and then moderated externally.

Modern Foreign Languages

Curriculum Overview

We are a small, friendly, hard-working department and are committed to the success of our students. With the introduction of the EBacc and Progress 8, MFL is becoming an increasingly more important part of the curriculum. It is our belief that all students should have the opportunity of following a language course suited to their individual ability and needs, backed up by additional out-of-classroom activities wherever possible.

The ability to speak a second language is an important life skill and one for which we are seeing a rapidly increasing demand. By the end of their language course at Furness Academy, the vast majority of students should have sufficient command of a foreign language to be able to communicate within a range of defined situations with native speakers, to talk about themselves and to express their wishes, feelings, ideas and opinions. Our more linguistically able students will be further challenged and should be able to operate beyond this defined range and apply what they have learnt in most everyday situations.

For some students, this language learning will be the basis for further study at A Level and beyond. For others, it may be an ancillary skill which can be maintained and which will enhance career prospects or, for those who discontinue language study on leaving school at 16, it could form a basis for a possible return to language learning in later life, either for business or leisure purposes.

Curriculum Content

French GCSE (AQA)

During the course, students study three key themes based on Identity and Culture, Local, National, International and Global Areas of Interest, and Current and Future Study and Employment. The course is challenging but rewarding and will provide our students with practical language skills that can be used in a variety of settings.

In Year 10, students currently follow topics on relationships with family and friends, home town/ neighbourhood and region, school (studies, rules, work experience, career pathway and future plans), freetime activities, healthy and unhealthy living, customs and festivals in French-speaking countries, holidays, travel and tourism.

In Year 11, students study modules relating to marriage and partnership, the environment, social issues, charity and voluntary work, future ambitions, technology and social media, global issues (poverty and homelessness). Topics covered in Year 10 are revisited and revised in preparation for the examinations.

Assessment

French GCSE

The GCSE course has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students will take all four papers at the same tier (Listening, Speaking, Reading, and Writing). All papers constitute 25% of the final mark.

Listening

- 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Each examination includes 5 minutes' reading time of the question paper before the listening stimulus is played
- There will be questions about the listening tasks in English and in French

Speaking

- 7-9 minutes (Foundation Tier) + preparation time (12 minutes), 10-12 minutes (Higher Tier) + preparation time (12 minutes)
- The format is the same at Foundation Tier and Higher Tier:
- Role-play - 2 minutes at Foundation Tier, 2 minutes at Higher Tier
- Photo card - 2 minutes at Foundation Tier, 3 minutes at Higher Tier
- General conversation - 3-5 minutes at Foundation Tier, 5-7 minutes at Higher Tier

Reading

- 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- There will be questions in English and French about the written passages and there will be a translation from French into English.

Writing

- A variety of written tasks including writing a message, a short passage, a translation from English into French, a structured writing task and an open-ended writing task.

A GCSE in French will constitute one of the components of the English Baccalaureate (EBacc).

Physical Education

Curriculum Overview

At Key Stage 4, students are encouraged to tackle complex and demanding physical activities that develops personal fitness and promotes an active, healthy lifestyle.

Students are be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- develop their technique and improve their performance in other competitive sports
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

BTEC Level 2 First Awards in Sport and BTEC Level 2 First Awards in Outdoor Education

The Pearson BTEC Level 1/Level 2 First Award in Sport/Outdoor Education has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4.

It has been developed to:

- encourage personal development through practical participation and performance in a range of sports and exercise activities
- give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for sport, leisure and recreation employees
- give opportunities for sport, leisure and recreation employees to achieve a nationally recognised level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences, or on to GCE AS or A level, and, in due course, to enter employment in the sport and active leisure sector
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Students can choose to follow the Outdoor and Adventurous Education route or the Sport route.

Curriculum Content

Key Stage 4- Core PE

Students cover a variety of sports throughout Key Stage 4. These include:

- Athletics
- Cricket
- Badminton
- Basketball
- Netball
- Fitness including aerobics, step aerobics, circuit training, stamina running and yoga
- Football
- Rugby
- Table Tennis
- Trampolining
- Volleyball
- Rounders

BTEC Level 2 First Awards in Sport and BTEC Level 2 First Awards in Outdoor Education

Students will complete the following three units of work including:

- Unit 1. Fitness for Sport and Exercise
- Unit 2. Practical Sports Performance
- Unit 6. Leading Sports Activities

And one from the following list:

- Unit 3. The Mind and Sports Performance
- Unit 4. The Sports Performer in Action
- Unit 5. Training for Personal Fitness

For the Outdoor and Adventurous Education route students will take part in the following activities in order to gain their qualification:

Assessment

Core PE

Students are assessed at the end of a unit against specific key skills. Students regularly complete peer and self assessments.

BTEC First Awards

The majority of assessment takes the form of coursework although Unit 1 includes an external assessment in the form of an on-line test. For the Sport course practical sessions will cover a wide range of activities and sports which the performer will need to log using an on-line Blog. There is a Leadership element to the course in which all students will need to play a part in organising and running a sports event, usually for a primary school day or festival. For the Outdoor Education course practical sessions are largely completed off site and take place in all weathers. The majority of specialist equipment is provided by the school. Most practical lessons arrive back at school after normal school hours.

Engineering

Curriculum Overview

NCFE Level 2 Certificate in Engineering Studies

This Qualification is designed for learners with an interest in Engineering. It will provide learners with experience of using different tools and materials to enable them to use these within further education or apprenticeships. It will give them a basic understanding of what engineering may involve.

This qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and apply that knowledge through a project.

Curriculum Content

This qualification shows learners how to:

- Develop a broad understanding of the engineering sector.
- Research a new idea.
- Use tools and equipment.
- Perform a range of techniques and processes using selected materials.
- Draw, develop and take part in an engineering project.

Students complete 4 units:

- Unit 1: Introduction to engineering
- Unit 2: Introduction to Engineering drawing
- Unit 3: Tools and equipment for Engineering
- Unit 4: Engineering materials and their properties

Assessment

25% of the qualification's content is externally assessed, 75% is internally assessed through a portfolio of evidence. Learners must be successful in both types of assessment to achieve the qualification.

Unit 1	Introduction to Engineering	Internally assessed portfolio of evidence
Unit 2	Introduction to Engineering drawing	Externally set and marked assignment
Unit 3	Tools and equipment for Engineering	Internally assessed portfolio of evidence
Unit 4	Engineering materials and their properties	Internally assessed portfolio of evidence

Food and Catering

Curriculum Overview

As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating. The course allow students to understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet, become competent in a range of cooking and understand the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Content

NCFE Level 2 Certificate in Food and Cookery

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

This qualification aims to:

- Focus on an applied study of the food and cookery occupational area
- Offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- Provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- Prepare and cook using basic skills
- Understand food and its functions in the body and in recipes
- Understand balanced diets and modification of recipes for health
- Plan and produce dishes for a purpose.

Assessment

NCFE Level 2 Certificate in Food and Cookery

25% of the qualification's content is externally assessed (Unit 02).

75% is internally and assessed and externally moderated portfolio of evidence, (Units 01, 03 and 04).

Unit 1	Preparation to cook	Internally assessed portfolio of evidence
Unit 2	Understanding food	Externally set and marked assignment
Unit 3	Exploring balanced diets	Internally assessed portfolio of evidence
Unit 4	Plan and produce dishes in response to a brief	Internally assessed portfolio of evidence

Hair and Beauty

Curriculum Overview

The VTCT Level 2 Award in Hair and Beauty Skills

This qualification will enable learners to develop their practical hair and beauty skills and techniques in a fully functioning hair & beauty salon, as well as develop their knowledge and skills on basic nail art, blow-drying and finishing hair, shampooing and treating the hair and basic plaiting and twisting hair and basic photographic make-up. The learners will also develop their knowledge and understanding working in the hair and beauty industries, health and safety, client and customer skills, promoting themselves and preparing for a job interview.

Curriculum Content

Students will study two mandatory units and two optional units.

Mandatory Units:

- Understanding the hair and beauty sector
- Hair and beauty research project

Optional Units:

- Enterprise in the hair and beauty sector
- Marketing hair and beauty products and services
- Hair and beauty science
- Responding to a hair and beauty design brief

Assessment

The VTCT Level 2 Award in Hair and Beauty Skills

The VTCT Level 2 Award in Hair and Beauty Therapy is equivalent to 1 GCSE, and is graded Pass, Merit, Distinction and Distinction *. The practical side of the qualification will gain students an Entry Level Extended Award certificate in Hair and Beauty skills.

The course is split into 4 units, 3 units are 'coursework' based and assessed internally, and 1 unit is externally assessed through a written on line exam, which accounts for 25% of the overall marks.

The VTCT Level 2 Award in Hair and Beauty Skills would be suitable for those students who have an interest in working in or have an interest in hair & beauty.

Design and Technology

Curriculum Overview

Learning about Design and Technology will encourage students to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. Design and Technology is a subject that brings learning to life, requiring students to apply their learning to real-life situations. Product Design study aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. They will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The GCSE qualification gives students an opportunity to engage with creativity and innovation and understand how they can be enhanced by the application of knowledge from other subjects across the curriculum such as mathematics, science, art and design, ICT and humanities, as well as the practical and technical knowledge and understanding they will learn from Design and Technology.

Curriculum Content

Design and Technology GCSE (OCR) from 2017

The aim of the Design and Technology GCSE is to develop innovation and creativity and it offers a unique opportunity to involve students in new approaches to Design and Technology.

The course covers a wide range of subjects within Design and Technology, students will learn about various materials and their properties, will look at existing products and evaluate them. Students will create their own design brief solving a problem with their design solution in their chosen area of Design and Technology.

The course is split into two sections:

- **The Principles of Design Technology** - This component brings together the learners 'core' and 'in-depth' knowledge and understanding.
- **Interactive Design Challenge** - This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing.

Before students begin their coursework project, they will need an understanding of all areas of Design and Technology. They will gain this knowledge through theory lessons. When they are ready to start their coursework, students can choose the area they would like to focus on allowing them to design and make a product from any area of Design and Technology from Furniture to Fashion.

Assessment

Design & Technology GCSE (OCR)

- **The Principles of Design Technology** – 2 hour written exam paper worth 50% of the qualification.
- **Interactive Design Challenge** – 40 hour non-examined assessment worth 50% of the qualification.

A minimum of 15% of the exam paper will assess their mathematical skills as applied within a Design and Technology context.

