

“The curriculum is outstanding and provides for all students.” Ofsted 2011

Key Stage 4 Courses

2017 – 2020

Portway • Wantage • Oxfordshire OX12 9BY.

Headteacher: **Jo Halliday BSc Hons Dip M NPQH**

Telephone: 01235 225700 • Email: enquiries@kaacademy.org • www.kaacademy.org



Contents

Introduction		3
Art	GCSE	5
BTEC Tech Award in Enterprise	BTEC – New Qualification in 2017	6
BTEC Level 1/Level 2 Tech Award in Health & Social Care	BTEC – New Qualification in 2017	7
BTEC Level 1/Level 2 Tech Award in Sports Leadership	BTEC – New Qualification in 2017	8
BTEC Level 1/Level 2 Award in Performing Arts (Dance)	BTEC - New Qualification in 2017	9
Business Studies	GCSE	10
Computer Science	GCSE	11
Design and Technology	GCSE	12
Drama	GCSE	13
Economics	GCSE	14
English	GCSE	15
Food Preparation and Nutrition	GCSE	16
French	GCSE	17
Geography	GCSE	18
Graphics	GCSE	20
History	GCSE	21
Mathematics	GCSE	22
Media	GCSE	24
Music	GCSE	25
Personal Development Curriculum (PSHCE, Citizenship and Work Related Learning)	Not examined	27
Philosophy & Ethics (Religious Studies)	GCSE	28
Physical Education	GCSE	29
Science - Combined Science, Physics, Chemistry and Biology	GCSE	31
Spanish	GCSE	33
Textiles	GCSE	34

“An excellent and continually evolving curriculum is offered. The curriculum, especially in Years 9, 10 and 11, offers breadth and depth and has been thoughtfully enhanced by a range of suitable vocational qualifications.” (Ofsted 2011)

Introduction

A Culture of Success

At King Alfred's we aim to ensure all our students gain the highest possible grades at Key Stage 4. The efforts of teachers, parents and most notably students can be seen in our success over a number of years. In each of these years, King Alfred's has been amongst the best achieving state schools in Oxfordshire.

Year 11 Results 2016

308 students in Year 11

<u>A*-C Maths and English GCSE</u>	<u>69%</u>
<u>EBBAC</u>	<u>33%</u>
<u>Progress 8 score</u>	<u>(0.02)</u>
<u>Average Attainment 8</u>	<u>51.22</u>

Moreover, in our two most recent Ofsted inspections, our Curriculum has been highlighted as outstanding for the opportunities it provides for students of all abilities to succeed.

Key Stage 4 Overview

For all students Key Stage 4 will be three years. This is an innovative approach aimed at our students attaining the highest possible grades. By giving students three years we can focus on students developing the depth and breadth of knowledge required for examination success. Moreover, this greater level of expertise will better equip students for success in Key Stage 5.

The linear nature of the current GCSE qualification means that students will generally sit examinations at the end of Year 11. There are some exceptions to this, notably GCSE Ethics and Philosophy which will be sat by the majority of students at the end of Year 10 and unit examinations in our BTEC vocational qualifications which will happen regularly during Year 10 and Year 11.

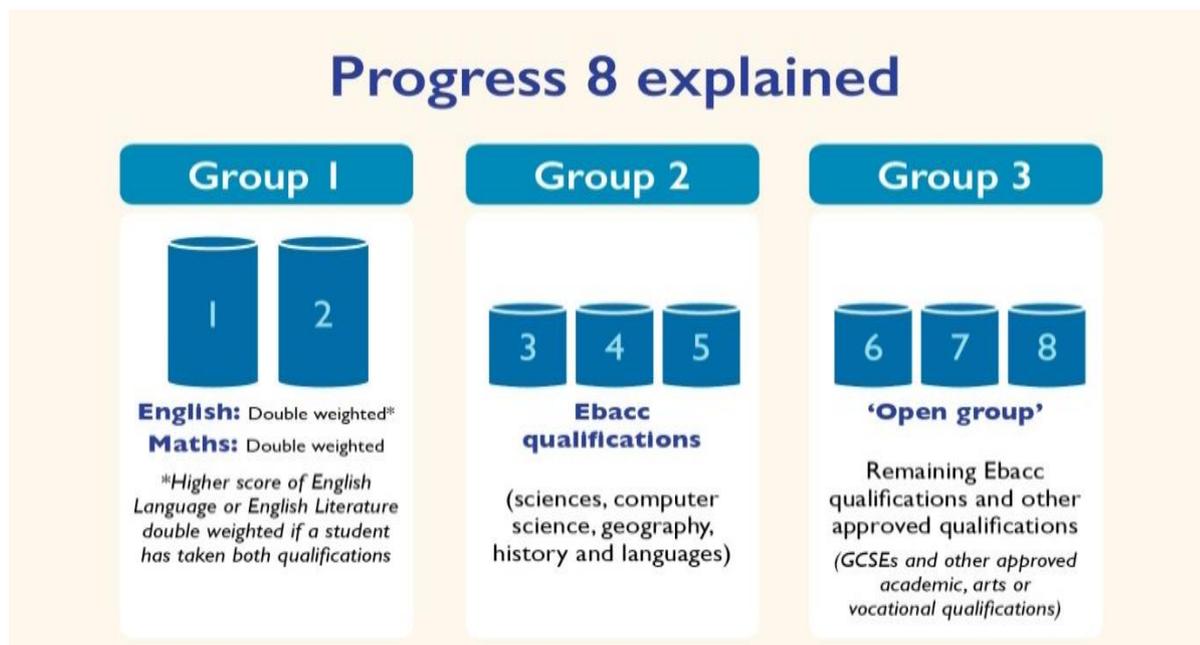
Students receive a huge amount of support during the options process. Alongside Parents' Evenings and a chance to try out Key Stage 4 lessons, students and parents all have the opportunity to meet with senior staff to select their choices. All of our GCSE subjects have made the transition to the 'new style' linear GCSE as of September 2017. These new qualifications have been reviewed in terms of content and assessment by the Government, will be graded 9-1 (rather than A* - G) and will generally will have less, or in most cases no coursework.

We have developed a robust internal examination process in response to the structure of the new GCSE course. Each Year group across the Academy will have the opportunity to sit a formal 'mock examination' each year. This allows us to track progress and students to experience a 'real exam' scenario.

An Evolving Curriculum

There have been significant changes to the Key Stage 4 curriculum and the associated accountability, notably the introduction of the English Baccalaureate awarded to students who gain a 9 to 5 in English, Maths, Science, History or Geography and a Modern Foreign Language. The Government will also measure student progress by the outcomes achieved in their 'Best 8 qualifications' as of 2016. The need to ensure students meet the demands of the Government's changes have led to alterations to the design of the curriculum and consequently the options older siblings may have been offered.

Progress 8 explained



How Progress 8 is calculated

We adopted a 'Pathways' approach to our curriculum structure from 2014 onwards. This allows students a broad and balanced curriculum offer whilst still ensuring that they select a curriculum offer that is appropriate for them and allows for the best possible outcome in terms of meeting the requirements of Progress 8.

Additional Support

We appreciate that some students and their families may find choosing subjects to study at Key Stage 4 a daunting prospect. We can assure you that the curriculum is designed to give students at King Alfred's the best opportunities to be successful and to attain the qualifications that they need to give them the widest range of choices for further study or employment post 16. It is not possible at this stage to choose a combination of subjects which would limit a student's choices in the future.

To support this process, students and their parents will be invited to individual meetings with a senior member of staff to help make sure that the decision is right for each individual.

Finally, it is important that students make two choices for each list of subjects on their choices form. We cannot guarantee that every student will be able to follow their first choice subject in each list of subjects therefore, the second subject offers an alternative if the first choice subject is not available

Jonathan Smart
Deputy Headteacher, Curriculum

Art



Introduction

GCSE Art and Design enables students to explore a wide range of media and techniques. Students are entered for the unendorsed syllabus which allows them to work in two and three dimensions, as well as using ICT. The course has excellent results and staff work hard to establish a culture in which all attain their full potential. Integral to this aim are opportunities throughout the course for students to extend and develop work begun in normal lessons, including workshops, electives and visits. This approach enhances students' enthusiasm and enjoyment and ensures they develop their awareness and understanding of the subject.

What do students study?

Students will develop many of the skills and media which they have begun using in KS3. This includes producing sculptures, paintings and computer design. In addition, students will have opportunities to work with clay and printmaking. Students will produce preparatory work in a sketchbook, prior to experimenting with techniques and producing their final pieces. Looking at the work of other artists is a key element of the course. To this end, students will visit Art Galleries and Museums in the course of their studies. In their final year students are given greater freedom over their choice of topics. It is expected that they will produce work reflecting self-motivation, self-directed study and a genuine enthusiasm for the subject.

Beyond Key Stage 4

A large number of students who successfully complete their GCSE course in Art go on to study A Level Art and Design in the Sixth Form, where the department's results are amongst the highest in the country. Numerous students subsequently go on to study Art at degree level, with many eventually working in a wide range of Artistic careers. The Art GCSE course offers excellent opportunities for students to develop cultural and artistic understanding, alongside a broad range of creative skills which would benefit a series of careers including Fashion Design, Architecture, Graphic Design, Animation and work in the media.

Homework

All students will be set homework on a weekly basis throughout the course. All homework contributes to coursework. Students will be expected to complete several sketchbooks throughout the three years, all of which are eligible for submission to the exam board for assessment.

Assessment information

The coursework counts for 60% of the final mark awarded, whilst the final exam counts for the remaining 40% of marks.

Coursework

All students will be expected to produce a number of units of work throughout their course. They will then be expected to select either two, three or four separate units of work, depending on the depth and content of the study, for submission and assessment.

Staff and students regularly mark work to the examination criteria, targeting areas of weakness to maximise potential grades.

Additional Information

Students will be expected to provide themselves with a number of sketchbooks throughout the course.

Extra-curricular activities in Art take place throughout the year and students are encouraged to participate in these.

Extension work is also available for highly talented students.

BTEC Tech Award in Enterprise



Introduction

The business sector covers a large range of careers. A BTEC Tech Award in Enterprise is the ideal qualification to give you an awareness of the variety of interesting opportunities that are available.

During your BTEC Tech Award in Enterprise, you will learn about the terms used in business and delve deeper into how the sector works; how they operate and the factors that can influence their success. You will also explore how businesses plan for success and understand the market itself. Students will have the opportunity to explore what it means to set up and run a business enterprise, develop key skills and discover potential careers.

BTEC Tech Award qualifications are practical, work-related courses. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Consequently, it is important that you have an interest in this area and have considered working in a Business related setting. This qualification will be accepted by the King Alfred's Sixth Form and local colleges as a passport to any Level 3 (AS/A2 or BTEC National) qualifications or apprenticeship schemes.

The work that you complete, the assignments that you write and your performance in certain situations will be assessed continuously throughout the course. Students adopting this course have the opportunity to gain the equivalent of **one GCSE**.

What is the course structure?

To gain a Tech Award, you will need to study the following 3 Components:

- 1) Enterprise in the business world
- 2) Finance
- 3) Promoting a Brand

Components 1 and 2 are assessed by means of a coursework portfolio with the last component completed as a synopsis activity, assessed by Edexcel.

Students are given the opportunity to see the areas that they have been taught in the classroom demonstrated in real life businesses through educational visits to companies such as Thorpe Park and Cadburys World.

What can I do at the end of the course?

The BTEC Tech Award in Enterprise is valued by employers and can be a route to employment or to a higher level Business Studies programme. If you decide to go straight into employment, you might obtain a trainee position. Trainee positions may be available in finance and general administration, sales and marketing, retailing, warehousing and distribution, insurance, general management and personnel administration.

If you use your BTEC Tech Award to progress on to a BTEC National Extended Certificate in Business, possibly followed by a degree, a range of professions and occupations could be open to you. Those who gain higher and professional qualifications in business and business-related subjects, such as accountancy, marketing, personnel and banking, may progress into any number of careers including; accountancy; marketing & sales; purchasing; banking; human resources; retail management; logistics.

Beyond Key Stage 4

A BTEC Tech Award in Enterprise provides the opportunity for students to progress onto Advanced level courses. In King Alfred's Sixth Form we offer the following Business courses; BTEC National Extended Certificate in Business and 'A' Level Business.

BTEC Level 1/Level 2 Tech Award in Health & Social Care



Introduction

Students will learn through completing a number of projects and assignments that are based on realistic workplace situations, activities and demands. Consequently, it is important that students have an interest in this area and have considered working in a Health and Social Care setting. This qualification will be accepted by the King Alfred's Sixth Form and local colleges as a passport to any Level 3 (AS/A2 or BTEC National) qualifications.

What is the course structure?

To gain a BTEC Tech Award, students will study various components, these units include:

- Human Lifespan Development
- Health and Social Care Services and Values
- Health and Wellbeing

What can I do at the end of the course?

With this qualification, you could enter employment and train in some of the following areas of work:

- Registered care homes
- Hospitals and primary care trusts
- Nursing homes
- Health centres

However, it is more likely that students will wish to gain additional qualifications and with extra training or study, they might eventually be employed as:

- a nurse
- a social worker
- a manager of a residential home
- a policeman/woman
- a midwife
- a paramedic
- any career in social services

These careers will normally require you to study Level 3 qualifications and most have a university, post graduate career route.

Beyond Key Stage 4

BTEC Health and Social Care provides the opportunity for students to progress onto Advanced and Intermediate level courses. In King Alfred's Sixth Form we offer the following course:

- BTEC Level 3 in Health and Social Care

These courses are directly linked to BTEC Health and Social Care; however there are a wide variety of other courses available that students can opt for that will complement their skills and the knowledge gained at BTEC.

In addition to further education, BTEC Health and Social Care also prepares students for the world of work. They will learn a wide variety of skills that will be transferable into the work place.

BTEC Level 1/Level 2 Tech Award in Sports Leadership



Introduction

We have been offering the BTEC qualifications in Sport to KS4 students for many years with outstanding results. At the end of the course students will achieve the BTEC Tech Award in Sports Leadership.

This course is ideal for any student who is considering:

- Following a career in Physical Education teaching.
- Becoming a sports coach either in the community or within a school environment.
- Working within the leisure industry.
- Potential elite performers.

This course would also appeal to any student who simply loves sport!

What do students study?

Students will study a variety of components, including:

- **Understanding Sports Leadership**
- **Developing Sports Leadership Skills**
- **Planning and Leading a Sports Activity**

Beyond Key Stage 4

We hope that many students who follow the BTEC Sport course will go on to study either a range of A Level courses or the BTEC National Diploma in Sport which we will be offering. Many students will then be able to follow other sport related courses at university or go directly into employment within the local sporting community.

Homework

Homework is focused on students working on their coursework assignments.

Assessment information

During the course each area of study will be assessed by a series of assignments. These will involve a combination of case studies, practicals, performance observations and projects.

Planning and Leading a Sports Activity component is externally assessed.

BTEC Level 1/Level 2 Award in Performing Arts (Dance)



Introduction

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try, you can’t get away from that for long.”

Richard Alston CBE, Dance UK.

The study of dance as an art form contributes to students’ aesthetic and social development. As a physical activity it promotes fitness and wellbeing. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As choreographers, students employ the skills of problem solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students’ cultural entitlement and broadens their artistic experience.

What Do Students Study?

- Dance styles, e.g. contemporary, jazz, musical theatre, street dance, ballet, tap, hip hop, breaking etc.
- Dance skills and techniques – posture, alignment, coordination, balance, ability to reproduce movement patterns, dynamic range, movement quality, movement style, facial expression, focus, emphasis and appreciation of sound accompaniment.
- Using dance, personal management and rehearsal skills in the preparation for the performance of dance work to an audience.
- Demonstrate interpretive skills and stylistic qualities relevant to the dance material in rehearsal and performance

How are they assessed?

To gain a BTEC Tech Award, students will study various components, these units include:

- **Exploring the Performing Arts**
- **Developing Skills and Techniques in the Performing Arts**
- **Performing to a Brief**

Additional Information

There will be many opportunities for students to be involved in dance clubs, perform in dance productions as well as attend dance workshops. It is an expectation that students perform in the annual dance productions as this goes towards their final grade.

Students may be involved in working with primary schools and will take part in the Vale Dance Festival.

As part of the BTEC, students will have the opportunity to attend performances for example by the English National Ballet, Rambert Ballet, Random Dance Company and many other dance companies locally and in the West End, London.

Students with experience in any style are suitable for this course. It would be an advantage, but not essential, for the student to have studied at least one dance form out of college as this gives a greater awareness of performance skills. If students have taken part in the Dance Electives this will also support them during the course.

Business Studies



Introduction

GCSE Business is a very popular option in Key Stage 4. It provides students with the opportunity to study a new subject and gain a wide variety of skills related to the world of business. The subject will introduce students to issues concerning the setting up and operation of a business, building up to looking at a study of businesses as they become established and grow and the potential issues expansion may raise.

What do students study?

The course currently comprises of six main topic areas:

- Business in the real world - The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business
- Influences on business - The importance of external influences on business and how businesses change in response to these influences
- Business operations - What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.
- Human resources - The purpose of human resources, its role within business and how it influences business activity.
- Marketing - The purpose of marketing, its role within business and how it influences business activity.
- Finance The purpose of the finance function, its role within business and how it influences business activity.

Students are taught the theory of the subject and are then encouraged to relate it to practical examples. Information Technology is used in lessons for students to carry out research.

GCSE Business prepares students for a range of courses in Further Education. In addition to creating a sound platform for Further Education, the skills attained in GCSE Business can be seamlessly transferred to the work place.

Beyond Key Stage 4

GCSE Business provides the opportunity for students to progress onto Advanced level courses. In King Alfred's Sixth Form we offer the following courses:

A level in Economics

BTEC Business

A level in Business

Homework

Homework is set on a regular basis and will take a variety of forms, including: Research, continuation of classwork; revision of key terms; detailed case studies; past paper exam questions; interactive resources.

Assessment information

GCSE Business follows the specification set by the exam board AQA.

Students are assessed through two external exams (each worth 50%) at end of Year 11.

Additional Information

Students are given the opportunity to relate classroom learning to real life businesses through educational visits and guest speaker events, such as Cadbury's World, Thorpe Park, Dragons Den, New York and a Business Studies Conference.

Computer Science



Introduction & What do students study?

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting. They will be using Python for this.

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Beyond Key Stage 4

In fact, information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Homework

Homework will be set as appropriate and many homework tasks take the form of research or preparation for lessons. Python can be downloaded at home, free of charge. It would be beneficial for students to practice programming at home to ensure they can attain the necessary skills to complete the Programming Project in Year 11.

Assessment information

Written paper 1 (40%): Computer systems. Examination (1hr 30min)

Written paper 2 (40%): Computational thinking, algorithms and programming. Examination (1hr 30min)

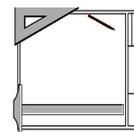
Programming project (20%). Candidates create a programming solution to a given brief.

Coursework

Students will need to:

- Understand standard programming techniques
- Be able to design a coded solution to a problem including the ability to:
 - Develop suitable algorithms
 - Design suitable input and output formats
 - Identify suitable variables and structures
 - Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution:
 - To show functionality
 - To show how it matches the design criteria
 - Identifying successes and any limitations.

Design & Technology



Introduction

Do you want to be the next Alessi or Dyson, would you like to change the world in which we live?

The Design and Technology department at King Alfred's aims to enhance the educational progression of every student by offering a stimulating and rich learning environment and a mix of practical exploration and real world problem solving activities.

Our team of specialist staff and technicians have great experience across the spectrum of Design and Technology and we teach in dedicated and well-resourced rooms. Our lessons centre on the design process, with students tackling a range of problems in various material areas to create innovative and creative solutions to a range of complex problems.

We are really fortunate now to have 3D printers and Laser cutting technology which brings us right to the forefront of technological advancements.

What do students study?

GCSE Design Technology will focus on encouraging students to design and make products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Beyond Key Stage 4

Students can continue their interest in design by taking an A level course in Product Design in the Sixth Form. These students can then go on to select from the vast range of courses related to design which are offered by the further and higher education system. Others use their qualifications to enter careers related to design, available in the local area. Anything from industrial design to Architecture and Civil Engineering to F1 Car Design.

Homework

Homework supports many of the activities central to Design and Technology and many homework tasks take the form of research or preparation for lessons. Students undertake one long homework per fortnight.

Time and effort spent by students at home often makes a significant difference to the final grade. This is especially true of the time taken over proposing design solutions.

Assessment information

As present, King Alfred's use the AQA exam board for Design and Technology. Assessment will be a combination of Exam and Non Exam Assessment which is split 50:50.

Non Exam Assessment (Coursework)

The coursework element currently requires students to select a design problem or opportunity which they would like to solve. They then research the area, attempt to solve the problems and test their prototypes. The written examination tests student knowledge of the materials, technologies, and issues relating to their specialist area. This takes place from Year 10.

Additional Information

Health and Safety is a key issue in all practical areas. Students must wear appropriate protective clothing and follow the safety guidelines given at all times.

Drama



Introduction

We aim to nurture our students' creativity, communication and performance skills.

The ability to speak and listen effectively is central to a young person's education, and the Drama lesson provides a context to develop these skills. Students also practise teamwork and collaboration, learning to respect differences between group members and to work constructively together.

An awareness of theatre and the possibilities of the dramatic arts are fostered in students. Opportunities to perform and watch theatre on varying scales allow students to develop confidence and an appreciation of performance. Written reviews of performances follow group discussion.

What do students study?

The course concentrates on teaching the students to create original, meaningful theatre from a range of stimuli.

Students will explore a number of physical techniques which will help them to understand how the body, voice, face and movement can be used and manipulated to create a character in performance. Additionally, students will be introduced to a number of exploration techniques, which will help them to understand how an actor develops a role and how a director can create an effect on an audience.

Students will focus on a particular stimulus or play text in each term and will explore it using a range of drama skills and techniques, they will also begin developing their analytical writing style in preparation for the written elements of the course; play reviews, written reflections, rehearsal process. Students get a chance to practice their skills in Year 10 before being formally assessed in Year 11.

Units Studied:

- Year 9: This year is an introduction to the skills needed for GCSE and covers a range of units which enable students to develop their devising skills and their understanding of Drama strategies and practitioners. Units have included physical theatre work, exploring the theme of 'Outsiders' and studying play texts such as 'Blue Remembered Hills' by Willy Russell. Students also take part in creating their own Theatre in Education performance for younger students.
- Year 10: During their GCSE course students will have time to study a variety of different texts and learn about the theatre genre in more depth. For example, theme of Conflict, plays such as '*Too Much Punch for Judy*,' '*Curious Incident of the Dog in the Night time*'. The students will also have the opportunity to visit the theatre and take part in drama workshops.
- Year 11: Students complete 3 exam units this year
Component 1 Devising: Students explore a theme/stimulus practically - 30%
Create a portfolio documenting the development of the piece
Component 2 Presenting and Performing Text:
Perform 2 key extracts from a play chosen by the centre - 30%
Component 3 Performance and Response (written exam):
Study of set text Live play review – 40%

English



Introduction

From 2017 the format of exams in English will be changing. This means that all students entering Year 9 this year will be taking two GCSE's: English Language, and English Literature. For all students:

- Both courses will be 100% exam, with no coursework or speaking and listening marks
- Students will have to read texts from different periods in history, including the 19th century
- All students will have to read and write about works of literature, including Shakespeare
- Students will be marked on the accuracy of their spelling, punctuation and vocabulary

For this reason, we have made radical changes to the Key Stage 4 curriculum at King Alfred's, to make study for these challenging new GCSE's as exciting and successful as possible. The 3-year course, from Year 9 to Year 11, will focus on:

- Thinking clearly and joining up ideas to form a clear argument
- Writing clearly and accurately, using words that are appropriate for the reader
- Building confidence in reading new and difficult texts
- Applying the skills learned in English lessons to the world around us and our future lives

What do students study?

As well as covering the skills of Reading and Writing listed above, students will be supported to think independently, express their ideas clearly in speeches and debates, and listen and respond to others' opinions. Although speaking and listening does not form part of their final assessment, good speaking and listening skills are the foundation on which careful reading and clear writing are built.

In GCSE English Language, students can expect to study a range of texts during the course, from the nineteenth to the twenty-first century. They will also write their own texts in a range of genres.

In GCSE English Literature, students will read a range of stories, plays and poems written over the last 500 years.

It is important to note that the new GCSEs are 3-year courses at King Alfred's, and that texts students study from Year 9 onwards will be part of their final GCSE exam in Year 11. For this reason effective working habits, including careful note-taking, completion of homework tasks and the meeting of deadlines are essential to success.

Beyond Key Stage 4

An English qualification at GCSE is one of the essential requirements for transition to Higher Education or employment. Large numbers of students go on to study A Level English Literature (OCR) and the range and depth of study afforded by the English GCSE courses prepares the students well for the demands of numerous other AS/A2 courses as well. English Language A Level (AQA) is also returning this year, and has enjoyed considerable exam success in the past at King Alfred's.

Homework

Homework will be set to prepare students for the next topics or to consolidate the skills they have learnt in class.

Assessment information

Students study the AQA English Language 8700 and English Literature 8702 qualifications, both of which are assessed through 100% exam-based testing.

Food Preparation and Nutrition



Introduction

Are you the next Keith Floyd or Ainsley Harriet? Can you cook an egg 6 different ways or debone a chicken, do you know your gluten from your gelatine?

The Food Preparation and Nutrition department at King Alfred's aims to enhance the educational progression of every student by offering a stimulating and rich learning environment where food and nutrition is explored practically.

Our team of specialist teaching staff and technicians have great experience and we teach in dedicated and well-resourced rooms. Our lessons focus on achieving the best possible results for our students as well as giving them a vast knowledge of preparing meals from around the world and the science and technology behind them.

What do students study?

Students who follow this course will investigate areas of food production and the food service industry. The course develops a detailed understanding of nutrition and how different ingredients work. The students on the course will be asked to design, plan, prepare and make their own food dishes based on various design specifications. The students will experience considerations of cost and nutritional values. There is a large science element in the understanding of how different ingredients work and their nutritional values.

Beyond Key Stage 4

Many students continue their studies beyond Key Stage 4 by following BTEC Hospitality in the Sixth Form. These can then go on to select from the vast range of courses related to catering and the food industry which are offered by the further and higher education system. Others use their qualifications to embark on careers related to catering, anything from chefs to food technologists and food science.

Homework

Homework supports the learning in lessons; many homework tasks take the form of research or preparation for lessons. Students undertake at least one homework per fortnight.

Time and effort spent by students at home often makes a significant difference to the final grade. This is especially true of the time taken over designing and preparing dishes.

Assessment information

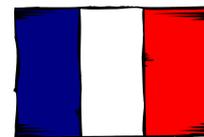
We use the WJEC exam board, Students gain 50% from controlled assessment and 50% from a written examination paper.

The controlled assessment element is over two tasks, one involves experimenting with the sciences behind the food we eat and one where students can create dishes related to a particular topic. They will research the area, trial relevant dishes and plan for their practical exam. The written examination tests student knowledge of the materials, technologies, and issues relating to their specialist area.

Additional Information

Students are required to bring their own ingredients for practical lessons although support in this can be provided depending on circumstances.

French



Introduction

The study of a foreign language is vital for young people in the modern world. Universities and employers are incredibly interested in applications from students who have good results at GCSE and beyond, and the opportunities for travel are endless.

French is still one of the most widely spoken languages in Europe and Africa!

French at King Alfred's is taught by experienced specialists, all of whom have lived or spent time living and working in a French-speaking country, including France, Switzerland and Rwanda! All are committed to introducing young people to the language and culture of France and the French speaking world in an interesting and enjoyable way.

What do students study?

The Modern Foreign Languages Department offers a GCSE course at Key Stage 4 that covers three 'themes' on which GCSE assessments are based:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment is via examinations in the four skills of Listening, Speaking, Reading and Writing. There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4-9); each exam is worth 25% of the final grade. With a three-year Key Stage 4, we are able to ensure that students are thoroughly prepared for their exams at the end of Year 11.

Beyond Key Stage 4

A good number of students continue to study French at AS and A2 level, read French at university, often combined with other subjects or are able to spend a year in a French University as part of their degree.

Homework

Homework is set regularly, on a weekly basis. It can take a variety of forms including learning vocabulary, written work or preparation for future tasks. You will be reading, studying and enjoying French literature as well.

Additional Information

Students will have the opportunity to take part in a French exchange in Year 11. We also strongly encourage students to take part in a residential trip in Year 9 and 10. These are incredibly rewarding and enjoyable experiences.

Use of new technologies to search for information, not only about the French language, but also about French culture is strongly recommended. Short videos, online magazines provide a wealth of authentic resources that are easily enjoyable. We also subscribe to a variety of online resources which enable students to study independently to improve their knowledge of vocabulary, grammar, listening and reading.

Geography



Introduction

Geography teaching at King Alfred's aims to stimulate students' curiosity about the natural and human world, the local area and distant countries and our precious and fragile environment. Students will be asked to think about how the way they live has an impact on the planet. They will be asked to consider other peoples' experiences and how they might think about things differently. Students will also learn about how governments, organisations and businesses influence the world.

What do students currently study?

Current and future Year 9 students will study the new AQA Geography Specification (8035).

Students who take GCSE Geography study the following areas:

- Real places and events from a local to global scale.
- The formation of natural landscapes and features, and those made by people.
- The impact of people on the environment and how we can best manage our resources for the future.
- Skills such as descriptive and explanatory writing, numeracy and presentation of information using diagrams and graphs.
- Reading and interpreting maps and photos, and drawing maps.

Throughout the course students are encouraged to develop their own thoughts and opinions about the issues affecting the world today. In Year 9 students will be introduced to a variety of geographical skills within a range of contexts. The full GCSE course involves studying a balance of physical and human topics such as:

Living with the physical environment

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world

Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Geographical applications

- Issue evaluation
- Fieldwork
- Geographical skills

Beyond Key Stage 4

Many students go on to study Geography at A Level. GCSE Geography prepares students for a wide range of other higher level qualifications as it develops literacy, numeracy, graphical and ICT skills.

Homework

Students should expect one homework per fortnight. Homework will usually be delivered in the 'menu' style to give students a choice over what homework task they complete. All tasks will be linked to the exam board specification. Homework tasks are intended to offer a variety of types of learning. Possible homework tasks include:

Writing in a variety of styles – e.g. debates, speeches or newspaper articles

Interpreting maps, graphs and diagrams

Researching information

Exam style questions

Revision

Assessment information

Assessment tasks are based on previous exam questions and are marked according to exam board specifications.

Final Examinations

Students will sit three examinations at the end of Year 11. Paper 1 covers topics studied in the 'Living with the physical environment' unit; paper 2 covers topics studied in the 'Challenges in the human environment' unit and paper 3 includes questions on fieldwork completed and questions on pre-release material. The exam board will send pre-release material 12 weeks before the exam giving us time to analyse and link it to geographical concepts and theories.

This specification does not include any coursework or controlled assessment as the fieldwork component is now examined.

Additional Information

The Geography GCSE requires students to complete two days of fieldwork (non-residential), in a natural and urban environment, which takes place in year 9 and 10. This will relate directly to the written fieldwork exam.

Graphics



Introduction

Every day we are bombarded by visual imagery, whether this is the packaging containing our food, the sleek design of our most recent technology or the logo's on our clothing. Graphics is a method of communicating with an audience, whether that is through point of sale in advertising, through posters, leaflets or in presentations and displays. GCSE Graphics will enable students to explore these various areas, experimenting with techniques and creating work in order to advertise specific products. Students will study a range of materials and processes considering the audience and how they will be attracted by unique designs. Integral to the course are opportunities for students to extend and develop work begun in class including workshops, electives and visits. This approach enhances students' enthusiasm and enjoyment, and ensures they develop their awareness and understanding of the subject.

What do students study?

Students will develop many skills they have developed at Key Stage 3, particularly in Art and Technology. Students will work in card and paper to explore a range of products associated with displays, design presentation, packaging and graphic communication. The students will explore and develop techniques such as sketching, use of colour, technical drawing, model making, design presentation and CAD/CAM work. Students currently use computer design packages to layer and manipulate their imagery as well as allowing them to incorporate typography into their designs.

Beyond Key Stage 4

Students who successfully complete their GCSE could go on to study A Level Art and Design in the Sixth Form. From there, students may wish to study Art, Graphic Design or Illustration at foundation level or degree level or alternatively pursue a career in industry. For those students not wishing to take Graphics on beyond GCSE, the course offers excellent opportunities to develop a business and media understanding alongside creative skills that would benefit a series of careers.

Homework

All students will be set homework on a weekly basis throughout the course. All homework contributes to coursework. Students will be expected to complete several sketchbooks and e-portfolios throughout the three years, all of which are eligible for submission to the exam board for assessment.

Assessment information

The coursework counts for 60% of the final mark awarded, whilst the final exam achieves the remaining 40% of marks.

Coursework

All students will be expected to produce a number of units of work throughout their course. They will then be expected to select either two or three separate units of work, depending on the depth and content of the study, for submission and assessment.

Staff and students regularly mark work to the examination criteria targeting areas of weakness to maximise potential grades.

Additional Information

Extra-curricular activities in Graphics will take place throughout the year and students are encouraged to participate in these.

Extension work is also available for highly talented students, including attending weekend workshops and museum/gallery visits.

History



Introduction

In the History Department we aim to promote the teaching of key skills and concepts in History. We also want to stimulate enthusiasm for and enjoyment of the study of the past. We look at individuals and their role in shaping other people's lives. We examine change over time and help students understand the causes of change and its consequences across History. We analyse why historical events and people are interpreted in different ways, through a critical examination of sources of evidence. We also organise trips and fieldwork so that students get an appreciation of History all around them.

What do students currently study?

The new specification consists of five units. For the British element of the course, students will study The People's Health c.1250-present and the Norman Conquest 1065-1087. For the wider world section students will study The Making of America 1789-1900 and Living under Nazi Rule 1933-1945. There will also be a 'History around Us' unit where we will study a historical site.

Beyond Key Stage 4

Many students continue to study History in the Sixth Form and develop their skills further. The skills and concepts learnt service Key Stage 5 History well. Elements at GCSE are explored and assessed in History at A Level.

Homework

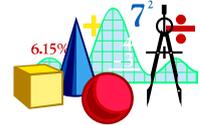
Homework will seek to build on the learning in lessons. Most commonly this will take the form of revision of units of work or topics recently covered and exam style questions. We also encourage students to prepare for topics that are about to be covered and do further research to find out more about the events and people that we discuss in class.

Assessment information

OCR History Syllabus B – Schools History Project.

Students will be assessed through three written examinations.

Mathematics



Introduction

From 2017, the format and content of the Maths GCSE has been significantly revised and students entering Year 9 will follow a broader and deeper curriculum, with a much greater focus on problem solving in real-life and mathematical contexts.

Through a carefully crafted curriculum delivered by a large and experienced teaching team, the aims of the Maths Faculty are to help each student develop their mathematical ability to the full, to promote mathematical skills fluency, to foster an interest in and enthusiasm around the subject and to give students the mathematical and problem-solving skills needed in everyday life.

Students are taught in ability groups, and these sets are reviewed regularly to ensure that each student is in the class where they are likely to make the greatest progress.

What do students study?

Students will study a range of topics from the following five areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measure
- Statistics and Probability

Students will study not only the methods, skills and concepts for each topic, but will also be exposed to questions that pose problems written in a mathematical or real-life context. Students will learn different problem solving strategies to address, deconstruct, and ultimately solve such problems. An exciting new facet of the Maths GCSE is the inclusion of problems which ask students to evaluate their own and others' reasoning. Taken together, these problem solving and evaluative skills are highly transferrable to other subjects, study beyond Key Stage 4 and everyday life.

Teaching styles will vary between topics and students can expect to be taught in a traditional style, at times working in groups, as well as having the opportunity to work with ICT, including spreadsheets and graph plotting programs.

Beyond Key Stage 4

A Mathematics qualification is one of the essential qualifications for entry into Higher Education and employment.

Beyond Key Stage 4, many students continue to study Mathematics and have a choice of qualifications: Core Maths; A-Level Mathematics; and A-Level Further Mathematics. GCSE Mathematics also supports and is often required for quantitative subjects such as Physics, Chemistry or Economics.

Many students progress to study Maths or other related subjects at University and a number of our students have been accepted by Russell Group Universities, including Oxford and Cambridge.

Homework

Homework is set regularly, in order to consolidate conceptual understanding and develop skills fluency. There is no set format for homework, and this will vary over the GCSE Mathematics course. Some homework may be paper-based, comparable to a worksheet, and other homework will be set on one of the several online platforms that we use. For instance, www.mymaths.co.uk may be used for skills practice or www.pearsonactivelearn.com may be used for practice of the new-style problem solving questions.

Challenge homework tasks will also be available throughout the duration of the Maths GCSE course, and these are intended to broaden students' understanding and mathematical skills through exposure to rich and challenging problems.

We actively encourage and support students to develop their independent work in the subject, to take careful notes, and engage with homework and revise outside of lessons.

Assessment Information

We currently enter students for the Edexcel Mathematics GCSE, which consists of 3 one-and-a-half hour exams each equally weighted. Two of the exams are calculator-allowed, and one is non-calculator. There is no coursework for this GCSE.

Additional Information

In addition to promoting an interest and enjoyment in Mathematics through lesson time, we seek to encourage a wider interest in the subject through competitions such as the Intermediate Maths Challenge as well as events such as the Maths Feast and Team Challenges. We always have a considerable number of students gaining certificates in the challenges, and have had several students being invited to take part in further national stages, following the initial competition.

We also provide extra support for students throughout the GCSE Maths course, for instance through sessions during Electives and holiday revision sessions.

Media



Introduction

The Creative Art and Design department are delighted to offer GCSE Media Studies. It is a very popular subject which offers you the opportunity to study mass communication in the 21st Century including the platforms of e-media, film, television, radio, magazines and newspapers. We look at the formal and informal methods of communicating through media, from television news to website blogs and instant messaging. The course is structured so that you gain insights into the theory of media, but also allows you to put into practice your understanding in a practical way by learning to script and storyboard, film and edit moving image.

What do students study?

You will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context. You will also explore the range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form. You will apply the theoretical framework and theoretical perspectives to three in-depth studies.

Additionally, you will create media products through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

Beyond Key Stage 4

Many students continue to study Media in the Sixth Form at A Level and develop their skills further. Our thriving Sixth Form Media Studies course has seen numerous students gaining employment in the Media industry in a number of areas including film, animation, make up and stage design, web site optimisation.

Homework

Homework will seek to build on the learning in lessons. This may be in the form of reviewing and analysing a television programme, researching media institutions by making market research or even directing and producing a short film.

Assessment information

Students work to fulfil key criteria in Media analysis and production, including theory, research, experimentation and creation.

Coursework

Creating Media – worth 30%

Additional Information

We pride ourselves in our connections to people who work in the industry and we organise a series of speakers and events. These have included producers from the BBC, the BBFC, an animator from the film Industry, ITV, Film Oxford to name but a few. This year we won the overall 'Best Production' prize at the Oxfordshire Schools Film Festival and two of our students have achieved the Silver Arts Award for their filmmaking, in partnership with the British Film Institute.

Music



Introduction

Music GCSE is a diverse subject involving work across many fields including literacy, investigation, specialist use of music technology and especially creativity. The course aims to develop understanding and appreciation of a range of musical styles and a lifelong interest in music.

The Key Stage 4 Music course at King Alfred's is aimed at the full range of abilities with the chosen exam specification designed to both push accomplished musicians and dramatically raise the skills of the less musically experienced. Students will gain life skills in performing, listening, appraising, evaluating and composing while acquiring a broad knowledge of music from around the world across the last millennium.

All students wishing to take music should be having lessons on their chosen instrument. You can arrange these privately or in school. (We use both county and private music teachers to supply our peripatetic lesson.)

What do students study?

The GCSE course includes the following areas of study:

- Performance (30%) – One solo and one ensemble performance, lasting in combination 4 minutes.
- Composition (30%) – Two compositions, one following a brief and the other free choice lasting in combination 4 minutes.
- Analysis (40%) – This aspect includes the study of music theory and the following set works:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- Stephen Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- John Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Beyond Key Stage 4

GCSE Music is the best way to proceed onto the A level music course but this is not the only reason to obtain the qualification. A GCSE in Music will give any student many transferable skills which employers and Universities look for on CVs. The course develops the ability to take responsibility for their own learning as well as attaining skills such as confidence, research, evaluation and quick thinking.

Homework

Students will be expected to practice their own instrument regularly. A proportion of teaching time will be used for ensemble work and working on performance skills but students will be expected to have lessons on their chosen instrument outside of the college timetable.

A proportion of the students composing work will need to happen at home but this will be fully supported in lessons, while other homework tasks may include listening, writing, presentation preparation, research or revising.

Assessment information

At present, King Alfred's use the Edexcel exam board for Music GCSE (the 2016 specification).

Examinations

- **Listening Exam:** An exam will be taken at the end of Year 11 based on the set works studied in lessons. Extracts of music will be played with students expected to answer a range of different style questions. This counts for 40% of the GCSE.

Coursework

The coursework for music concentrates heavily on Performance and Composition. **It makes up 60% of the overall GCSE.**

Students will be expected to perform a number of pieces throughout the course, both on their chosen instrument and as part of an ensemble. Formal assessment of these will be undertaken in terms 5/6 of Year 10 and 3/4 of Year 11.

Students will compose in a variety of styles throughout the course, both from teacher set briefs and their own creative choice. Students will learn to use music technology to aid their composition process and two compositions are submitted for final assessment.

Additional Information

Costs

Students will be expected to own or have use of an instrument on which to perform. The use of a piano or keyboard at home for composition is also advised, although the college provide access to relevant instruments at lunchtime and after college. Access to Sibelius music software at home is also useful but by no means compulsory.

From time to time the music department organises theatre visits, workshops and other musical opportunities. There is usually a small charge.

Extra-curricular opportunities

The Music Department runs many enrichment activities both during elective time and at other specified times. Music students are expected to partake in either choir or band, as an elective to obtain quality ensemble experience.

At present the Music department runs the following electives:

Key Stage 4/5 production - Tuesday/Wednesday

Choir - Friday

Concert Band - Friday

The department welcomes student lead ensembles and we aim to run additional electives in terms 5 and 6 dependant on student interest.

Students are encouraged to perform in a number of concerts throughout the year in order to gain performance experience. Other opportunities will include trips to see live music performed and visits from professional musicians who will lead workshops and master-classes.

Personal Development Curriculum (PSHCE, Citizenship & Work Related Learning)



Introduction

PSHCE and Citizenship help students to develop their personal skills, reflect on their attitudes and become responsible and effective members of the community. Many opportunities occur within the different subjects of the curriculum and through the other activities which are part of King Alfred's life (such as the Elective Programme, Sex and Relationships Education, Theme Days). Students also cover subjects relevant to PSHE and Citizenship through specially arranged enrichment events and during tutor time.

What do students study?

Students study a wide variety of issues so that they can learn how to:

- Understand and manage their emotions
- Sustain worthwhile relationships
- Engage in age appropriate sex and relationships education
- Value themselves and respect others
- Appreciate difference and diversity
- Understand the dangers of risky behaviours they may be exposed to outside of school or online.
- Manage personal finances
- Know some learning styles and revision techniques
- Understand UK Law and Government
- Contribute to and participate in King Alfred's and the wider community

Students will also research into and discuss questions that relate to important social issues such as human rights, the law, crime, punishment and international relations.

Work related learning is a statutory requirement involving learning *through* work (for example work experience), learning *about* work and working practices, and learning *for* work by developing suitable skills and personal attributes.

Work Related Learning includes a two-week work placement.

Homework & Assessment

Homework will not be set in this subject and at present this area is not formally assessed.

Philosophy and Ethics (Religious Studies)



Introduction

This subject encourages students to develop their philosophical and ethical thinking, by reflecting on religious beliefs. Throughout the course students will develop their reasoning skills and evaluate philosophical and religious concepts. The course promotes tolerance and makes a significant contribution to students' spiritual, moral and cultural development.

What do students study?

The course is made up of four units:

B601: Beliefs about Deity and End of Life

B602: Religion and Science, and Good and Evil

B603: Religion and Medical Ethics, and Religion and Human Relationships

B604: Religion and Equality, and Religion, Peace and Justice

Beyond Key Stage 4

The Philosophy and Ethics Religious Studies course provides a good academic basis for all further study as it trains students to think for themselves and deepens their knowledge and understanding of the diverse world we live in. It also teaches students to evaluate, which is essential for further study. Students are able to study A Level Religious Studies in the Sixth Form.

Homework

Various types of task will be set, including research, practice exam questions, and creative tasks. The use of IT is strongly encouraged.

Assessment information

Syllabus: OCR Philosophy and Ethics: *B*

2017 Examinations will take place in May (Ethics) and June (Philosophy) and both last 2 hours.

100% examination. Same examinations for all students. No tiers.

Coursework

There are no coursework requirements. The course is assessed through written examinations.

Additional Information

Costs which may arise

Students may have opportunities to go on any appropriate trips to support the course.

Opportunities for gifted and talented students

Students are given open-ended assignments and opportunities to research in depth.

Support for SEN students

Students are fully supported by teachers in class. Students are also given revision guides to help them with examinations. Learning Support Staff may also be involved with students in lessons.

Physical Education



Introduction

GCSE PE is a popular option at KS4. The PE department has a record of high success in GCSE. In 2016 84% of students passed the GCSE with grades A*-C and 33% achieving A*-A. Many of the students now study the subject within the 6th Form.

The course builds upon the knowledge, understanding and skills established in Key Stage 3 Physical Education. GCSE Physical Education will allow students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Students will also study the theoretical aspects of Physical Education.

This qualification should appeal to any student who:

- Take part in competitive sport outside of class time.
- Dedicated to improving sporting performance.
- Enjoy analysing and reflecting on performance.
- Want to know more about the benefits of sport and exercise.
- Considering a sports-related career or an A level Higher Education course.

What do students study?

The GCSE course consists of 60% theory and 40% practical performance (30% as a performer and 10% completing analysis and evaluation).

- AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Assessments

Paper 1: The human body and movement in physical activity and sport.

Paper 2: Socio-cultural influences and well-being in physical activity and sport.

Practical performance in physical activity and sport. Three activities – ONE team, ONE individual and the third either a team or individual (from list below).

Beyond Key Stage 4

There are many courses which students may go on to study in the Sixth Form. They are as follows:

- AS and A2 PE
- BTEC National Diploma in Sport
- BTEC National Diploma in Dance

Outside of the classroom

Homework will be set for the theory aspect of the course in order to cement a student's knowledge and understanding of the topics studied.

Students are expected to attend at least one extra-curricular sporting activity a week. This will help them to improve their practical skills. Active participation at a sporting club with specialist coaching is recommended.

Practical performance list:

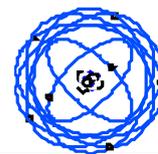
Team: Association football, badminton, basketball, camogie, cricket, dance, gaelic football, handball, hockey, hurling, lacrosse, netball, rowing, rugby league, rugby union, squash, table tennis, tennis, volleyball.

Individual: Amateur boxing, athletics, badminton, canoeing, cycling, dance, diving, golf, gymnastics, equestrian, kayaking, rock climbing, rowing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining.

Note

Due to the nature of the course staff will continually assess students practical and theory performance. At the end of Term 1 in Year 9 individuals may be recommended an alternative course.

Science



Introduction

"Science stimulates and excites our curiosity about phenomena and the world around us. It satisfies this curiosity with knowledge. Because Science links direct practical experience with ideas, it engages us at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought.

Through Science, students understand how major scientific ideas contribute to technological change - impacting on industry, business and medicine and improving quality of life. Students learn to question and to discuss science based issues that will affect their own lives and the direction of society."

All students at King Alfred's complete at least two GCSE's in Science (combined science or triple science). Students have seven lessons over the fortnight. Science at Key Stage 4 is taught in specialist laboratories. The staff are highly experienced and lessons are taught by specialist teachers.

We have extremely high expectations of all students in Science. We also hope that students enjoy Science and that their hard work is rewarded with exam success.

The Science courses offered at King Alfred's are new and reflect the changes to the Science National Curriculum.

We currently offer the following courses in Science:

- Combined GCSE Science (2 x GCSE)
- Biology, Chemistry and Physics GCSE

Combined GCSE Science (Trilogy)

Students at King Alfred's study Combined GCSE Science using the AQA Science specification.

What do students study in Combined GCSE Science?

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

Assessment information

There are 6 papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas and is worth 16.7% of the GCSE and will be 75 minutes in length.

Controlled assessment

There is no controlled assessment in Science.

Separate Science Option

Some students will be entered for separate Science GCSEs. This will be decided in Year 10, meaning that all students study the separate Science option in Year 9. They will study the same modules as shown above but in more detail. They will receive 3 GCSEs, one in each of Biology, Chemistry and Physics. It is important to note that it is not necessary to study separate Science GCSEs in order to study any scientific discipline at AS or A2 level. Combined Science also provides good preparation for studying Science at AS and A level.

Assessment Information

Students taking the separate Physics, Chemistry and Biology complete two Biology, two Chemistry and two Physics papers. Each of the papers will assess knowledge and understanding from distinct topic areas and is worth 50% of each GCSE and will be 1 hour 45 minutes in length. All the examinations for these subjects will take place in Year 11.

Controlled assessment

There is no controlled assessment in the separate Sciences.

Homework

Homework is set on a regular basis and will cover a wide variety of activities. These may include writing up practical work, literacy focussed, internet research or solving numerical problems.

The work is intended to be both challenging and interesting. Help will always be available from staff at lunchtime and in electives.

Spanish



Introduction

Do you want to learn one of the most widely spoken languages in the world? Spanish is an exciting, vibrant language that is spoken in 44 countries around the world, the majority of which are in the fascinating continent of South America.

Spanish (and French) are part of the English Baccalaureate, and as such are highly regarded by universities and employers. Learning a foreign language to GCSE level provides students with many opportunities and benefits including:

- The opportunity to develop communication and memory skills
- The chance to learn about a new culture through film, music and authentic materials
- Opportunities to visit Spain and practise the language with native speakers

What do students study?

The Modern Foreign Languages Department offers a GCSE course at Key Stage 4 that covers three 'themes'.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Within these themes we cover engaging topics such as music, cinema, sport and culture. The advantage of these topics is that every student has some experience to share!

Assessment is via examinations in the four skills of Listening, Speaking, Reading and Writing. There are two tiers of assessment: Foundation (1-5) and Higher (4-9); each exam is worth 25% of the final grade. With a three-year Key Stage 4, we are able to ensure that students are thoroughly prepared for their exams at the end of Year 11.

Beyond Key Stage 4

We are pleased to offer Spanish A Level as an option at 6th Form. Employers see the ability to communicate in a foreign language as second only to IT skills and there is a wide range of job opportunities available to those who speak another language. Students often choose to combine a language with another subject at university to broaden their skill set and gain experience of living or working abroad.

Homework

Homework is set regularly, on a weekly basis. It can take a variety of forms including learning vocabulary, research, written work or preparation for future lessons. We also subscribe to a variety of online resources which enable students to study independently to improve their knowledge of vocabulary, grammar, listening and reading.

Additional Information

We have our fantastic Spanish Exchange with Baeza, a beautiful town in southern Spain that was added to the World Heritage Site list in 2003. On the programme there are days at school as well as visits to exciting towns such as Granada, Córdoba or Sevilla. Exchange students will be given a list of useful websites and materials, and are strongly encouraged to make use of the wealth of information and fun activities on the Internet. We are always keen to set up new trips for our Spanish students so watch this space for the 2017-2018 offer.

Textiles



Introduction

We all use Textile products to keep warm, wash, decorate, and look fashionable. GCSE Textiles enables students to explore these various products, experimenting with techniques and creating pieces to wear and display. Students will study a range of traditional and contemporary Textiles understanding the context in which they were produced. Integral to the course are opportunities for students to extend and develop work begun in class including workshops, electives and visits. This approach enhances students' enthusiasm and enjoyment, and ensures they develop their awareness and understanding of the subject.

What do students study?

Students will develop many skills they have experimented with in the lower school. Students will learn techniques to print and dye fabric. They will be taught a range of contemporary and traditional methods including batik, stitching, pleating, transfer and heat setting. Students will use these techniques to create a range of fashion or costume pieces varying from wall hangings, hats, caps and scarves to bodices and sports tops. In their designs students will consider pattern, shape, colour, harmony and repetition. Students will also need to show an awareness of the purpose and potential market for their work, understanding how meanings are conveyed through particular fabrics or colour combinations. Many of these areas will be supported through the use of ICT. Looking at the work of others is a key element of the course. To this end visits are arranged so students can see Textile processes and work at first hand.

Beyond Key Stage 4

A large number of students who successfully complete their GCSE will go on to study A Level Textiles in the Sixth Form. From there students may wish to study Fashion and Textiles at degree level or pursue a career in industry. For those students not wishing to take Textiles beyond GCSE the course offers excellent opportunities to develop cultural understandings alongside creative skills that would benefit a series of careers.

Homework

All students will be set homework on a weekly basis throughout the course. All homework contributes to coursework. Students will be expected to complete several sketchbooks throughout the three years, all of which are eligible for submission to the exam board for assessment.

Assessment information

The coursework counts for 60% of the final mark awarded, whilst the final exam counts for the remaining 40% of marks.

Coursework

All students will be expected to produce a number of units of work throughout their course. They will then be expected to select either two or three separate units of work, depending on the depth and content of the study, for submission and assessment.

Staff and students regularly mark work to the examination criteria targeting areas of weakness to maximise potential grades.

Additional Information

Students will be expected to provide themselves with a number of sketchbooks throughout the course.

Extra-curricular activities in Textiles take place throughout the year and students are encouraged to participate in these.

Extension work is also available for highly talented students, including attending weekend workshops and museum/gallery visits.