

school21

FOR SUCCESS IN THE 21ST CENTURY

Preparing for

Year 10

Guided choices booklet 2017

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Overview

The story so far....

We have achieved an incredible amount together since we started this journey. From naming coaching groups, to Ignites (passion, expertise and political!) From Exhibitions of Beautiful Work to Battle of the Bands; and from rigorous learning to our human rights campaigning. We have had inspiring assemblies, speakers, trips, visitors, immersive theatre productions. Too many brilliant experiences to mention. You have risen to every challenge we have thrown at you. Now, together, we begin a new journey.

Year 10 is about deepening your **expertise**, finding new reserves of **grit** and taking your project work into the real world.

Expertise

You will be taking at least 8 GCSE qualifications. As a result of government reforms most of these are compulsory. All students will be studying English, Maths, at least two Sciences and History. Most students heading for top Universities will be studying Spanish (as this is what they are asking for). Inside this booklet is information about each subject. Some subjects will involve coursework, but most will involve exams at the end of Year 11. For the first time all exams will be graded 9-1 with 9 being the highest grade. These exams are considerably harder than before with additional content and stretch.

These qualifications will be challenging, but you are well prepared:

- You will need the **independent working habits** you have developed during projects to meet deadlines and research around subjects.
- You will need your **oracy** skills to grapple with problems in Maths and Science.
- You will need your **English language and reading skills** as you work on 19th century literature and decipher tricky exam questions

Grit and professionalism

Your levels of grit will determine your success. If you work hard in every lesson, do all homework and revise well in advance of exams, you will achieve amazing things. You will need to show even more grit next year as the school day is going to be longer. On Tuesdays and Thursdays school will end at 4:20. Night club will be more focused on levels of progress and will become compulsory where necessary. There may also be some work before school.

Coaching time and well-being

You will remain in coaching groups during Year 10 and 11. This is a time for you to work on your resilience and well-being, as well as engage in whole year group events. During the year you will take part in a resilience challenge as part of Adventure 21. This may involve climbing a mountain. After that, GCSEs will seem easy!

Over the year, you will have opportunities to lead others in the middle and primary schools. As we get closer to exams your coach will support you to do your best.

Guided choices

As a result of Government changes, the curriculum has narrowed and become significantly harder. Like most schools the choices children have are limited. We believe in depth over breadth, which is why we don't see the value of children taking more than 8 or 9 qualifications. All students will make one guided choice linked to their passion and expertise. The choice will be related to IT, PE, Drama, Music, Art and Business (to be confirmed). Students will also be asked to select a second and third choice as we can't guarantee everyone gets their first. Students not studying Spanish will have a one-to-one interview to secure their preferred pathway. There will be an additional guided choice in Year 10 between Double Science and three separate sciences. Student guided choices will be confirmed after the 'Preparing for Year 10 evening'.

The key questions for students to consider when making their guided choice are:

- How committed am I and will I give 100% grit in this subject?
- Will I read around the subject to get a fuller understanding?
- How does it relate to my personal enjoyment? Am I in the flow in this subject?
- Will I be challenged?
- Am I choosing this subject because it is right for me or because it is right for my friends?

Real World Projects

Next year we want you to take your work with projects into the real world. Working in a team of two or three, you will execute a specific, discrete and meaningful project with a business or organisation. The goal will be to solve a real problem and present your work to a real audience.

An example of one of the projects from this year is below:

Enquiry question: How can we create a social media campaign that inspires young people to think differently about knife crime and make positive decisions for their future?

Skills developed:

- Project management
- Ideation
- Professional communication
- Teamwork

Duration: 18 weeks

End product: Social media campaign across multiple platforms

These projects have huge benefits, including:

- Helping you make choices about your future
- Providing a new audience and challenge for your work
- Teaching you professional skills
- Raising the bar on what can be achieved: why shouldn't you produce work that has value outside of the school?

Students will take part in two projects over the course of the year, both for a period of 18 weeks (Sept - Feb and March - July).

During the first two Wednesday afternoons of the academic year, students will be in school preparing for their placements, including being interviewed by employers. From then on, every student will spend Wednesday afternoons off-site in organisations across London. They should come to school on Wednesdays in professional dress.

We have already begun the process of matching student's interests, passions and attributes with the projects employers have offered. This will be completed over the summer.

This approach is inspired by the work of internationally acclaimed schools like High Tech High and Big Picture in the USA, who have seen huge gains in work and university readiness as a result of these placements. They have also seen students flourish in their studies as they become inspired by their real world projects.

Preparing For the Future

The curriculum we offer will prepare students for top universities. By pursuing depth over breadth in established GCSE disciplines, children will have access to the knowledge and skills they need for higher study. In addition, the Real World Learning Placements, together with our enrichment offer, will ensure children can pursue passions that might shape their future choices in Year 12 and 13. It will also ensure they are in a good position to get ready for Six21 - our groundbreaking new sixth form.

Art & Design

Exam Board: AQA

Specification Code: 8201

What will you be studying?

The exam qualification you will be studying is run by AQA and is called 'GCSE Art & Design (8201)'. The course is very flexible in terms of the types of artistic outcomes that you can create ranging from traditional fine art drawing, painting and sculpture to more applied art forms such as fashion design and digital photography. If you are interested in going into the creative industries or just want to develop your own personal creativity through the visual arts, this might be the course for you. To read about the course specification, please visit: www.tinyurl.com/hawm93x

For more information about the department, please visit: www.s21art.weebly.com

How it will be taught?

Each term, you will be given a different project brief and asked to develop your own ideas in response. A brief might be more design-based with a product that is commissioned by a company or a fine art brief in which you are given a theme, enquiry question or movement/genre to respond to by creating a personal outcome.

At the beginning of each project, you will complete a series of set tasks designed to introduce you to different materials and processes to develop your skills and technical understanding. You will also learn about different artists/designers and their ideas that are relevant to the project brief. After exploring different starting points through the set tasks, you will be able to develop your own ideas in the medium of your choice (unless specified in the brief). You will then receive personal tutorials supporting you develop your ideas and allowing you to produce highly individual outcomes. The final outcome and preparatory studies will be displayed each term as part of the whole school exhibition.

Despite the myth of the reclusive artist that hides away, artists/designers are in fact always seeking out new ideas, making connections and observing the world around them. For this reason, we will build in opportunities for gallery visits, artist talks and field trips to see the work of other artists and record from the environment. As a GCSE art & design student, you will be expected to show independence and a curiosity in the world of art and design by doing your own research, gallery visits and recordings outside of the lesson.

How will you be assessed?

There are two main assessed components to the GCSE: **Component 1** is called your Portfolio and **Component 2** is an Externally Set Assignment.

Component	Description	How it is examined
1	Portfolio	<p>Your portfolio is evidence of a project that has been developed to your best ability. You will need to show evidence of the four key assessment objectives (AO1-4).</p> <p>In addition, you will need to provide a selection of other work (experiments, sketches, etc.) from throughout the course that evidence your skills.</p> <p>Your portfolio must have evidence of drawing and written annotations explaining your story of learning.</p>
2	Externally Set Assignment	<p>The externally-set assignment is a project brief set by the exam board and will be issued in the Spring Term in Year 11 . You will be able to choose from a list of possible titles and develop a project showing all of the assessment objectives (AO1-4). It must also include drawing and written annotations.</p> <p>The externally-set assignment ends with a 10-hour controlled assessment, which is essentially a two-day period in which you work on your final outcome. The end of this will signal the final deadline for all component 2 work.</p>

There are four main assessment objectives that you are assessed against in both component 1 and 2:

AO1: DEVELOP

Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: REFINE

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: RECORD

Record ideas, observations and insights relevant to intentions as work progresses.

AO4: PRESENT

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Each of these AOs are worth 25% of your marks. Throughout the course, you will be given feedback on your strengths and areas for development.

What you need to do to prepare?

If you have chosen this course, you will be given a (fun and challenging) summer assignment that will form part of the first critique of the term. We would encourage you to speak to some of the current students studying GCSE Art & Design and talk to the art teachers about your interests. Outside of school, you will benefit from going to see a range of different exhibitions/galleries to build up your knowledge and interest in the world of art and design. Of course, we encourage all artists to record and create so don't feel that you need to always be set an assignment. The more personal connections you have to art/design, the more likely you are to start thinking like one!

GCSE Business (to be confirmed - depending on numbers)

Exam Board: Edexcel

Specification Code: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)

What will you be studying?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

How it will be taught

You will be taught using a range of methods including teacher led lessons, socratic seminars and harkness debates. For Component 3 (see below), you will be given a brief and will work independently to design, develop and test a computer program.

We contextualise learning through the use of real life situations and problem solving scenarios to ensure you develop the skills you will need in a real business workplace. We work closely with local and national employers and universities to ensure our provision prepares our learners for progression into employment, further training or university. You will also be introduced to a range of exam skills that will give you the confidence to succeed in your GCSEs.

How will you be assessed?

Unit	Description	How it is examined
Theme 1 (50%)	Investigating Small Business Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.	Written examination: 90 minutes 90 marks The paper will consist of calculations, multiple-choice, short-answer and extended-writing

		questions.
Theme 2 (50%)	<p>Building a Business</p> <p>Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p>	<p>Written examination: 90 minutes 90 marks</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p>

What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

Computer Science GCSE

Exam Board: Edexcel

Specification Code: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Computer Science (1CP1)

What will you be studying?

In this course you will

- Understand and apply the fundamental principles and concepts of computer science. You will learn how computers work at the most basic level.
- Learn how to design, write and test computer programs including simple games.
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand how digital technology affects us and our society.
- Learn to apply mathematical skills relevant to computer science.

How it will be taught

You will be taught using a range of methods including teacher led lessons, socratic seminars and harkness debates. For Component 3 (see below), you will be given a brief and will work independently to design, develop and test a computer program.

You will also be introduced to a range of exam skills that will give you the confidence to succeed in your GCSEs.

How will you be assessed?

Unit	Description	How it is examined
Component 1 (40%)	Principles of Computer Science	Written examination: 1 hour and 40 minutes 80 marks <i>This paper consists of multiple-choice, short open response, open response and extended open response answer questions.</i> <i>All questions are mandatory.</i>
Component 2 (40%)	Application of Computational Thinking	Written examination: 2 hours 80 marks <i>This paper is based on a scenario.</i> <i>It consists of short open response, open response and extended open-response answer questions.</i> <i>All questions are mandatory.</i>
Component 3 (20%)	Project	Non-examined assessment: 20 hours 20% of the qualification 60 marks

What you need to do to prepare?

To prepare for GCSE Computer Science you will be expected to read technology texts, blogs and journals in your own time ahead of your lessons in order to be fully prepared for further study. You will also be expected to watch a range of technology programs to keep abreast of the latest developments in technology for example BBC Click. You can also get more information by reading the GCSE Computer Science specification on the Edexcel website.

Certificate in Digital Applications

Exam Board: Edexcel

Specification Code: Pearson Edexcel Level 2 Certificate in Digital Applications
600/6627/1

What will you be studying?

This course will engage and enthuse those with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games.

How it will be taught?

You will be taught using a range of methods including teacher led lessons, socratic seminars and harkness debates. Most of the work in this course will be project based.

How will you be assessed?

Unit	Description	How it is examined
Unit 1: Developing Web Products (25% of the course)	<p>Students will be given the knowledge and skills they need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features.</p> <p>They will demonstrate the ability to design, build and test a web product in a practical computer-based examination in May/June 2018</p>	Practical computer-based examination
Unit 2: Creative Multimedia (75% of the course)	<p>Students will be given the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences.</p> <p>They will investigate a range of existing multimedia products to find out how different components</p>	Internally assessed externally moderated.

	<p>are used to convey a particular message. They will discover that they like some of these products more than others and will need to consider why this is the case.</p> <p>Once they have a good understanding of the possibilities offered by multimedia, they will learn how to design multimedia products of their own. This will involve detailed designs setting out exactly how they want each screen to look, the components they need and how the user will interact with the product.</p> <p>They will demonstrate their ability to plan, design, build and test interactive multimedia products through their work on a major project set by Edexcel. This will include the development of an e-portfolio that exhibits their achievements and is in itself an effective multimedia product.</p>	
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What you need to do to prepare?

Complete the html/css course on www.codecademy.com. Read technology blogs and columns in newspapers. Watch a range of technology programs on TV like BBC Click and the Gadget Show.

Drama GCSE

Exam Board: WJEC

Specification Code: WJEC Eduqas GCSE (9-1) in Drama. Accredited by OFQUAL

What will you be studying?

During this course you will become fully empowered to use Drama as a sophisticated art form to explore the worlds you live in: your personal world; your family world; your community world; your London world; your Britain world; the world where your family is from; the global world we see in the media. In doing so you will also learn a great deal about Drama and Theatre, past and present and develop your appreciation performance as an art form.

How it will be taught?

All lessons are practical just as they have been at Key Stage 3. The emphasis is on working in a committed ensemble of passionate students who wish to work imaginatively and creatively when developing and communicating ideas.

How will you be assessed?

There are three units to the course (see below). The performance units are either assessed through your drama teacher and sent off for external moderation, or an external examiner visits, watches and assesses the performance. The written exam happens in school.

Unit	Description	How it is examined
Unit 1 (40%): A devised piece of theatre.	Much like your work in KS3, you will explore a chosen theme and work in groups to create a piece of devised theatre. You will also create a portfolio of images, ideas and reflections on the process.	The piece is assessed by the teacher and a videoed copy is sent to the exam board, together with your portfolio.
Unit 2 (20%): A scripted performance	This scripted performance is based on a play text you will study throughout the unit.	Once your group is ready, you will perform and be assessed by an external examiner.

<p>Unit 3 (40%): An exam response to the practical study of a play and a live theatre review.</p>	<p>Just like how you worked with a text in KS3, you will practically explore a play text and use drama to develop your understanding of the intentions, themes and social concepts within the play and respond in an exam. Watching live theatre productions is also a big part of the course and in this unit you will be watching and reviewing many pieces of live theatre.</p>	<p>Once you are ready, you will be writing about the play you explored in lessons and the the theatre performance you went to see in an exam.</p>

What you need to do to prepare?

Read this checklist and ask yourself whether GCSE Drama is a journey you would like to go on over the next two years

Are you a student who:

- has really enjoyed their drama so far;
- has shown themselves to be committed and hardworking;
- has energy;
- enjoys working with a range of different people;
- enjoys being creative on their own and with other people;
- is prepared to take risks;
- is kind, generous and sensitive – there is no place for misbehaviour;
- is prepared to work hard on their coursework;
- expects to face problems and be able to overcome them;
- is flexible and adaptable
- attends regularly – it is a group subject;
- wishes to build confidence;
- wishes to develop resilience/grit;
- is willing to give up time after school when necessary;
- would like opportunities to see live theatre in school/London

RSL - Creative & Performing Arts: Acting

Exam Board: RSL

Specification Code: Level 2 Certificate & Performing Arts: Acting

(This qualification is offered for those students not studying Spanish)

What will you be studying?

This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform. This qualification aims to:

- focus on an applied study of the performance skills industry
- offer breadth and depth of study
- incorporate 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 acquire and develop fundamental practical skills and focus on performance ability by developing critical awareness.

How it will be taught?

All lessons are practical just as they have been at Key Stage 3. The emphasis is on working in a committed ensemble of passionate students who wish to work imaginatively and creatively when developing and communicating ideas.

How will you be assessed?

You are assessed by your teacher during the course and at the end of each unit (see below) you will create a portfolio of evidence. This is then assessed and graded by your teacher and moderated externally.

Unit	Description	How it is examined
Unit 1: Scripted Performance	This unit develops the understanding and effectiveness of preparing for, taking part in and evaluating a performance text, taking into consideration the needs of the audience.	Externally assessed

Unit 2: Live Performance	This unit provides an opportunity for learners to assess the skills required for acting and explore the benefits and practicalities of skills development. Learners will understand the importance of rehearsals in the development of their skills.	Internally assessed
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What you need to do to prepare?

Read this checklist and ask yourself whether Drama is a journey you would like to go on over the next two years

Are you a student who:

- has really enjoyed their KS3 drama;
- has shown themselves to be committed and hardworking;
- has energy;
- enjoys working with a range of different people;
- enjoys being creative on their own and with other people;
- is prepared to take risks;
- is kind, generous and sensitive – there is no place for unprofessionalism;
- is prepared to work hard on their coursework;
- expects to face problems and be able to overcome them;
- is flexible and adaptable;
- attends regularly – it is a group subject
- wishes to build confidence;
- wishes to develop resilience/grit;
- is willing to give up time after school when necessary;
- would like opportunities to see live theatre in school/London

English Language

Exam Board: AQA

Specification Code: 8700

What will you be studying?

Students will learn to read fluently and write effectively. You should be able to demonstrate a confident control of Standard English and be able to write grammatically correct sentences, deploy figurative language and analyse a range of texts. You will explore the nuances of controlled creative writing based on various stimuli.

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

How it will be taught?

Lessons will be taught in an immersive, exploratory style with in-depth analysis of texts and ongoing practice in the crafting of critical responses. You will also learn reciprocal reading strategies designed to encourage confidence with unseen texts at age appropriate reading ages. Students will develop independent learning skills alongside collaborative working and discussion based learning.

How will you be assessed?

Ongoing teacher assessment will take place at regular intervals, via practice papers and tasks, culminating in two exams at the end of the two-year course.

Unit	Description	How it is examined
Paper 1: Explorations in creative Reading and Writing	Section A: Reading One literature fiction text Section B: Writing Descriptive or narrative writing	Written exam: 1 hour 45 minutes 80 marks 50% of GCSE
Paper 2: Writers' Viewpoints and	Section A: Reading One non-fiction text and	

Perspectives	one literary non-fiction text Section B: Writing Writing to present a viewpoint	

What you need to do to prepare?

- Practice papers will be provided by the school and explored during lessons.
- Consistent reading of a range of text types is essential to develop the confidence necessary to access the GCSE at a high level.
- Reading a good quality newspaper will help improve fluency.
- Students can also use revision resources available on the S21 English website to practice their inference and analysis skills.

English Literature

Exam Board: AQA

Specification Code: 8702

What will you be studying?

You will read a challenging and exciting range of literature including novels, drama, and poetry spanning a range of historic periods. You will study a selection of poems linked by theme, a modern novel or play, a play by Shakespeare and a classic 19th century novel.

How it will be taught?

Lessons will be taught in an immersive, exploratory style with in-depth analysis of texts and ongoing practice in the crafting of critical responses. You will also learn reciprocal reading strategies designed to encourage confidence with unfamiliar texts. Students will develop independent learning skills alongside collaborative working and discussion based learning. You may also produce creative outcomes linked to themes raised by the literature studied.

How will you be assessed?

Ongoing teacher assessment will take place at regular intervals, via practice papers and regular essays, culminating in two exams at the end of the two-year course.

Unit	Description	How it is examined
Paper 1: Shakespeare and the 19th Century Novel	Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail	Written exam: 1 hour 45 minutes 64 marks 40% of GCSE

	about an extract from the novel and then to write about the novel as a whole.	
Paper 2: Modern Texts and Poetry	<p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>Written exam: 2 hour 15 minutes 96 marks 60% of GCSE</p>

What you need to do to prepare?

- Practice papers will be provided by the school and explored during lessons.
- A range of revision guides are available in most good bookshops and free resources can be found online, at BBC Bitesize and Spark Notes.
- Students are expected to read and analyse set texts independently and revise their notes in detail ahead of assessment. Students should keep detailed notes and create revision resources for their own benefit.
- Consistent reading of a range of text types is essential to develop the confidence necessary to access the GCSE at a high level.
- Students can also use revision resources available on the S21 English website to practice their inference and analysis skills.

History

Exam Board: EDEXCEL

Specification Code: Pearson Edexcel Level 1/Level 2 GCSE (1-9) in History (1H10)

What will you be studying?

This course encompasses a huge range of world history. For our 'thematic study' we will explore the history of crime and punishment. We will start way back in 1066 and go all the way to the present day taking in witches, highway bandits, Jack the Ripper, the Great Train Robbery and modern cyber crime. This unit will also involve investigating a 'local historic environment' - we will be looking at crime in Whitechapel. As part of the course we will also look in depth at a period of British history. We will be focusing on Elizabeth I's reign over England and how it shaped our society. We will also explore a period of international history and so we will be looking at the Cold War and how it has affected the modern world. Finally, we will do a modern historical study in depth through looking at Hitler's rise to power in Germany, the build up to WWII and life in Nazi Germany.

How it will be taught?

You will be taught in an immersive university style and exciting projects will continue. You will be in a class with two teachers and have a range of independent study time, lectures, seminars and 1:1 sessions. You will be expected to come to all lessons prepared and ready to learn.

How will you be assessed?

You will sit three exams which cover all of the content at the end of the two year course.

Unit	Description	How it is examined
PAPER 1: Thematic Study and Historic Environment Study	This is the thematic study (crime and punishment through time) and the historical environment study (Whitechapel)	1 EXAM 1hr 15min 52 marks (including Spelling Punctuation and Grammar) 30% of course
PAPER 2: Period Study + British Depth Study	This paper involved the Cold War and Elizabeth I	1 EXAM 1hr 45min 64 marks 40% of course

PAPER 3: Modern World Depth Study	The Weimar Republic and the Rise of Hitler	1 EXAM 1hr 20min 52 marks (including SPaG) 30% of course
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What you need to do to prepare?

- We will provide you with all of the course material before the summer break - you should read and work through the workbook over the summer holiday.
- We will post lots of up-to-date info on the Google Classroom page. Make sure you have joined the class and keep checking your emails for information.
- BBC History Bitesize is a fantastic resource for extra info, videos and revision - you should check it fairly regularly.
<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>
- Anything extra you do will help! Take trips to museums. Watch documentaries. Read historical fiction. Read history magazines. The more contextual understanding that you have, the better you will do! (For recommendations check Google Classroom).

Maths

Exam Board: EDEXCEL

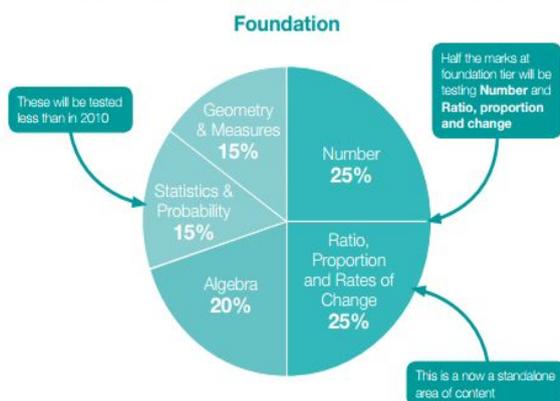
Specification Code: Edexcel 1MA1

What will you be studying?

Maths from 2015 onwards is centred around four key areas; reasoning, application, problem solving and fluency. You will be applying each of these strands to a range of contexts across number, ratio and proportion, algebra, shape and statistics. The 2017 GCSE is more demanding due to the large volume of subject content that needs to be taught and the types of questions that students will be asked about that content have increased in difficulty. Below the changes have been outlined for you.

Understanding the changes to foundation tier

Foundation tier papers will assess the different content domains in these proportions:



(It's worth noting that there's a $\pm 3\%$ tolerance for each domain area.)

Changes to content at Foundation Tier

The biggest change to content is at Foundation tier. There are **new topics added** to the Foundation tier for 2015, which in 2010 were assessed at Higher tier only. The list opposite is not exhaustive but includes all the major changes. Full, annotated tables for this and the following lists can be found on the GCSE Maths [support webpage](#).

Find more details, visit
www.edexcel.com/gcsemaths2015guide



Topics new to Foundation tier (previously Higher tier only in 2010)

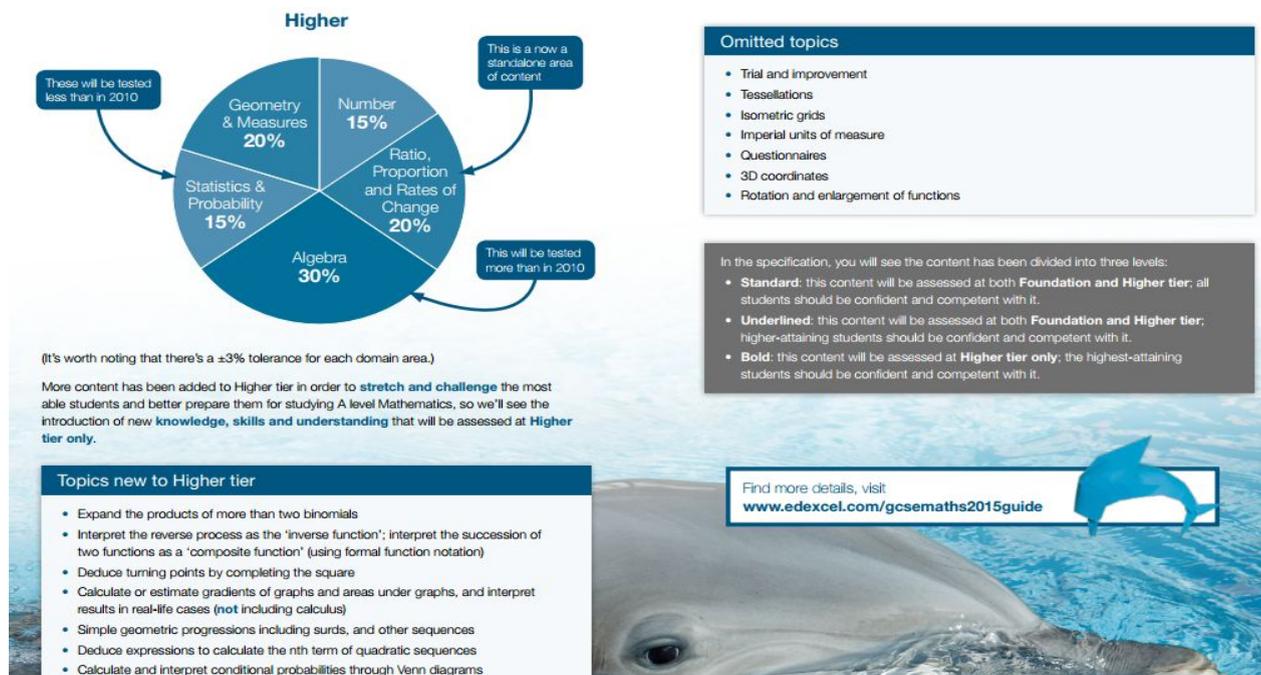
- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (except geometric problems/proofs)
- Density
- Tree diagrams

For both tiers, there will be new knowledge, skills and understanding that your students will be assessed on in the new GCSE Mathematics (9-1).

Topics new to both tiers

- Use inequality notation to specify simple error intervals
- Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically
- Fibonacci type sequences, quadratic sequences, geometric progressions
- Relate ratios to linear functions
- Interpret the gradient of a straight line graph as a rate of change
- Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°

Understanding the changes to higher tier



How it will be taught?

Problem solving is at the heart of everything we do within mathematics. You will be dealing with gritty problems such as *"If you put one grain of rice on the first square of a chessboard, two on the second, four on the third and so on... How many grains would there be on the final square? How many grains would there be in total?"*.

Oracy and group work will play a large role in problem solving. You will spend time in lessons mastering fluency but also thinking about big picture problems that apply to the real world.

How will you be assessed?

You will take 3 exams in Summer 2018. Each exam will last 1 hour and 30 mins. There is one non calculator paper and two calculator papers. Each exam covers content from all areas of mathematics; number, ratio and proportion, algebra, shape and statistics. You will be graded on a 9-1 scale (with 9 being the highest). There are no longer any lettered grades for GCSE Mathematics.

What you need to do to prepare?

Complete your pre-learning you will be given over the summer. You may also want to try some problems from the following website rich.maths.org.uk. Other useful websites mymaths.co.uk, hegartymaths.co.uk and mathswatchvle.com. It might also be useful to buy 'REVISE Edexcel GCSE (9-1) Mathematics Higher Revision Workbook'

Music

Exam Board: OCR

Specification Code: J536

What will you be studying?

Music GCSE provides the opportunity for you to develop as a performer and composer, as well as explore a broad range of genres. You will do lots of performing both as an ensemble musician and soloist, focussing, for the most part, on one particular instrument (this can be the voice, including rapping, singing and beat-boxing, or an instrument). You will receive instrumental lessons to help you gain the expertise required to perform to a high level with confidence. You will also study music from a range of genres that will broaden and deepen your knowledge of music, and enable you to develop into a well-rounded musician. Finally, you will gain expertise as a composer, working individually on developing your own styles of composition, as well as composing to a set a brief.

How it will be taught?

Music making will be at the heart of this course, with the study of different genres often taking place through performance and composition projects. There will be some theory based lessons to enable you to gain a deeper knowledge of the components of music, and you will always be working towards a performance event, whether it be The Festival of Light, a recital or a GCSE led music concert, to showcase either your performance or composition work. You will receive one to one instrumental lessons to support the development of your performance skills and will be taught how to use LogicProX in a more complex way for composing. Knowledge of this industry standard software will be invaluable to developing your skills in writing and producing music.

How will you be assessed?

You will complete one recorded solo and ensemble piece as part of the performance unit (30%). If preferred, this does not have to be in front of an audience. In addition, you will submit two compositions, one in response to a brief set by the exam board, and the other entirely free in terms of style and approach (30%), although it will feature your performance instrument in some way. Both of these parts of the course are internally assessed and then externally moderated. The final 40% of the exam is examined through a 1hr 30 minute listening exam paper, in which you will respond to questions on the genres of music you have studied during the course

Unit	Description	How it is examined
Performing	-1 recorded solo performance - 1 recorded ensemble performance	Internally marked /30 and externally moderated
Composing	-1 composition in response to a set brief -1 free composition set by the student	Internally marked /30 and externally moderated
Appraising	Study of: Musical elements, musical contexts and musical language 1. The Concerto through time - baroque, classical, romantic 2. Rhythms of the World- India, Middle East, Africa, Central America, South America 3. Film Music 4. Conventions of pop- rock n roll 50s-60s, rock- 70s, ballads-80s, solo artists 90s-present	Listening exam - 1hr 30 minutes

What you need to do to prepare?

You need to consider which instrument you would like to commit to for the performance aspect of the course and find out how to receive instrumental lessons on that instrument if you haven't done so already. Find out what standard you will be expected to reach through discussion with your music teacher. Listen regularly to a broad range of musical styles, and deliberately expose yourself to challenging types of music that will give you a deeper understanding of the subject in general. It's also important to know what you like, and be able to use it to inform your own compositions. Have opinions based on informed listening rather than general assumptions.

PE

Exam Board: NFER

Specification - Level 2 Certificate in Health and Fitness

Would I be successful on this course?

This qualification is suited to those who have a passion for sport and healthy lifestyles. Being able to perform practically will be a key part of the experience but understanding how the body and mind works in sport will be equally as important. Making strong links between the decisions we make when taking part in sport or exercising and how they affect our health and fitness will be a crucial part of the course.

As well as understanding the sport related content of the course. High levels of motivation will be required when performing tasks practically. Following this experience up with in depth responses in the theory classroom. Effectively working within groups will be a necessity and having the grit to continue with tasks over a period of time.

What can I expect the lessons to be like?

A large percentage of the lessons will be taught through Project Based Learning. Rather than teaching lessons in a lesson by lesson format. We will bring health and fitness information together and deliver it through engaging and experienced based inquiry questions.

Our mission is for you to learn half of the course through practical experiences and half through theory experiences. Practical lessons will range from sports science experiences where you are required to take measurements from your body system to training through the same methods of a professional athlete. Theory lessons will involve being immersed in the planning of a personal trainer to researching how as a coach you could benefit from having an in depth understanding of the human body.

What content will I experience and how will it be assessed?

Unit 1 Principles of Health and Fitness	Internally Assessed Through Portfolio of Evidence
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Benefits Components of Fitness Fitness Tests Principles of Training Body Systems Effects of Exercise Body Measurements	
Unit 2 Healthy Lifestyles Food Groups Balanced Diet Health and Well-Being Motivation	Internally Assessed Through Portfolio of Evidence
Unit 3 Preparing and Planning for Health and Fitness Assessing Fitness Levels Producing Exercise Programmes Nutritional Plans	Externally Marked Exam Paper
Unit 4 Develop a Personal Health and Fitness Programme Principles of Training Goal Setting Fitness Tests Developing and Evaluating Fitness Programmes	Internally Assessed Through Portfolio of Evidence

All learners responses will be graded through the following system.

Not Yet Achieved Pass (c) Merit (B) Distinction (A- A*)

A total of all 4 units will be added together to form an overall grade with all units carrying the same weighting.

Examples

A student who achieves all Passes will receive a Pass.

A student who achieves two Merits and two Distinctions will receive the higher grade of a Distinction.

A student who achieves split grades and Passes, Merits and Distinctions will receive a grade of Merit in the middle.

What do I need to do to prepare?

All students will be expected to maintain not only an interest but lead an active healthy lifestyle and be committed to attending school sports clubs.

Science - GCSE combined science: Trilogy or separate subjects in Biology, Chemistry and Physics

Exam Board: AQA

Specification Code: 8486 or separate (Biology 8461, Chemistry 8462, Physics 8463)

What will you be studying?

Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

Chemistry

- 8. Atomic structure and the periodic table
- 9. Bonding, structure, and the properties of matter
- 10. Quantitative chemistry
- 11. Chemical changes
- 12. Energy changes
- 13. The rate and extent of chemical change
- 14. Organic chemistry
- 15. Chemical analysis
- 16. Chemistry of the atmosphere
- 17. Using resources

Physics

- 18. Energy
- 19. Electricity
- 20. Particle model of matter
- 21. Atomic structure
- 22. Forces
- 23. Waves
- 24. Magnetism and electromagnetism

How it will be taught?

Students will be taught the three science subjects separately from Year 9 onwards. They will be taught by at least 2 teachers, and in some cases 3, to ensure that students have access to teachers who have specific specialisms, where possible. Students will have a clear distinction between the science subjects, and in some cases will come together with other areas for interdisciplinary mini-projects which will take place throughout their Year 10 and 11 studies. A great emphasis will be placed on the new required practical element, and students will master practical skills which they will now be examined on in their final exams, rather than through controlled assessment. Students should expect a varied suite of explorative lessons, lectures, lab sessions and research tasks and will be required to carry out extensive examination practise.

How will you be assessed?

For students studying combined science there are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. The combined award is worth two GCSEs. Students studying Biology, Chemistry and Physics separately will take nine exams. This will be worth three GCSEs

Example assessment schedule for students taking combined science: Trilogy

Unit	Description	How it is examined
Biology paper 1	Topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics.	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open

		response.
Biology paper 2	Topics 5-7 Homeostasis and response; Inheritance, variation and evolution; and Ecology.	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open response.
Chemistry paper 1	Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open response.
Chemistry paper 2	Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open response.

Physics paper 1	Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open response
Physics paper 2	Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism	<ul style="list-style-type: none"> ● Written exam: 1 hour 15 minutes ● Foundation and Higher Tier ● 70 marks ● 16.7% of GCSE ● Multiple choice, structured, closed short answer, and open response.

What you need to do to prepare?

The newly accredited specification for science can be found here:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specific-ation-at-a-glance>

Students will draw on their learning from Year 7,8 and 9 and should identify areas from the GCSE syllabus they feel less confident with, and could purchase a textbook or revision guide to pre-read the material before commencing their course.

Please note: All students will be expected to bring their tablets/ipads to every lesson as our textbooks will be accessed digitally, and all students at School 21 will have access to these from the start of the course.

Recommended books, should you wish to purchase hard copies:

Collins revision guides (available June 2016)

Biology

https://www.amazon.co.uk/AQA-GCSE-Biology-Revision-Curriculum/dp/0008160678/ref=sr_1_24?s=books&ie=UTF8&qid=1462956992&sr=1-24&keywords=AQA+GCSE+science

ISBN-10: 0008160678

Chemistry

https://www.amazon.co.uk/AQA-GCSE-Chemistry-Revision-Curriculum/dp/0008160686/ref=pd_sim_14_2?ie=UTF8&dpID=51Pb737yajL&dpSrc=sims&preST=_AC_UL160_SR114%2C160_&refRID=G9D90FJ5JHV05J2HDFEV

ISBN-10: 0008160686

Physics

https://www.amazon.co.uk/AQA-GCSE-Physics-Revision-Curriculum/dp/0008160694/ref=pd_sim_14_1?ie=UTF8&dpID=51k2RB8Z-IL&dpSrc=sims&preST=_AC_UL160_SR114%2C160_&refRID=P25ZE5EAG19VKW2J1BDB

ISBN-10: 0008160694

Spanish

Exam Board: AQA

Specification Code: 8698

What will you be studying?

The new GCSE will cover a number of topics across three broad themes:

1. Identity and Culture
2. Local, national and international and global areas of interest.
3. Current and future study and employment

In addition to content, you will also be studying various elements of grammar which will give you a firm grasp on the Spanish language for greater proficiency in all four skills; speaking, writing, reading and listening. Alongside the spoken and written skills you'll develop during your studies, you will also learn about festivals and customs from the countries and communities where the language is spoken. You will also be exposed to literary texts in the reading exam as well as some translation from Spanish into English. In the writing exam, you will translate from English into the Spanish. Being able to translate language is a really useful and rewarding skill.

You can find more information on the specific aspects of themes on the AQA website.

How it will be taught?

Oracy will still play a huge part of your learning. Through conversation, presentation and debate you will develop a confidence in Spanish where you can express yourself and your ideas fluently and spontaneously.

In addition, emphasis on your written Spanish is essential. We will look at writing for different audiences and purposes using a wide range of tenses and structures to communicate in the target language.

Aside from the content, you will be taught skills and strategies to help you understand Spanish. We will look at making links with other languages (including your own), using context and clues to decipher meaning, and also how we can help improve our memory in order for us to retain key vocabulary and grammar concepts.

How will you be assessed?

You will have three four exams, covering listening, reading, writing, and a speaking test conducted by your teacher. Each of these is worth 25% of your final grade.

Unit	Description	How it is examined
Paper 1: Listening	Understanding and responding to different types of spoken language.	35 minutes - Foundation 45 minutes - Higher Section A – questions in English, to be answered in English or non-verbally Section B – questions in Spanish, to be answered in Spanish or non-verbally
Paper 2: Speaking	Communicating and interacting effectively in speech for a variety of purposes	The format is the same at Foundation Tier and Higher Tier, but with different questions for the Photo card and Role-play. The timings are different too: Role-play – 15 marks (2 minutes at Foundation and Higher) Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher)
Paper 3: Reading	Understanding and responding to different types of written language	45 minutes - Foundation 1 hour - Higher Section A – questions in English, to be answered in English or non-verbally Section B – questions in Spanish, to be answered in Spanish or non-verbally Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50

		words at Higher Tier)
Paper 4: Writing	Communicating effectively in writing for a variety of purposes	<p>1 hour - Foundation 1 hour 15 Higher</p> <p>50 marks - Foundation 60 marks - Higher</p> <p>Foundation Tier Question 1 – message (student produces four sentences in response to a photo) – 8 marks Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</p> <p>Higher Tier Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Question 2 – open-ended writing task (student responds to two compulsory detailed bullet</p>

		<p>points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</p> <p>Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks</p>
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What you need to do to prepare?

Engage in the target language and culture. Watch Spanish and Latin American films, read newspaper articles and books, get a pen/Skype-pal, talk to your Spanish teachers whenever possible, practise your verb endings, practise if you go to Spain on holiday. There are so many opportunities! Never be afraid to make mistakes and take risks. You will always learn from them.

Learning a language complements all subjects as it widens the scope of your employment potential. By studying a language, you become much more aware of how language works and this is really useful in terms of your communication skills. Learning another language also has a positive effect on your thinking skills, improves your memory and problem-solving skills and helps you to multi-task.

You should also be thinking about how languages can widen your future job prospects. Did you know that employers rank foreign language skills second only to IT and that an Education and Skills survey undertaken by the Confederation of British Industry found that 72% of businesses value foreign language skills among their employees?