

Founded 1642



New Hall School

KS4 Options Booklet 2012-2014



CURRICULUM INFORMATION KEY STAGE 4

During Year 9, students, in consultation with tutors, subject teachers and their parents, are asked to make important choices about which courses they wish to study for the two years leading to the GCSE examinations. The curriculum outlined here is in line with the requirements of the National Curriculum but includes more diversity and wider choice.

In order to make the right choices we suggest that you bear in mind the following points:

Each student should receive a broad, balanced and appropriate curriculum.

Broad:

Students should be introduced to a wide range of concepts, knowledge and skills. It is important to avoid over-specialisation at this stage of a student's education. Future subjects for study and career choices should be left as open as possible.

Balanced:

A balanced curriculum should include something from each of the following areas: spiritual, mathematical, scientific, literary, the humanities, technological and creative. Even if, at the moment, a student may want to pursue a particular career, this can soon change. A balanced curriculum should help to ensure that pathways are not closed.

Appropriate:

The number and choice of subjects must be carefully selected bearing in mind a student's strengths and weaknesses. Tutors and subject teachers will help students to evaluate their skills. The results of recent examinations should also be taken into account. Realistic choices at this stage will help students achieve the best possible results at the end of Year 11. In so far as it is possible students should take subjects that they enjoy and in which they are interested.

Many GCSE courses require students to submit regular coursework assignments or controlled assessments which form part of the final award. Students should be aware of the type and amount of work required by each subject so that their final, overall selection fits their capabilities.

The total number of subjects selected must also be appropriate for each student. Students should be neither over-burdened nor left with time on their hands. We suggest that 10 or 11 examinable subjects are appropriate for the majority of students although a small number of students may be advised to study either more or fewer subjects. The number of subjects to be taken should be discussed with the relevant tutor and the Heads of Year.

When applying to university, the quality of grades achieved by a student is deemed to be more important than having a larger number of subjects at possibly lower grades. It is in the student's best interest to consolidate and do very well in all subjects.

Core Subjects

The timetabled curriculum for all students in Years 10 and 11 consists of:

- Religious Studies
- English Language and Literature
- Mathematics
- ICT
- Science
- A Modern Language

Science

Most students study Science and Additional Science leading to Double Award Science. For students who have a particular aptitude for Science there is the opportunity to study the 3 separate Sciences as Biology, Chemistry and Physics, on the recommendation of the Head of Science. Similarly some students may be advised to study only science (one GCSE) on the recommendation of the Head of Science and Head of Year.

Modern Language

Students select at least one language from those they have previously studied in Years 7-9: French or Spanish. It is possible to add a second language from the optional subjects offered. Students who wish to take two languages need to make an appointment with Mrs Smart, Head of Modern Languages to discuss this choice prior to final choices being made.

Optional Subjects

Subjects may then be selected from the following areas to make up a total of 10 or 11 examinable subjects. A small number of students may be advised to study either more or fewer subjects. The importance of a broad and balanced curriculum is emphasized once again.

We strive to arrange subjects on the timetable in such a way as to allow every student to follow all the subjects of their choice, but this may not always be possible if subjects with a low take up are chosen.

In addition to examination subjects, every student in Years 10 and 11 follows a tutorial programme that includes a variety of Life Skills and Careers Education. Each student takes part in a Games afternoon once a week, during which both team sports and a wide variety of options (ranging from golf to fitness training) are offered.

CORE SUBJECTS

RELIGIOUS STUDIES

AWARDING BODY AND SPECIFICATION

OCR Religious Studies B - Philosophy and Ethics

COURSE CONTENT

Students explore the key elements of Christian Philosophy and Applied Ethics.

YEAR 10

B601 - Philosophy

Students study three modules in this section; Belief in the Deity, Religious and spiritual experience and the end of life. Throughout the module students will explore the reasons that Christians give to believe in God as well as challenges to such belief.

B603 - Applied Ethics

Students study one module in this section; Christianity and Medical Ethics. Students will develop their knowledge and understanding of the teachings and attitudes of Christians to abortion, assisted conception techniques and euthanasia and suicide.

B603 - Philosophy

Students complete their philosophy course through a further study of three modules; good and evil, religion, reason and revelation and religion and science. Within the course they will examine the concepts of original sin, redemption and salvation together with looking at the importance of the Bible for Christians and how God reveals himself through the person of Jesus.

B604 - Applied Ethics

Students complete their applied ethics course through exploring the impact of Christianity on peace and justice, equality and the media.

ASSESSMENT

Internal:

Two study assignments are set per week. Students are expected to spend one and a half hours per week on these assignments.

External

Students will sit one Ethics modules in the January of Year 11 and the final three modules in the Trinity Term of Year 11. Each examination is 1 hour long. There is no coursework.

ADDITIONAL EDUCATIONAL EXPERIENCES

- External speakers

ENGLISH LANGUAGE AND ENGLISH LITERATURE

AWARDING BODY AND SPECIFICATION

AQA GCSE English Language Specification A

AQA GCSE English Literature Specification A

COURSE CONTENT

This is an integrated course in which English Language and English Literature are taught simultaneously. English Language comprises the separate components of Speaking and Listening; Reading; and Writing. Speaking and Listening assesses the students' ability to communicate clearly and imaginatively, adapting their talk to different situations and using Standard English appropriately. Reading includes responses to an extended text, which also may be studied for English Literature; and analysis of media and non-fiction texts. Students are trained in the techniques of writing to inform, persuade and argue. They also develop the techniques of advising, describing and explaining, demonstrating the ability to organise their ideas into a variety of linguistic and structural features. In addition, students will also be undertaking a spoken language investigation and composing two creative writing pieces.

English Literature requires the detailed comparative analysis of poetry across time, focusing on English Literary Heritage and contemporary poetry. Students explore a modern prose or drama text, as well as exploring cultures through set texts which are assessed through an external examination. In addition, the significance of Shakespeare and English Literary Heritage are explored and compared.

ENGLISH

AWARDING BODY AND SPECIFICATION

AQA GCSE English Specification A

There will be the possibility of those candidates who find this discipline particularly challenging to concentrate on one GCSE in English rather than study for two GCSEs.

GCSE English is to be undertaken simultaneously with GCSE English Literature over a two year period. It combines the key elements of English Language and English Literature GCSEs, but results in the attainment of one GCSE grade rather than two. English comprises the separate components of Speaking and Listening; Reading; and Writing. Speaking and Listening assesses the students' ability to communicate clearly and imaginatively, adapting their talk to different situations and using Standard English appropriately. Reading includes responses to an extended text; and analysis of media and non-fiction texts. Students are trained in the techniques of writing to inform, persuade and argue. They also develop the techniques of advising, describing and explaining, demonstrating the ability to organise their ideas into a variety of linguistic and structural features. Although students will not take an examination in English Literature, they will be expected to write about their study of literary texts, drawing on a Shakespearean play, a text from the English Literary Heritage and a text from a different culture.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Theatre trips
- Visiting speakers/writers
- Termly book fairs
- School magazine
- Competitions

AWARDING BODY AND SPECIFICATION

University of Cambridge ESOL Examinations

First Certificate in English (FCE)

Certificate in Advanced English (CAE)

FCE - First Certificate in English

EAL students new to Year 10 or who have not yet achieved a pass at FCE will take EAL lessons against core Modern Language to prepare for the examination. FCE consists of five papers: Reading, Writing, Use of English (Grammar), Listening and Speaking.

During the course, students develop their skills in reading comprehension using magazines, journals, books, newspapers, reviews and reports in preparation for the reading paper. They develop their writing skills through form filling, writing articles, letters, reviews, reports and stories. In preparation for the listening paper, CDs are used and students develop note taking, gap filling and listening comprehension skills. For the oral paper, students are encouraged to develop their vocabulary; they practise extended speaking tasks and learn to interact with each other.

This is an upper intermediate qualification and indicates an ability to work and study through the medium of English. The pass mark is 60%.

CAE - Certificate of Advanced English

EAL students who have achieved a pass at FCE continue at a higher language level to CAE in Years 10 and/or 11. The examination consists of five papers: Reading, Writing, Use of English (Grammar), Listening and Speaking; tasks are similar to those in FCE, but at a more advanced level with the addition of some formal writing. CAE is a lower advanced qualification, which indicates the ability to work and study at an almost fluent level through the medium of English. The pass mark is 60% but for those wishing to proceed to a university course, a good pass in this qualification carries UCAS points.

Cultural Awareness

Students in Year 11 also have the opportunity to broaden their knowledge and experience of British culture with visits to places of cultural and historical interest.

MATHEMATICS

AWARDING BODY AND SPECIFICATION

Edexcel Mathematics GCSE Specification B Modular 2MB01

COURSE CONTENT

Written Papers: There are three externally assessed modules:

Unit 1:	Statistics and Probability	30%
Unit 2:	Number, Algebra, Geometry 1	30%
Unit 3:	Number, Algebra, Geometry 2	40%

ASSESSMENT

Unit 1 and Unit 2 are taken by the end of Year 10.

Unit 3 is taken at the end of Year 11.

One retake is allowed for Unit 1 and Unit 2, with the highest mark retained.

Unit 3 consists of two terminal papers. These papers cannot be retaken.

Tier	Available Grades
Foundation	G-C
Higher	D-A*

Candidates will be entered for the tier at which they can succeed, as failure to obtain a grade at any tier results in being ungraded.

AWARDING BODY AND SPECIFICATION

Years 9 & 10: Edexcel Science Specification 2SC01

Year 11: Edexcel Additional Science Specification 2SA01

Year 11: Edexcel Extension Science Specification 2BI01 / 2CH01 / 2PH01

Most students study Science in Year 9 and the first part of Year 10, and Additional Science in Years 10 and 11. On the recommendation of the Science department, students who display a particular aptitude for Science may choose to study 3 separate Sciences at GCSE level, leading to three awards. Also, a small group of students have a reduced Science timetable and only study Science, leading to a Single Science Award. This gives the opportunity to concentrate on a smaller amount of scientific material and also to give more flexibility in their overall timetable.

Edexcel Biology Specification 2BI01; Chemistry Specification 2CH01; Physics Specification 2PH01

COURSE CONTENT

The Science Specification (modules B1, C1 and P1) is studied and assessed in Years 9 and 10, and the Additional Science Specification (modules B2, C2 and P2) is studied and assessed in Years 10 and 11. Those students studying separate Sciences are also assessed for the Extension Science Specification modules (B3, C3 and P3) in Year 11. Those students studying for a Single Science Award are assessed for modules B1, C1 and P1 across Years 10 and 11.

YEARS 9 & 10

Unit B1 **Influences on life**
 5BI1F/ Classification, variation and
 5BI1H inheritance
 Responses to a changing
 environment
 Problems of, and solutions to a
 changing environment

Unit C1 **Chemistry in our world**
 5CH1F/ The Earth's sea and atmosphere
 5CH1H Materials from the Earth
 Acids
 Obtaining and using metals
 Fuels

Unit P1 **Universal Physics**
 5PH1F Visible light and the Solar System
 5PH1H The electromagnetic spectrum
 Waves and the Universe
 Waves and the Earth
 Generation and transmission of
 electricity
 Energy and the future

YEARS 10 & 11

Unit B2 **The components of life**
 5BI2F/ The building blocks of cells
 5BI2H Organisms and energy
 Common systems

Unit C2 **Discovering Chemistry**
 5CH2F Atomic structure and the periodic table
 Ionic compounds and analysis
 5CH2H Covalent compounds and separation
 techniques
 Groups in the periodic table
 Chemical reactions
 Quantitative Chemistry

Unit P2 **Physics for your future**
 5PH2F Static and current electricity
 5PH2H Controlling and using electric current
 Motion and forces
 Momentum, energy, work and power
 Nuclear fission and nuclear fusion
 Advantages and disadvantages of
 using radioactive materials

For those studying the 3 separate Sciences, the extension Units are studied over the three years of the course, in addition to the Science and Additional Science modules.

Extension Units

Unit B3	Using Biology	Unit C3	Chemistry in Action
5BI3F/	Control	5CH3F/	Qualitative analysis
5BI3H	systems	5CH3H	Quantitative analysis
	Behaviour		Electrolytic processes
	Biotechnology		Gas, equilibria and ammonia
			Organic chemistry

Unit P3 **Applications of Physics**

5PH3F/	Radiation in treatment and medicine
5PH3H	X-rays and ECGs
	Production, uses and risks of ionising radiation from radioactive sources
	Motion of particles
	Kinetic theory and gases

ASSESSMENT

Internal:

Throughout the course, students are given opportunities to undertake practical work.

For each of the GCSEs there is an internally assessed exercise taken under controlled conditions which will consist of **three** pieces of work (**Part A, Part B** and **Part C**).

Part A is a planning task. Part B is an observation task, collecting primary data. Part C is a conclusions task related to their primary data collected in Part B and secondary data.

This corresponds to 25% of the overall mark for each of the GCSEs.

For Science this controlled assessment unit is SCA – 5SC04.

For Additional Science this controlled assessment unit is ASCA – 5SA04.

For the separate science GCSEs the controlled assessment unit may come from Additional Science or Extension modules and the unit codes are BCA – 5BI04, CCA – 5CH04 and PCA – 5PH04 for Biology, Chemistry and Physics GCSEs respectively. (Please note – the Science CA tasks cannot be submitted for separate science controlled assessment units).

External:

For Units 1, 2, and 3; 75% of the assessment is covered by externally marked examinations available in November, March, and June. Students are entered for one of two tiers: Higher or Foundation (these correspond to the F and H in the module codes listed above). All units are assessed through one hour, 60 mark, tiered written examination, containing six questions.

The examination will contain a mixture of question styles, including objective questions, short answer questions and extended writing questions.

Please note – the Examination board requires that a minimum of 50% of any of the GCSEs (corresponding to two components internal or external) must be taken at the end of the course.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Field work
- Talks and visits
- Science Club

MODERN LANGUAGES

FRENCH & SPANISH

At least one modern language is normally required at GCSE level; a second may also be added.

Four different skills in the language will be examined:

Listening, Reading, Speaking and Writing

Writing and Speaking each represent 30% of the weighting; Reading and Listening each represent 20% of the weighting. Students will be entered at Foundation or Higher tier in Listening and Reading but the grade of their Controlled Assessment Speaking and Writing tasks is determined by each individual performance. Students are encouraged to enter for the Reading and Listening level which will maximise their potential score.

The GCSE Speaking component will consist of two tasks, recorded and assessed during class time. Candidates are well prepared for this by becoming accustomed to one-to-one speaking tests from Year 7 onwards. Writing consists of two tasks, completed in class but externally examined. A stay in the country where the language is spoken is highly recommended.

FRENCH

AWARDING BODY AND SPECIFICATION

AQA French GCSE Specification

COURSE CONTENT

YEAR 10

Students continue to consolidate and enhance the language skills which they have been acquiring in Years 7, 8 and 9. The four skill areas in the examination are Listening, Reading, Speaking and Writing.

Major topic areas covered this year are Leisure, Lifestyle and Family, Home and Environment, Work and Education. All these themes are introduced using familiar language and then extended to ensure that students acquire a wide range of vocabulary. The target language is used as much as possible in teaching. Students are encouraged to increase their awareness of grammar and to enhance their ability to use past, present and future tenses accurately. Emphasis is also placed on examination technique and the ability to offer personal opinions and justifications.

YEAR 11

The topic areas covered this year are Work and Education, Leisure and Tourism, Lifestyle and Home and Environment. Students continue to enhance their knowledge of vocabulary and their ability to communicate effectively, using a range of verb tenses. The necessity to include personal opinions and justifications in their work continues to be of great importance. All areas of grammar are covered in detail and the use of advanced structures and idioms is encouraged. There is a structured programme of revision and the completion of past papers is an important part of the revision schedule. Students also spend time in small groups practising their oral skills with the Modern Language Assistant.

ASSESSMENT

Internal:

Students are set two study assignments per week, one which involves learning of vocabulary or grammar and one written. They should spend one and a half hours completing these. At the end of Year 10, students take GCSE papers in Reading and Listening at either Higher or Foundation Level and the papers are marked according to AQA marking criteria. Speaking is assessed by means of two pre-prepared tasks, each in the form of a dialogue, after which students answer an unprepared question related to the topic. The Writing will be assessed under controlled conditions in the classroom.

The format of these examinations is repeated in their mock examinations at the end of the Michaelmas Term of Year 11, ensuring a sound awareness of the assessment criteria for each skill.

External:

There is a terminal examination in Listening and Reading at the end of Year 11.

ADDITIONAL EDUCATIONAL EXPERIENCES

- A trip to France
- Time spent, in small groups, with the Modern Language Assistant
- Subscription to Key Stage 4 language magazines
- Theatre trips or visiting Theatre Companies

SPANISH

AWARDING BODY AND SPECIFICATION

GCSE Spanish AQA specification

COURSE CONTENT

YEAR 10

Students continue to consolidate and enhance the language skills which they have been acquiring in Years 7, 8 and 9. The four skill areas in the examination are Listening, Reading, Speaking and Writing.

Major topic areas covered this year are Home and Environment, Lifestyle, Work and Education and Leisure. All these themes are introduced using familiar language and then extended to ensure that students acquire a wide range of vocabulary. The target language is used as much as possible in teaching. Students are encouraged to increase their awareness of grammar and to enhance their ability to use past, present and future tenses accurately. Emphasis is also placed on examination technique and the ability to offer personal opinions and justifications.

YEAR 11

The topic areas covered in Year 10 are re-visited and extended. Students continue to enhance their knowledge of vocabulary and their ability to communicate effectively, using a range of verb tenses. The necessity to include personal opinions and justifications in their work continues to be of great importance. All areas of grammar are covered in detail and the use of advanced structures and idioms is encouraged. There is a structured programme of revision and the completion of past papers is an important part of the revision schedule. Students also spend time in small groups practising their oral skills with the Modern Language Assistant.

ASSESSMENT

Internal:

Students are set two study assignments per week, one which involves learning of vocabulary or grammar and one written. They should spend one and a half hours completing these. At the end of Year 10, students take GCSE papers in Reading and Listening at either Higher or Foundation Level and the papers are marked according to AQA marking criteria. Speaking is assessed by means of two pre-prepared tasks, each in the form of a dialogue, after which students answer an unprepared question related to the topic. The Writing will be assessed under controlled conditions in the classroom.

The format of these examinations is repeated in their mock examinations at the end of the Michaelmas Term of Year 11, ensuring a sound awareness of the assessment criteria for each skill.

External:

There is a terminal examination in Listening and Reading at the end of Year 11

ADDITIONAL EDUCATIONAL EXPERIENCES

- Trips to Spanish speaking countries
- Time spent, in small groups, with the Modern Language Assistant
- Subscription to Key Stage 4 language magazines
- Theatre trips or visiting Theatre Companies

AWARDING BODY AND SPECIFICATION

Full Course GCSE in Information and Communication Technology (WJEC 4330)
 Short Course GCSE in Information and Communication Technology (WJEC 4339)

In Years 10 and 11, students will complete four units of work towards the full course GCSE. Two units are controlled assessment that accounts for 60% of the final examination. These are practical units which follow a given scenario and set of tasks supplied by the examination board. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learn about digital technology to produce their own ICT solutions. Lessons will be split between controlled assessment and practice/skill building sessions.

The other two units are written examinations accounting for 40% of the examination. In these units students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice. The first theory examination will be taken in the summer of Year 10 and the second theory unit in the summer of Year 11. The units are modular but only one re-sit of this is allowable, and only if it is felt that the student would improve their grade by doing so. The decision to take the theory examination in Year 10 will be made by the teacher in conjunction with the Head of Department by reviewing studies, previous tests and also the end of year examinations that have previously been completed. Some students may not complete all four units in which case the short course program will be recommended. The decision for this will be made by the Head of Department in conjunction with the student and parents at the start of Year 11. The decision will be based upon the quality of work produced so far for Unit 1 and the result of the Unit 2 examination.

CONTENT

The controlled assessment work is completed in ICT lessons and within a maximum of a 45 hour time limit. The completed work will be submitted for moderation in May of Year 11. All work is submitted electronically. Extra time allowances will be allowed for those students that qualify under special arrangements. Studies will mainly consist of planning, research and gathering images, sound clips and video clips for the controlled assessment. The controlled assessment sessions will be broken up into manageable activities with teaching lessons in between. The theory topics will be set as studies and research topics throughout the two year cycle.

SUMMARY OF ASSESSMENT

Unit	
1 : Understanding ICT Single Award 20% Short Course 40%	External Assessment: 1½ hours This examination paper will assess the requirements of the Key Stage 4 Programme of Study for ICT and the functional elements of ICT in a home and school context.
2: Solving Problems with ICT Single Award 30% Short Course 60%	Controlled Assessment: 22½ hours This controlled assessment consists of a portfolio of work which shows candidates’ attainment in obtaining and interpreting different types of information; using, developing and communicating

	information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.
Unit 3: ICT in Organisations Single Award 20%	External Assessment: 1½ hours This examination paper will assess the 'application' content of ICT in a business and industry context.
Unit 4: Developing Multimedia ICT Solutions Single Award 30%	Controlled Assessment: 22½ hours This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.

To obtain a **GCSE (Single Award)** in ICT, candidates are required to study Units 1, 2, 3 and 4.

To complete a **GCSE (Short Course)** in ICT, candidates are required to study Units 1 and 2.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students cover all health and safety aspects of the usage of ICT, especially in relation to personal safety and legislation within the context of business
- Moral and social issues are investigated
- Lunchtime and afterschool 1-1 sessions are encouraged to build on skills and confidence
- Possible visits to local companies/organisations to experience how ICT is used in business

OPTIONAL SUBJECTS

ART & DESIGN

Throughout the course students complete units of work which will be included in their coursework portfolio. During the early part of the course, students concentrate on developing a range of skills and techniques which they are expected to employ whilst developing more personal ideas later in the course. In addition to studying techniques students are required to study the work of artists relevant to their practical studies. The coursework is worth 60% of the overall marks.

Students may follow a broad based course or one of the following areas of study: Fine Art; Graphic Design; Photography; Textiles; Three Dimensional Design.

At present, most students study either Fine Art or Photography. Students following the Fine Art area of study are expected to demonstrate a personal and expressive response in their work using two or more of the following activities: Drawing and Painting; Printmaking; Modelling and Mixed Media.

Students studying Photography work with both digital images and in black and white printed photography achieved through lens based media. They are expected to demonstrate skills of visual analysis through exploring imaging techniques such as depth of field, film speed, shutter speed, lighting, exposure and viewpoint. They experiment with media, processes and techniques.

Whilst no particular previous experience is required to achieve a top grade, students must show commitment and be prepared to rely on their own resources, particularly in the use of study time. Imagination and enthusiasm are the essential qualities for achieving success.

ASSESSMENT

Students are required to produce a Portfolio of work including the Controlled Assessment project, and an externally set examination project which is completed during the Lent Term. The examination, in which they produce their final piece, takes place during the latter part of term. The results, together with all preparatory work, are displayed for internal moderation and the coursework portfolio submitted for final assessment. Final, external, moderation takes place during the Trinity Term.

Internal:

Assessment focuses on the thoroughness with which the project has been completed, the quality of the ideas developed and the students' ability to link their research to the development of their own work. Completed projects are assessed at the end of each term. Top marks will be achieved by those students who have investigated their theme with enthusiasm, who have experimented with materials and whose work shows a strong link between the research carried out and the final outcome.

External:

All projects are marked according to the examination board assessment objectives, which are listed below:

AO1

Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO2

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3

Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

AO4

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Students achieving a top grade will have produced a range of responses to the starting point in which their engagement with the project is clearly apparent. There is a ten hour examination in which students are expected to complete the final piece of their examination project.

Marks for the two components are as follows:

Coursework portfolio	60%
Controlled assignment	40%

POSSIBLE ADDITIONAL EDUCATIONAL EXPERIENCES

- Year 10 – gallery visit or workshop – e.g. visit to Design Museum, V&A or relevant exhibition
- Visit to Tate Modern and Tate Britain with guided tour
- Residential art trip during October half term - e.g. Paris, Barcelona, or Amsterdam

FINE ART

AWARDING BODY AND SPECIFICATION

Edexcel Art and Design GCSE Specification 2AD01

COURSE CONTENT

Students submit a coursework portfolio which is completed during Year 10 and the Michaelmas Term of Year 11. Initially the aim is to develop the students' ability to record their ideas visually and in writing. This is followed by a project in which students learn how to develop their ideas from a starting point to produce a final outcome. They are encouraged to produce work which is personal and which develops individual strengths. Whilst developing their ideas students are asked to investigate the work of artists from various disciplines.

YEAR 10

The main aim of the course in Year 10 is to introduce students to a wide range of techniques and artists. Emphasis is placed on the use of the formal elements of art, such as line, form and tone. In preparing the Year 10 examination piece students are expected to bring together their explorations into a conclusive piece of work. As the course progresses students are expected to work with increasing independence, developing individual strengths.

YEAR 11

Students spend the Michaelmas Term working on their Controlled Assessment project. They are expected to produce background research on a selected theme and make practical investigations into possible techniques and materials. Their final piece is completed in examination conditions and the entire project is mounted and displayed for marking at the end of term. The completed project represents 60% of the overall marks. Students are given the topics for their externally set project at the beginning of the Lent Term, having 20 hours of preparatory time and a 10 hour 'sustained focus' period in which to complete the final piece. This project represents 40% of the total marks.

PHOTOGRAPHY - LENS AND LIGHT BASED MEDIA

AWARDING BODY AND SPECIFICATION

Edexcel Art and Design: Photography GCSE Specification 2PY01

COURSE CONTENT

Students submit a coursework portfolio which is completed during Year 10 and the Michaelmas Term of Year 11. The terminal examination project is completed during the Lent Term of Year 11.

The course aims to teach students how to develop their ideas from a starting point to produce a final outcome using both digital and conventional black and white photography. During the course all students are given an introduction to computer manipulation techniques. They are encouraged to produce work which is personal and which develops individual strengths. Whilst developing their ideas students are asked to investigate the work of artists and photographers.

YEAR 10

The main aim of the course in Year 10 is to familiarise students with a wide range of photographic processes and with the breadth of interpretation apparent in the work of photographers. In preparing the Year 10 examination piece students are expected to bring together their explorations into a conclusive set of work. As the course progresses students are expected to work with increasing independence, developing individual strengths.

YEAR 11

Students spend the Michaelmas Term working on their Controlled Assessment project. They are expected to produce background research on a selected theme and make practical investigations into possible techniques and materials. Their final piece is completed in examination conditions and the entire project is mounted and displayed for marking at the end of term. The completed project represents 60% of the overall marks. Students are given the topics for their externally set project at the beginning of the Lent Term, having 20 hours of preparatory time and a 10 hour 'sustained focus' period in which to complete the final piece. This project represents 40% of the total marks.

PRODUCT DESIGN

AWARDING BODY AND SPECIFICATION

OCR Art and Design GCSE Specification J165 (Three Dimensional Design)

A range of domestic products will be selected for the coursework projects, selected to extend the student's knowledge of Design and their expertise in using different skills and materials.

Students will follow a broad course of study with projects that will include skills in researching, idea generation, drawing, modelling, computer aided design, presentation and practical making skills.

Students must show commitment and be prepared to research on their own particularly in the use of study time. There will be opportunities for the students to direct their projects towards their own interests. It will be important to bring enthusiasm, the ability to be pro-active and an interest in designing and making objects to the course.

COURSE CONTENT

Product Design: Candidates should demonstrate how they can problem solve by designing or creating products which have a decorative or functional role. Candidates should work with a range of materials such as clay, wood, metal, plastic and glass. Candidates could demonstrate how the design process results in a variety of possible solutions, in which the use of maquettes is acceptable. It is not necessary for candidates to produce final full-scale pieces but an understanding of manufacturing processes and constraints should be shown in preparatory work. Design briefs should be attached to all work and the process of designing from initial ideas and sketches through to the final solution should be recorded in a sketchbook, journal or as an appropriate presentation to a client.' *OCR 2008 17 GCSE Art and Design v1 September 2008*

Students submit a portfolio of work completed during Year 10 and the Michaelmas Term of Year 11. The terminal examination project is completed during the Lent Term of Year 11. The course aims to teach students how to develop their ideas from a starting point to produce a final outcome. Students are encouraged to produce work which is personal and which develops individual strengths. Whilst developing their ideas students are asked to investigate the work of designers from various disciplines.

YEAR 10

The main focus for Year 10 will be broadening the student's skills and knowledge of designing and making. Projects will be linked to design issues, a design period or a professional designer and students will be learning how to use Computer Aided Design packages to help develop their ideas. The projects will either be focusing on practical workshop skills or computer based skills.

YEAR 11

Students spend the first half of the Michaelmas Term developing their ideas for their mock examination project. They have to produce background research on a selected theme and make practical investigations into possible techniques and materials. The completed project will be submitted for assessment as part of the coursework portfolio, which represents 60% of the overall marks.

CRITICAL THINKING

AWARDING BODY AND SPECIFICATION

OCR Level 2 Qualification in Thinking and Reasoning Skills J930 (GCSE short course equivalent)

COURSE CONTENT

YEAR 10

Students will develop the key skills of critical thinking, which include:

- Identifying the structure of arguments
- Evaluating arguments
- Presenting and developing arguments
- Evaluating the credibility of sources
- Evaluating evidence
- Ethical reasoning and decision-making
- Creative thinking and problem solving

YEAR 11

The focus this year is on preparing for the mock examination and then for the external examination in May. For both the mock and the external examinations, a pre-release case study must be thoroughly discussed and considered.

ASSESSMENT

Internal:

Mock examinations, class tests and written study tasks may contribute to the regular assessments of effort and attainment.

External:

There are two one-hour written examinations, to be taken at the end of Year 11. There is no coursework in this subject.

Critical Thinking stands apart from the normal "options" choices. All students taking Critical Thinking should do the subject as an additional GCSE, rather than as an alternative to an optional subject and parents should consult with Mr Yates if this principle causes any confusion.

Students who have taken Critical Thinking in Year 9 will normally be expected to progress to taking this Level 2 qualification in Years 10 and 11. Students who have not taken Critical Thinking in Year 9 may choose to take this subject in Years 10 and 11, subject to timetabling constraints. Parents should make an appointment with Mr Yates at the Year 9 parents' evening if this is to be requested.

AWARDING BODY AND SPECIFICATION

Edexcel Drama GCSE (2DR01)

The course offers a wholly practical approach to Drama and performance. Students are able to choose performing or technical options for their final performance. They are also expected to provide written evidence and analysis of their work throughout the duration of the course.

COURSE CONTENT

Students explore the world of theatre through performance, both as a participant and as an audience member.

Unit 1 Drama Exploration (5DR01)

This part of the course is concerned with the use of drama to explore ideas and issues in response to stimulus material. The stimulus can take the form of poetry, art, music, artefacts, newspaper articles, book or play extracts etc. Within this context, students explore the creative and structural means by which a drama performance can be created or devised.

Unit 2 Exploring Play Texts (5DR02)

For this unit of work, students explore a complete and substantial play text. This enables them to appreciate and understand the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. Within this unit students explore;

- a) How to develop a character or role
- b) How a play might be interpreted
- c) What the implications might be of a design concept

Unit 3 Drama Performance (5DR03)

This unit is concerned with the skills needed to perform drama to an audience. In small groups, the students prepare a devised or scripted play. The brief for this assignment is issued by the examination board at the beginning of the school year and takes the form of a topic or idea for exploration. This can be developed into a student devised performance, or alternatively explored through a play text. The students perform their work before an audience that includes a visiting examiner. Students may choose to offer acting skills or performance support such as lighting or costume design. In preparing this piece of work, all students are expected to contribute to the direction and production of the devised or scripted performance. They are also encouraged to broaden their expertise in many aspects of stage management and develop their use of drama and theatre terminology.

Theatre Evaluation

Drama students make regular theatre visits to enjoy and evaluate live theatre performance. An aspect of their written evidence is to provide a 2000 word response to a professional theatre performance that they have seen as part of their course.

ASSESSMENT**Internal:**

Throughout Year 10 students are internally assessed through 'mini projects'. Students are expected to practise outside of curriculum time in order to polish their performances to a satisfactory standard.

Assessment for Unit 1

Assessment for this unit takes the form of six hours of practical exploration in response to stimulus material. In support of the practical work, students are required to provide 2000 words of documentary evidence. This will be completed in the Michaelmas term of Year 11.

Assessment for Unit 2

This unit also involves a six hour workshop during which time the chosen play text is explored in terms of character, interpretation and design. This exploration is supported by a 1000 word documentary response to the practical explorations. This will be completed in the Lent term of Year 10.

The final assessment task for Unit 2 involves the 2000 word response to live theatre.

Assessment for Unit 3

Students perform before an audience that includes a visiting examiner. They may act or offer performance support. Students in Year 10 will work towards a mock Unit 3 practical exam in the Trinity term, which will provide them with their predicted practical grade going into Year 11.

The written documentation is completed under supervised conditions, in time for submission in May and is moderated externally by the examination board.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Two school productions per year (one musical and one play) are offered to broaden students' practical experience of different genres of drama performance
- Visiting theatre groups
- Theatre visits
- LAMDA Acting and Devising classes are offered to provide enrichment activities and the opportunity to work for graded qualifications

LAMDA

AWARDING BODY AND SPECIFICATION

LAMDA, Spoken English and Public Speaking

LAMDA (The London Academy of Music and Dramatic Art) is accredited as an Awarding Body by the Qualifications and Curriculum Authority (QCA). Their internationally applied standards are recognised by employers, universities and other publicly funded courses of study. In fact, students achieving passes in accredited LAMDA courses (grade six and above) earn UCAS points that equate with those for AS level passes*.

LAMDA provides a programme of graded and diploma examinations in a range of subjects from Public Speaking to Theatre performance. Students in Years 10 and 11 are provided with curriculum classes in Spoken English. Those who achieve the appropriate level in Spoken English (Grade 5) will progress to Public Speaking.

COURSE CONTENT

Both the Spoken English and Public Speaking courses are designed to encourage students to become confident, eloquent speakers. Being involved in the LAMDA programme will enable students to improve standards in communication through the spoken word and empower them to become effective and confident communicators. In addition to this, preparing for LAMDA

examinations in Spoken English and Public Speaking, builds self-confidence and self-esteem and students are provided with a record of their achievements.

During the course, students prepare talks of approximately four minutes in length. In doing this, they are required to select structure and shape the subject matter into a coherent and concise oral presentation. This process teaches them how to adapt language and use vocabulary that is appropriate to a specific audience, purpose or situation.

In addition to preparing a talk for an audience, students are required to respond to questions and create opportunities for others to contribute to discussion and conversation. Finally, skills in voice production are developed together with an understanding of the techniques involved in successful public speaking.

ASSESSMENT

Internal:

Progress in both the process of preparing their work and the development of skills will be internally assessed throughout the year and students are expected to practise outside the curriculum in order to polish their presentations to a satisfactory standard.

An opportunity will be provided to practise their examination talks before an invited audience prior to the examination date.

External:

Students who achieve the appropriate level of attainment can be entered into LAMDA examinations. These are examined by a LAMDA examiner and provide skill certification and a record of their personal achievement.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Extra-curricular LAMDA Acting and Devising classes provide enrichment activities and the opportunity to work for graded qualifications. Students, who achieve the appropriate level of attainment, will be entered into LAMDA examinations. It is anticipated that a showcase of this work will take place in the Trinity Term.

** At grade 8 the UCAS tariff is worth between 20 – 65 points*

AWARDING BODY AND SPECIFICATION

AQA Geography GCSE Specification A 4032

This GCSE highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

COURSE CONTENT

The course consists of three units:

Unit 1: Physical Geography (37.5%)

Unit 2: Human Geography (37.5%)

Unit 3: Local Fieldwork Investigation (25%) – *Controlled Assessment*

In each of Units 1 & 2, three topics are studied and examined. There is a Foundation & Higher Tier available for each Unit. Unit 3 will involve students producing a piece of work, based on fieldwork research, under controlled conditions. This work is undertaken entirely in school curriculum time.

In the first term of Year 10 the Local Fieldwork Investigation (Unit 3) will be completed. This is the Controlled Assessment element of the Geography GCSE course. This will involve an initial one day fieldtrip to undertake data collection. This will be followed up approximately one week later with a write-up day in school during which the first sections of the report will be produced under controlled conditions. Students will then continue to write up the investigation in lesson time and should complete Unit 3 by the end of the Michaelmas Term of Year 10.

The course covers key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources. Physical processes and factors that produce diverse and dynamic landscapes that change over time are studied in order to develop an understanding of the need for sustainable management of both physical and human environments.

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies. Furthermore, students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation, individually and as part of a team.

YEAR 10

The course will begin by studying The Coastal Zone, which will be examined through the varied landforms and processes. We will also give due consideration to the related problems of rising sea levels and coastal flooding that threaten the Essex and wider East Anglian coastline. The Coastal Zone topic will provide the basis for our Controlled Assessment work in 2011.

Population issues will then be studied, including how countries such as China have restricted their population growth through the controversial One-Child Policy. Alongside this, students will investigate the highly topical and controversial issue of migration from Eastern Europe to the UK.

A return to physical geography will focus on a study of the Living World of ecosystems. Finding out where the major global ecosystems can be found and how they function will be

blended with an investigation into the challenges faced by humans to make use of these environments in a sustainable manner. Tropical Rainforests and Hot Deserts will be contrasting areas of study in this unit.

YEAR 11

Tectonic Landscapes will be investigated through studies of earthquakes and volcanoes and their associated hazards. A prominent case study will be that of the Asian tsunami event of Boxing Day 2004, although the more recent tsunami disaster from Japan in March 2011 will also be considered.

The second topic in year 11 will involve a study of Changing Urban Environments in both rich and poor parts of the world. The Olympic developments in East London will form a central part of the study alongside the move towards sustainable urban areas through an interrogation of proposals such as the UK Government's 'Eco-Towns'.

The final topic is that of Tourism. Here, pupils will study global trends in the growth of tourism, both in the UK and in the wider world. Extreme tourist locations such as Antarctica will be investigated and the concept of ecotourism will be key to their understanding of how best to manage the ever increasing demand for new and exciting places for people to visit.

ASSESSMENT

Internal:

Two study assignments of 45 minutes each are set per week

Half termly assessment reviews

Year 10 Examination

Year 11 Mock Examination

The Local Fieldwork Investigation, produced under controlled conditions, is internally marked and moderated

External:

Unit 1: Written examination worth 37.5%

Unit 2: Written examination worth 37.5%

Unit 3: A sample of work is requested from the examination board to further moderate the marking. This Unit is worth 25%.

ADDITIONAL EDUCATIONAL EXPERIENCES

Several day visits will be incorporated into the two year programme to enhance student's understanding of the processes in operation at the coast, in woodland ecosystems, in urban areas and in tourist zones. Data collection for the production of the fieldwork investigation for Unit 3 will be included in this programme of fieldtrips. As a student of GCSE Geography, students will also have access to any future overseas trips planned by the Geography Department.

HISTORY

AWARDING BODY AND SPECIFICATION

Edexcel History A (2HA01)

YEAR 10

The knowledge needed for the outline and depth papers are covered in Year 10. This involves the acquisition of core content which needs to be learnt carefully and on which judgements are to be made.

In the Michaelmas Term, we begin our study of the outline paper on International Relations, 1918 - 1956. In the Lent Term we complete our study of the outline paper and begin the depth paper on Russia, 1917 - 1939.

In the Trinity Term, the students sit Unit 1, International Relations, 1918 - 1956. At the end of the Trinity Term, students begin their study on inter-war Germany in preparation for the Controlled Assessment in Year 11.

YEAR 11

In the Michaelmas Term, students complete their controlled assessment on the subject of Nazi Germany, 1918 - 1939. Students sit the assessment in two parts and it is completed in time for a short period of revision before the mock examinations at the end of the term.

In the Lent Term we begin our study of the source paper. This requires analysis and interpretation of evidence, based on a firm understanding of events. The content basis for this is War and the transformation of British Society c. 1931 - 1951.

ASSESSMENT

Internal:

Two study assignments of 45 minutes each are set per week

Examinations in Year 10 and Mock Examinations in Year 11

Controlled Assessment is internally assessed and externally moderated

External:

Unit 1: (5HA01)	1 hour 15 minutes	25%	Outline paper
Unit 2: (5HA02)	1 hour 15 minutes	25%	Depth paper
Unit 3: (5HA03)	1 hour 15 minutes	25%	Source paper
Unit 4: (5HA04)		25%	Controlled Assessment

ADDITIONAL EDUCATIONAL EXPERIENCES

- Imperial War Museum visit in Year 10

LATIN

AWARDING BODY AND SPECIFICATION

OCR Latin GCSE Specification J281

COURSE CONTENT

The course enables students to develop their skill in translating from Latin into English so that they can read and appreciate selected pieces of Latin literature.

Students take four examination papers in total: two language papers with translation and comprehension of unseen passages, a prose literature set text paper and a verse literature set text paper. Each paper is worth 25% of the total GCSE examination.

Year 10

Students follow the 'Cambridge Latin Course' Books 3 and 4, practising their translation and reading skills and extending their knowledge of Latin grammar. Students learn vocabulary systematically. Grammar is also systemically covered and consolidation exercises are set. Some of the prose literature set text is translated and the literary skill of the authors is explored in detail.

Year 11

Students continue to work through Books 4 and 5 of the 'Cambridge Latin Course' covering the remainder of the grammar required for the unseen papers. The vocabulary list for the examination is learnt and tested. The prose set text is completed and then students cover the verse literature set text, translating the pieces set and looking at the authors' style and use of literary features. Past examination papers are used to develop students' examination techniques for all four papers.

ASSESSMENT

Internal

Regular tests of vocabulary, grammatical endings and the literature covered are set to monitor students' progress. In addition to the Year 10 end of year examination, students sit a mock examination before Christmas in Year 11, and additional tests are set in the penultimate term on the literature covered after the mock examination.

External

All candidates take four examination papers in the Trinity Term at the end of the two year course (two literature and two language papers).

- Unit A 401H: Language 1 (Mythology and Domestic Life)
- Unit A 402H: Language 2 (History)
- Unit A 403H: Prose Literature
- Unit A 404H: Verse Literature

ADDITIONAL EDUCATION EXPERIENCES

- A series of talks designed to enrich the curriculum and
- a 5-day residential visit to Italy are offered to students

MUSIC

AWARDING BODY AND SPECIFICATION

Edexcel Music GCSE Specification 2MU01

This GCSE covers three areas of music - Listening, Composing and Performing. If you play an instrument or sing then this is just the course for you, since a third of it involves playing. You will record a solo and an ensemble piece of your own choice at the time when you are performing at your best.

Music literacy (theory) skills and the understanding of how music is constructed are taught through practical application. There is only one written paper, and this is the listening paper, which asks you to recognise and comment on a variety of styles from Classical to Club music. The other part of the course is composition. You can compose in any style that suits you, and it

is hoped that during the course you will explore a broad variety of music. Your two best compositions are assessed.

The course involves you working alone and in small groups; creating, evaluating and appraising your work and the works of other artists. You are encouraged to use the Logic music sequencing and Sibelius notation programs.

COURSE CONTENT

Students study music through the integration of performing, composing, listening and appraising with opportunities to use music technology.

YEAR 10

In the Michaelmas Term students will be introduced to area of study 1: Western Classical Music 1600-1899. This involves activities based on three pieces from the baroque, classical and romantic periods of music history. Students are encouraged to develop musical literacy skills for application throughout the course.

In the Lent Term students focus on Area of Study 3: Popular music in context. The set works are by Miles Davis, J Buckley and Moby.

In the Trinity Term students will consider Area of Study 2: Music in the 20th century. They study music by Schoenberg, Bernstein and Steve Reich.

YEAR 11

In the Michaelmas Term area of study 4: World music is considered and includes; Indian raga, African music and fusions.

Students select compositions from across the course and develop and refine these for submission by the end of the Lent Term. In the Lent Term a thorough course of revision is undertaken.

ASSESSMENT

Internal:

Students are encouraged to present performances for assessment throughout the course. The best of these performances can then be submitted as part of the performance portfolio. Students undertake composition exercises in all of the topic areas. These are assessed and the best work can be further developed for inclusion in the composition portfolio. In the Trinity Term of Year 10 students undertake a listening paper based on Areas of Study 1 and 3. Students sit a mock examination covering all Areas of Study at the end of the Michaelmas Term in Year 11.

External:

The performing coursework portfolio worth 30%, must be completed and submitted by the end of the Lent Term of Year 11. The composing coursework portfolio worth 30%, must be completed and submitted by the end of the Lent Term of Year 11. The listening and appraising examination worth 40%, is conducted at the start of the June examination session.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students should take advantage of many different musical performing opportunities such as choir, orchestra and student-led groups
- Students should make every effort to attend concerts promoted at the school and in the local community
- Students are encouraged to listen to as wide a variety of recorded music as possible

PHYSICAL EDUCATION

AWARDING BODY AND SPECIFICATION

Edexcel Physical Education GCSE Specification 2PE01

This course enables students to develop a knowledge and understanding of human performance through the theoretical and practical aspects of physical activities. They should develop a range of skills and an appreciation of the relationship between these activities and general health. Students must have an active interest in sport and must be heavily involved in at least 2 school teams to include extra-curricular activities both in and out of school.

COURSE CONTENT

The specification is divided into two components; Theory Examination and the Practical Assessment (this includes the Analysis of Performance)

Unit 1: The Theory of Physical Education (40%)

Unit 2: Performance in Physical Education (60%)

ASSESSMENT

Unit 1: written paper (40% of the final mark)

This paper will last for 1 hour and 30 minutes and is divided into three parts:

Part 1: multiple-choice answers

Part 2: short answer questions

Part 3: scenario questions

Students will learn that although they can be looked at separately, body systems do not work in isolation and that good physical and mental health depends on the interaction of all these body systems during exercise and physical activity.

This will inform students' own practical performance and general wellbeing about the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general.

Finally students will look at how a lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity in conjunction, is what makes a healthy, active lifestyle.

Unit 2: Practical Activities (60% of the final mark)

Participation in extra-curricular activities both in and out of school is essential.

This section is divided as follows:

- Practical Assessment in 4 activities (48%)

Students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant.

Final examination in the Trinity Term of Year 11 over 2 days

- Analysis of Performance in one activity. This will be enhanced by the knowledge gained from planning and performing a six week Personal Exercise Programme (12%)

This is split into the following sections:

Rules, regulations and terminology

Observe and analyse performance

Evaluate performance

Plan strategies, tactics and practices

Plan a Personal Exercise Programme (PEP)

LEARNING DEVELOPMENT

In Years 10 and 11, students with a history of learning difficulties/special educational needs are offered a minimum of one double lesson a week in the Department to support them in the understanding and completion of GCSE work across a variety of subjects. Students are encouraged to discuss set texts and worksheets, and helped to formulate well structured answers. They are also given guidance in essay technique. Students are advised on how to prepare for public examinations and those awarded Access Arrangements, such as extra time/use of a laptop, are guided in putting such Access Arrangements to best advantage.

Students are encouraged to use the in-class support, provided in a range of subjects, to good effect by entering into a dialogue about tasks in progress in order to promote both understanding and performance.

COURSE CONTENT

YEAR 10

Students are supported in accordance with their Individual Educational Plans. They are encouraged to bring to lessons study or work with which they need support. Individual support is given in a range of subjects and provided according to need. Students are encouraged to use computer facilities in the Department to enhance grammar, vocabulary and presentation as well as eliminating spelling and punctuation errors. They are expected to maintain glossaries of key words for each subject and are given opportunities in class to show their understanding of the terms written.

Where appropriate, individual word banks of subject-specific spellings are also maintained and tested weekly. In particular, dyslexic students continue with individual word banks in order that they maintain and practise the skills they have developed in spelling. Each student is expected to produce word lists obtained from their subject teachers and from errors made in their written work.

Students are encouraged to improve the standard of their GCSE work and studies. This includes detailed discussion of set texts, of key objectives and of assessment criteria. Advice may be given in the planning of written assignments and on essay writing technique. Students are encouraged to develop their proof-reading skills, and to eliminate errors and improve their sentence structure.

Students are advised about the best approaches to study for examinations. Revision techniques are reinforced in the Lent Term prior to the Year 10 examinations and students with Access Arrangements for GCSE are advised on how to make the best use of their extra time. Following the examinations, students will be advised of any improvements they can make to their examination techniques and/or time management skills in order to improve their marks in the public examinations.

YEAR 11

Students continue to be supported according to their individual needs and targets; they are expected to discuss with their teachers any difficulties they experience in understanding or completing their GCSE work or study. There is an expectation that all essay style work will be word processed so that final pieces are professionally presented and, as far as possible, errors eliminated through the use of self-correction strategies.

In the second half of the Michaelmas Term, time is spent studying revision methods and examination techniques in preparation for the mock examinations. Following the examinations,

students will be advised of any improvements they can make to their examination technique and/or time management skills in order to improve their marks in the public examinations.

NEW HALL VOLUNTARY SERVICE

In Year 9, students have the chance either to work within one Voluntary Service group for the year or to 'try out' one or two groups. In this way, students come to experience and appreciate the needs of a variety of other people - people who are old or handicapped, people who are young or lonely or sick. They become aware of the importance of commitment, dependability and service as a member of a large group working to help those in need.

In Year 10, students will be encouraged to be fully involved in one or more of the eight action groups and to give regular, generous service.

Every year we are able to assure parents that their daughters/sons gain enormously from these kinds of activity, generously undertaken in a willing spirit of friendship and service.

The work of NHVS is recognised as being of great value. The group has received national and local awards. It was recently a National finalist in the Nationwide Award for Voluntary Endeavour.

THE DUKE OF EDINBURGH AWARD SCHEME

This is a voluntary activity open to young people aged between 14 and 25, which involves some out of school time commitment. Its purpose is to develop various skills and interests and to encourage qualities of responsibility, team work, maturity and self-reliance. The Bronze Award is undertaken in Years 9-10, the Silver in Year 12 and the Gold in Year 13.

The Award is made up of four sections: Service, Expedition, Skill and Physical Recreation.

'Service' is designed to make the students more aware of people in their community. They can either help directly with involvement in Brownie/Cub Units or similar, or continue their help with particular New Hall Voluntary Service schemes. Unpaid charity work, conservation work or help with such institutes as St John's Ambulance would also count towards Service

'Expedition' is the section everyone thinks of when the scheme is mentioned. At the Bronze level students will be expected to walk for 6 hours a day for two days carrying everything they need with them so they are self sufficient for the weekend. Students will:

- Be trained to pitch tents, read maps, cook on a stove safely; learn to look after themselves and others in their group, with basic first aid and clothes sense
- Complete a practice weekend
- Complete a real expedition

'Skill' is an activity the participants choose to learn or take part in. These range from music lessons to Art/Craft Clubs. A diverse range is possible and most students at New Hall find they can simply continue doing something they are already involved in outside of lessons.

'Physical Recreation' is the participation in a sport or other physical activity. Students can usually continue with an activity they are already involved in. Examples include: netball, rugby, hockey, football, volleyball, dancing, riding, aerobics, trampolining, and tennis - to name but a few.

GIFTED AND TALENTED

Our successful identification and assessment of more able students comes from an amalgamation of evidence from a wide variety of sources. We identify a broad range and wide variety of Gifted and Talented and our response with regard to provision is equally broad and varied. Our provision includes:

- **Acceleration**
Gifted and Talented students are offered accelerated learning in subjects where the accelerated learning matches the student's potential and capabilities. Accelerated learning offers the student a programme of work that is both challenging and interesting.
- **Specific Working Parties**
We offer timetabled Critical Thinking lessons, a Philosophy club to support their critical thinking, a club called DELTA to familiarise the students with scholarly habits and a group called OMEGA which helps students prepare for Oxbridge.
- **Enrichment within the Curriculum**
Gifted and Talented students are provided with differentiated work in all subjects where they are show high level potential. Differentiated work challenges the most able and promotes a higher level of thinking.
- **Extension and Enrichment Activities outside the Curriculum**
These include: -
 - Enrichment days/weekends where more able students focus on a curriculum area
 - Resident opportunities run by individual departments or whole school initiatives
 - Commercially run opportunities e.g. Industry Days
 - After school activities – open to all
 - Competitions – whole school, inter-school, regional, national
 - Accredited courses – Duke of Edinburgh Award Scheme, LAMDA
 - Academic Mentoring
 - Industry involvement – real problems requiring real solutions
 - Academic Societies – membership of these societies is actively encouraged
 - Links with Academic Institutions/Local Businesses/Community

OXBRIDGE

New Hall encourages able students to apply for Oxford or Cambridge universities. The school has a good track record of students winning Oxbridge places in a wide range of subjects, including arts, sciences, humanities and languages.

The Oxbridge programme, OMEGA, fits with the school's Gifted and Talented provision. Students in Years 10 to 13 are invited to relevant seminars, including presentations by Admissions Officers from both universities. Students in Year 11 who are considering making an Oxbridge application are fully supported in the early stages. Opportunities to visit both universities are made available and attendance at College and Department Open Days is encouraged. Students are given advice regarding the range of courses available, entry requirements and ways in which to make their applications as attractive as possible to Admissions Tutors.

An emphasis is placed on meeting the academic requirements demanded by Oxbridge Colleges so that students achieve the straight A*/A grades needed at GCSE level. A separate booklet is provided to students regarding Oxbridge preparation and provision continues as they move

into the Sixth Form. Weekly interdisciplinary sessions are held to develop thinking and analytical skills, in conjunction with subject specific support.

PSHE AND TUTORIAL PROGRAMME

This is delivered by the Form Tutors and supplemented with contributions from the Religious Education Department, Careers Department and outside speakers.

Topics include:

- Study Skills
- Health Education
- Financial Capability
- Education in Personal Relationships
- Citizenship
- Careers and Choices

The overall aim is to give students access to opportunities to cover the main strands of Careers Education, Information Advice and Guidance (CEIAG) identified by the DfE statutory guidance: For students to develop self awareness, an awareness of the opportunities which exist at key transition stages through career exploration, and that they are able to manage their career development. In addition to this we provide our students with opportunities for individual guidance and support whenever they feel that they need it.

YEAR 9

Much of the CEIAG input in Year 9 is in the Michaelmas Term when students are encouraged to become more aware of themselves; their likes and dislikes, their strengths and weaknesses.

Students are encouraged to explore how they make decisions and the influences upon them in that process in preparation for their Option Choices after Christmas.

All students complete a careers interest questionnaire in the second half of Michaelmas Term using the IT programme fasttomato. This generates some recommended career pathways for students and suggests options which may be suitable for them at Key Stage 4.

Students are introduced to the Careers Library where they research a variety of occupations of their choice. This activity provides students with experience of using a wide variety of sources of information about different careers. The emphasis is on the process of investigation and on an evaluation of the sources.

In June all students are taken off timetable for Industry Day. During this day students will participate in team building activities, problem solving and business related games and situations. We are very fortunate to have the support of local business organisations to run these activities and to act as mentors to the teams so that students experience working with adults with whom they are not familiar with.

YEAR 10

During Key Stage 4 students are encouraged to take greater responsibility for managing their career development. The focus of the Year 10 programme is the application process. Students are encouraged to arrange work experience for two weeks during the Easter or summer vacation of Year 10, or at the end of Year 11 during the extended summer vacation.

This is best done through HCS Careers limited, a company which specialises in finding placements and checking that they are safe and appropriate for young people of this age. Before students go out on their placements, they are required to attend an interview and to be aware of the health and safety precautions that they should take.

Some students may choose to find their own work experience placements. For these students their parents will accept full responsibility for ensuring that the employers have all of the necessary health and safety and insurance documentation in place.

Students will also produce their own curriculum vitae, practise the writing of application letters and completion of application forms. Interview technique will also be discussed and practised.

At the end of Year 10 all students take the Morrisby psychometric test to increase their understanding of their individual strengths and how this can impact on subject and career choices.

YEAR 11

Students have a careers interview in the Michaelmas Term to give individual feedback on their Morrisby Tests, to gauge the progress that they have made as individuals in thinking about their long-term futures and the impact that their hopes will have on suitable subject choices for Year 12. The school also invites parents to attend these individual sessions with Mr Gordon Collins of Careers Education Services, Independent Careers Advisor.

All students at the end of Key Stage 4 should have completed a personal portfolio containing an up to date curriculum vitae, example application form; personal statement and a record of their achievements, to support their post 16 applications.

SUPPORT FOR STUDENTS

The Careers Library, being situated in the main Library, is open throughout the school day and in the evenings.

THE CAREERS CONVENTION

Every two years, in February, we hold an evening Careers Convention to which delegates from a wide range of different occupations and professions are invited. Students from Years 9 to 13 are encouraged to attend, with parents, to discuss careers with the delegates.

REPORTING AND ASSESSMENT

A formal system of termly reporting on effort and attainment through Grade Sheet Reports, once yearly Full Reports and Parent Meetings is supplemented by the development of a good relationship between Tutor and parents.

The current reporting structure is as follows:

	Michaelmas Half Term	End of Michaelmas Term	Lent Half Term	End of Lent Term	Trinity Term Half Term	End of Trinity Term
Year 10	Grade Sheet	Grade Sheet + Tutor Report + HM Report	Full Report	Grade Sheet	Exam Grade Sheet	Grade Sheet + Tutor Report + HM Report
Parents evening					Thursday 24 May	
Year 11	Grade Sheet	Exam Grade Sheet + HM Report	Grade Sheet	Full Report + HM Report	-	-
Parents evening			Thursday 12 January			

Full Reports include comments from subject Teachers, the Housemaster/mistress (if appropriate) and Head of School and are reviewed extensively.

Communication with parents is key to your child achieving academic potential (our success is built on this trust). Our reporting process tries to ensure that all students, with the support of their parents, Tutors and Teachers, will achieve their academic potential and participate with confidence in all aspects of academic life.