



**Chelmsford County High School *for Girls***

**THE CURRICULUM  
YEARS 10 AND 11**

**2018 - 2020**

*"It is not enough to have a good mind; the main thing is to use it well." Rene Descartes*

## **Curriculum vision**

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through the school vision – *developing the leaders of tomorrow*.

## **Curriculum aims:**

- The pursuit of excellence
- Fulfilling individual potential
- Contributing to the community

To realise the vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the school. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Parental Support Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSEs and A levels
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

## **Curriculum objectives**

- Preserve subject integrity and rigour
- Develop further opportunities to enrich and challenge students
- Capitalise on opportunities to highlight and develop our broad and balanced curriculum

## **Key Stage 4**

To ensure our students experience and benefit from a broad, balanced and challenging Key Stage 4 curriculum, we provide a particular structure for the GCSE options process. Students build their GCSE programmes of study through a process of selection. The pages which follow will provide you with details on the content and assessment arrangements for these GCSE courses.

*Mr Lawlor - Deputy Headteacher.*

## The main features of the new (9-1) GCSEs

Reformed GCSEs will be fully linear, with grades being awarded on the basis of examinations taken at the end of two years of study. The Department for Education highlights the following key features of the new courses.

- There will be new, more demanding content, which has been developed by the Department for Education and the examination boards.
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Assessment will be mainly by examination, with other types of assessment used only where they are needed to test essential skills.
- Examinations can only be split into ‘foundation tier’ and ‘higher tier’ in Mathematics, Biology, Chemistry, Physics and modern foreign languages.
- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow for greater differentiation between students.
- Broadly the same proportion of students will achieve a grade 7 or above as achieve a grade A or above currently.



### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

# ENGLISH LANGUAGE and ENGLISH LITERATURE

The study of English Language at GCSE and A level is naturally of benefit in a wide variety of careers including the law, journalism and the media, education, and in any area where language skills are useful. The study of English Literature supports a wide variety of career and academic choices, and encourages open-mindedness, creative freedom and develops vital skills of analysis and inference.

**Examination Board:**                      **English Language:** AQA (8700)  
**English Literature:** AQA (8702)

**Derivation of Final Grade:** Final assessment from exams, taken at the end of the two year course. There is no coursework for either English Literature or English Language.

## Course Details:

English Language and English Literature are completely separate subjects: the girls will therefore receive two separate qualifications at the end of the process. The course is untiered: everyone is entered at the same level, and graded, after new ruling from the government, on a system of **9 – 1**.

English Language	English Literature
<p><u>100% examination:</u></p> <p><b>Paper 1: Explorations in Creative Reading and Writing (1 h 45) (50% of GCSE)</b></p> <p><b>Section A: Reading (25%)</b> Close analysis of one literature fiction text:</p> <p><b>Section B: Writing (25%)</b> Descriptive or narrative writing; one extended writing question</p> <p><b>Paper 2: Writers' Viewpoints and Perspectives (1 h 45) (50% of GCSE)</b></p> <p><b>Section A: Reading (25%)</b> One non-fiction text and one linked literary non-fiction text</p> <p><b>Section B: Writing (25%)</b> Writing to present a viewpoint</p> <p>Texts on the English Language papers involve a combination of non-fiction extracts and more 'literary fiction' from a range of 19<sup>th</sup> century and 20<sup>th</sup> century writing. Students must critically respond to these, considering key aspects of the extracts such as: audience, purpose, language, rhetorical or figurative devices used, and analysing their effects upon the reader.</p> <p>The creative writing tasks require students to respond to an idea or theme triggered by the reading task – they must produce descriptive or persuasive prose.</p>	<p><u>100% examination:</u></p> <p><b>Paper 1: Shakespeare and the 19th-century novel ( 1 h 45) (40% of GCSE)</b></p> <p><b>Section A: Shakespeare:</b> students will answer <b>one</b> question on <i>The Merchant of Venice</i> or <i>Much Ado About Nothing</i>. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B: The 19th-century novel:</b> students will answer one question on a novel, which could be one of the following: Charles Dickens' <i>Great Expectations</i>, Jane Austen's <i>Pride and Prejudice</i>, Mary Shelley's <i>Frankenstein</i> or Robert Louis Stevenson's <i>The Strange Case of Dr Jekyll and Mr Hyde</i>. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><b>Paper 2: Modern texts and poetry (2 h 15) (60% of GCSE)</b></p> <p><b>Section A: Modern texts:</b> students will answer <b>one</b> essay question from a choice of two on their studied modern prose or drama text. We will be studying <b>J.B. Priestley's 'An Inspector Calls'</b>.</p> <p><b>Section B: Poetry:</b> students will answer <b>one comparative question</b> on one named poem printed on the paper and one other poem from their chosen anthology cluster, provided by AQA, which contains poems from 1789 – present day, including Romantic poetry.</p> <p><b>Section C: Unseen poetry:</b> students will answer <b>two questions:</b> one question on one of the two unseen poems and one comparative question on both.</p>

**Speaking and Listening** is no longer a constituent element of the English Language GCSE. Instead, students are awarded a **Speaking and Listening Endorsement**. Speaking assessments consisting of a three-minute speech on a topic of the student's choice, followed by a period of questioning, are graded as either a **pass, merit or distinction**. This grade appears separately on a candidate's results letter.

**Spelling, Punctuation and Grammar** now accounts for 20% of the whole grade in the marking criteria.

# MATHEMATICS

**Examination Board:** Edexcel (1MA1)

All students study GCSE Mathematics as part of their core programme of study.

## **Course Details:**

There are 5 main areas that are examined as part of the GCSE course:

- Number (12-18%)
- Algebra (27-33%)
- Ratio, Proportion and Rates of Change (17-23%)
- Geometry and Measures (17-23%)
- Statistics and Probability (12-18%)

There is a strong emphasis on problem solving skills and the ability to identify what Mathematics is required to solve worded questions.

The students will receive greater detail of the topics that they are studying throughout the course via 'pupil sheets' highlighting the content they are to cover over the coming weeks. The Department divides the syllabus into 6 sections across the two years. The pupils are tested at the end of each section to give them a 'working towards GCSE grade' for that work. This also supports the preparation for final examinations in the summer of Year 11.

## **Derivation of Final Grade:**

There will be 3 written papers, each of duration 1 hour 30 minutes which will carry an equal weighting when considering the final grade:

- |                |                      |
|----------------|----------------------|
| Paper 1        | Non Calculator Paper |
| Papers 2 and 3 | Calculator Papers    |

There is no controlled assessment or coursework element for the final grade that is awarded.

Grades awarded will be: 9-1

The higher tier will allow students to access grade 9-4 and a '7' will be equivalent to an A grade.

## **Future Mathematics Education:**

The GCSE course provides an excellent foundation for the Advanced Level Mathematics and Further Mathematics courses which are offered in our Sixth Form.

# BIOLOGY

**Examination Board:** AQA (8461)

## **Derivation of Final Grade:**

100% written examination.

## **Course Details:**

Biology is about understanding how living organisms work. There have been many and rapid advances in our understanding of Biology over the last two hundred years. By applying that knowledge to medicine, agriculture and ecology for example, we are able to make the world a better place for the human population.

Students will begin to study GCSE Biology in Year 9 (starting with Ecology).  
The course consists of the topics as outlined below:

	<b>Topic</b>
1	Cell Biology
2	Organisation
3	Infection and Response
4	Bioenergetics
5	Homeostasis and Response
6	Inheritance, Variation and Evolution
7	Ecology

The content will be assessed via two written examinations.

Paper 1 will test topics 1-4 and Paper 2 will cover topics 5-7.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification but will also go beyond this and therefore the course will provide an excellent basis for study of Biology at A level. Biology is an important subject for many scientific careers when taken with other sciences, especially in medical and environmental areas. Biology requires logical thinking, analysis and handling of variables and will link in well with Arts and Humanities subjects.

Throughout the course there will be a variety of teaching and learning techniques used including: group work, practical and dissection (optional), computer simulations and research. As much as possible, ideas will be made relevant to real life without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes Practical skills, planning investigations and analysing and evaluating data. These skills will all be taught throughout the course and will be assessed through the written examinations at the end of Year 11. There will be 8 required practical activities that will be specified by the examination board that must be taught (and therefore could be tested as part of the written examination) but there will be many other opportunities for developing practical skills.

Mathematical skills will also be required and the ability to apply the mathematics learned in your normal lessons is expected.

# CHEMISTRY

**Examination Board:** AQA (8462)

## **Derivation of Final Grade:**

100% written examination.

## **Course Details:**

Chemistry is a branch of physical science that studies the composition, structure, properties and changes of matter. Chemistry and chemical processes are inherently behind every aspect of our daily lives and the study of these is integral to our understanding of the Universe.

Students will begin to study the GCSE Chemistry in Year 9, (starting with Atomic structure).

The course consists of the topics as shown below:

<b>Topic</b>	
1.	Atomic structure and the periodic table
2.	Bonding, structure, and the properties of matter
3.	Quantitative chemistry
4.	Chemical changes
5.	Energy changes
6.	The rate and extent of chemical change
7.	Organic chemistry
8.	Chemical analysis
9.	Chemistry of the atmosphere
10.	Using resources

The content will be assessed via two written examinations.

Paper 1 will test topics 1-5 and Paper 2 will cover topics 6-10.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification but will also go beyond this and therefore the course will provide an excellent basis for study of Chemistry at A-Level. Chemistry is an essential subject for many scientific careers including Medicine, Veterinary studies and Dentistry.

Throughout the course there will be a variety of teaching and learning techniques used including; group work, practical and computer simulations and research. As much as possible ideas will be made relevant to real life and industry without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes Practical skills, planning investigations and analysing and evaluating data. These skills will all be taught throughout the course and will be assessed through the written examinations at the end of Year 11. There will be 8 required practical activities that will be specified by the exam board that must be taught (and therefore could be tested as part of the written examination) but there will be many other opportunities for developing practical skills.

Mathematical skills will also be required and the ability to apply the mathematics learned in your normal lessons is expected.

# PHYSICS

**Examination Board:** AQA (8463)

## **Derivation of Final Grade:**

100% written examination.

## **Course Details:**

Physics is the study of matter, energy, space and time. No aspect of our modern existence is untouched by the understanding and advancements developed by physicists. Albert Einstein once said that “the whole of science is nothing more than a refinement of everyday thinking”, and the learning of Physics helps us to understand the laws involved.

Students will begin to study GCSE Physics in Year 9. The course consists of eight topics as shown below:

	<b>Topic</b>
1	Forces
2	Energy
3	Waves
4	Electricity
5	Magnetism and Electromagnetism
6	Particle Model of Matter
7	Atomic Structure
8	Space Physics

The content will be assessed via two written examinations.

Paper 1 will test topics 1-4 and Paper 2 will cover topics 5-8.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured, closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification as well as stretch them beyond, to provide an excellent basis for study of Physics at A level. Physics is the door to a wide range of career opportunities in the field of medicine, engineering, space science, meteorology and climate change, law, finance, defence etc.

Throughout the course there will be a variety of teaching and learning techniques such as group work, practical, computer simulations and research. As much as possible ideas will be made relevant to real life without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes practical skills, planning investigations and analysing and evaluating data. These skills will be taught throughout the course and will be assessed through the written examinations at the end of Year 11. In addition to covering ten required practical activities specified by the exam board there will be plenty of opportunities in lessons for students to develop their practical skills.

Students will also be required to demonstrate their mathematics skills in GCSE Physics assessments. They will be expected to bring a calculator to lessons to make numerical problem solving less arduous, as answers within physical phenomena range from the very big, to the very small.



# ART, CRAFT AND DESIGN

**Examination Board:** OCR (J170)

## **Derivation of Final Grade:**

### **Controlled Assessment – Coursework Portfolio** (60% weighting)

Only one body of work is required split into two different projects.

Candidates are given approximately 45 hours.

(15-18 school weeks as a guide) as a guide to complete the portfolio a requirement common to all Awarding Bodies.

Centre-set starting points, briefs, scenarios and stimuli used (can be candidate led).

### **Externally Set Task** (40% weighting)

Only one body of work is required.

Candidates have 10 hours of supervised, controlled time to produce evidence for the OCR-set task unit.

There is now no set time limit for the preparatory period.

## **Course Details:**

Art, Craft and Design is both a form of communication and a means of expression of ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience.

The class work in Art, Craft and Design is a natural progression from KS3 and builds on that foundation to tackle a broad range of skills over the two year course. Students are encouraged to develop visual perception and understanding including the creative, imaginative and practical skills for working in arts, craft and design. The course aims to combine the necessary breadth and depth of study with the freedom of choice required to accommodate a wide range of abilities, material resources and staffing specialism's.

Areas of study include drawing, painting, and three dimensional works, including sculpture, textiles and mixed media. A critical study relating to a gallery or exhibition visit is made and reference to the work of other practitioners supports and enhances class work throughout the course.

The Art, Craft and Design GCSE is a lively, challenging course where no single skill is valued more than another. Personal development of each individual's special aptitudes and interests is encouraged, resulting in confidence and a sense of achievement.

The Art A Level syllabus has also changed to link with the style of working at GCSE. The emphasis is on course work and personal projects and has its grounding in GCSE.

The subject has relevance to architecture, engineering, industrial design, theatre design, graphic design, illustrations, textiles and much more, in this "media" "consumer" age, giving the breadth of experience required by Universities.

The Examination is taken in March of Year 11. Students are required to produce a unit of work from conception to realisation over a fixed period of time. They are given open-ended starting points and are expected to develop ideas and preparatory studies during a fixed period of time before the examination and then bring their ideas to a final conclusion in a timed ten-hour examination which runs over a period of two consecutive days.

Candidates are expected to present for assessment **one body of work split into two projects** in the form of a coursework portfolio. All studies that have been completed contribute to the realisation of the unit of work (sketch books, study sheets, experiments, maquettes, are included within the unit).

All work, including end of year and Mock Examinations, contribute to coursework portfolio. All work is marked internally by the department and a selection of both the coursework and Examination is externally moderated.

# COMPUTER SCIENCE

**Examination Board:** AQA (8520)

**Derivation of Final Grade:**

**Paper 1:** 1.5 hour written Paper 50%

**Paper 2:** 1.5 hour written Paper 50%

**Programming Project:** 20 hours (allocated during timetabled lessons)

*(Due to the recent change to the structure of all GCSE Computer Science courses the weightings are subject to change)*

**Course Details:**

The course builds on the material covered during Key Stage 3 computing extending the depth of material covered. The course has two main threads, programming skills (including understanding algorithms and computational thinking) and the theory behind how computers work (how computers use binary to do what they do, specifics of hardware and ethical/legal/environmental issues).

**Paper 1: Computational thinking and problem solving**

- The paper is a mix of multiple choice, short and long answer questions. Topics covered in this paper include algorithms, programming theory, data representation and computer systems.
- The paper has a focus on computational thinking, problem solving and applied computing.

**Paper 2: Written Assessment**

- The paper is a mix of multiple choice, short answer, long answer and extended response questions. Topics covered in this paper include cyber security, data representation, computer systems and networks, along with ethical, legal and environmental impacts.
- The paper has a strong focus on theory and understanding of the subject beyond programming skills.

**Programming Project**

- Each year the board will set a programming activity to be completed over 20 hours in year 11. At the end of the 20 hours students will have written a short report covering the design of a solution to the problem showing development testing and a final review.
- The aim of this task is to give students an opportunity to demonstrate their programming skills in a practical activity. The majority of marks are awarded for the quality of code and evidence that it has been tested.

A variety of teaching methods will be used, which will include: whole class teaching, practical work, self-study, demonstrations, discussions, typed notes and video clips of demonstrations.

The course has a strong focus on developing problem solving skills that can be applied to many situations not just those found in Computer Science. Students should develop a strong base understanding of the fundamentals of programming in a high level programming language (Python) which can then be applied to other languages they may encounter in further education.

# DRAMA

**Examination Board:** AQA (8261)

**Derivation of Final Grade:**

Coursework	60%
Externally set Written Examination	40%

**Course Details:**

The course builds upon the diversity of skills introduced and developed during KS3. It enables students to develop their practical skills in drama and to enhance their appreciation and understanding of drama and a range of play texts.

The course is ideal for any student:

- who wishes to develop their interest, skills and enjoyment of drama through active participation in creating, performing and responding to plays
- who enjoys or shows interest in aspects of technical theatre
- who wishes to study Drama and Theatre Studies in the Sixth Form.

During the course students will be involved in researching and improvising themes and issues that can be explored practically through a number of techniques and styles. Students will explore and produce both scripted and unscripted work. Since much of the work is based on group participation, students need to understand fully the commitments required, not only to their own work, but also to that of the group in which they are working at any particular time. Performances will take place with students assuming responsibility for most elements of production through guidance and advice.

Students will also be given the opportunity to see professional theatre productions to provide examples of different styles of theatre and to support the development of their creativity and acting skill.

# FRENCH

**Examination Board:** Edexcel (1FR0)

**Derivation of Final Grade:**

Tests in each of the 4 Assessment objectives (Listening 25%, Speaking 25%, Reading 25%, and Writing 25%).

**Course Details:**

The course covers 5 broad topic areas.

- Self, family and friends, daily life, cultural life
- Local area, holidays and travel
- School
- Future ambitions, work and study
- International, global events, environment

Most of the topic areas and French grammar concepts and types of assessment task have already been met during years 7 – 9 and students generally find that they have a solid foundation on which to build their skills.

**Examinations**

**Written Papers**

There are 3 written papers; Listening, Reading and Writing. For the Comprehension papers, questions range from those requiring non-verbal responses, such as ticks and true/false answers to short answers in French. The Writing Paper comprises 2 pieces of writing and a short translation from English to French.

**Speaking test**

Students perform a short role play, discuss a picture stimulus and then discuss two topics for the above list, the first is chosen by them. The oral is conducted at the end of the spring term in year 11.

**Materials and Lessons**

Lessons continue to offer a range of activities including songs, games, films etc., as in the French Department we believe that language learning should be interesting, fun and enriching. Students are encouraged to speak as much French as possible in pair and group activities and role-play situations etc. In this way, they develop oral confidence and fluency.

Students will use the Edexcel Studio book which has been written specifically for the new GCSE specification supplemented by materials from Book 4 of the Tricolore Total course and teacher produced resources. They will continue to develop their skills in situations they might encounter in France or in contact with French people, as well as deepening their understanding of French contemporary life and cultural heritage. Online resources, games and discussion etc. are also a regular feature of lessons. There is a grammar workbook, for additional grammar practice and revision.

**Extra-curricular**

There will be the possibility of a French exchange in Years 10 and 11. Trips to plays, concerts etc. are arranged for students of French to enhance their cultural awareness. Year 10 French prefects are encouraged to contribute to French events during the year, for example to run a film club for juniors and organise a Journée de la Francophonie. Years 10 and 11 French students are also invited to join attend senior French film club and other languages activities for senior students.

**Future study and careers**

At the end of the course, students will have acquired a level of fluency which can be put to practical use for holidays or future study. Students should be aware of the importance of studying more than one Modern Foreign Language. Many employers are now looking for people who are skilled in languages and it is possible to combine study of a foreign language with virtually any other subject at University.

French is one of the official languages of the United Nations and also of the European Union. As well as being frequently used in business and political life, it is also spoken in a wide range of developing African countries, Canada and around the globe. It is also very popular as a holiday destination. Many students say that they just love the sound of French or enjoy learning more about the country and its cultural heritage. As such, many students find that, for various reasons, it is a very useful language to pursue and they very much enjoy their studies.

# GEOGRAPHY

Examination Board: AQA (8035)

## Derivation of Final Grade:

<p><b>Unit 1: Living with the Physical Environment</b></p> <p>Written Paper – 1 Hour 30 mins – 88 marks – 35%</p>	<p>The topics covered are:</p> <p><b><u>Unit 1: Living with the Physical Environment</u></b></p> <p>Section A: The Challenge of Natural Hazards</p> <p>Section B: Physical Landscapes in the UK (River Landscapes and Glacial Landscapes)</p> <p>Section C: The Living World (Ecosystems, Tropical Rainforests and Hot Deserts)</p> <p><b><u>Unit 2: Challenges in the Human Environment</u></b></p> <p>Section A: Urban Issues and Challenges</p> <p>Section B: The Changing Economic World</p> <p>Section C: The Challenge of Resource Management (including a focus on Water Supply Issues – as chosen by Year 9 students at CCHS)</p> <p><b><u>Unit 3: Geographical Applications</u></b></p> <p>Issue Evaluation</p> <p>Fieldwork</p>
<p><b>plus</b></p>	
<p><b>Unit 2: Challenges in the Human Environment</b></p> <p>Written Paper – 1 Hour 30 mins – 88 marks – 35%</p>	
<p><b>plus</b></p>	
<p><b>Unit 3: Geographical Applications</b></p> <p>Written Paper – 1 Hour 15 mins – 76 marks – 30%</p> <p>The fieldwork component for this unit is completed during a 6 day visit to the Snowdonia National Park and Cardiff City.</p>	

## Course Details:

The AQA specification enables a variety of approaches to teaching and learning, enabling a varied and engaging curriculum to be developed by the CCHS Geography department. This exciting and relevant course studies Geography in a balanced framework of physical and human themes, providing opportunities to explore the links between them. Students will travel the world from the comfort of their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use – all of which are vital for understanding better the contemporary world in which we live. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Looking to the future, Geography provides many useful skills that are required in a variety of careers, particularly in relation to analysing and ordering information in its various forms. It is highly regarded by both higher education institutions and employers, and has been identified as a 'facilitating subject' by the Russell Group universities. Certain aspects of the subject may also be used in specific careers e.g. in planning, environmental management, travel and tourism, meteorology, civil engineering or marketing.

# GERMAN

**Examination Board:** Edexcel (1GN0)

## **Derivation of Final Grade:**

Tests in each of the 4 assessment objectives:  
Listening 25%, Speaking 25%, Reading 25%, and Writing 25%

## **Course Details:**

The course is based on a series of everyday situations in which a student might find herself when visiting a German-speaking country, or when encountering a native German speaker in this country. It also promotes an awareness of broader issues in society at large and encourages enjoyment of the language and increasing fluency.

The content addresses 5 relevant contemporary and cultural themes which are:

- *Identity and Culture*
- *Local Area, Holiday, Travel*
- *School*
- *Future Aspirations, Study and Work*
- *International and Global Dimension.*

Each of these themes is broken down into sub-topics.

During Years 7-9, the students will have already encountered most of the topic areas, meaning that they will be able to build on their existing knowledge.

## **Examinations:**

Three papers are sat at the end of Year 11: a listening paper, a reading paper and a writing paper. Questions are in English and dictionaries are not allowed. The speaking exam will consist of 3 parts: a role play, questions based on a picture task and a general conversation on two different themes.

## **Lessons and Materials:**

In lessons, all students are encouraged to speak as much German as possible by doing pair work, group work and role plays. Being able to engage in conversations enhances the students' communication skills and their ability to think on their feet. A great range of the key grammar points have already been covered in KS3; these will be revised and extended in KS4. We always aim to use new and up-to-date materials which foster European awareness and an open mind.

## **Extra-curricular Activities:**

Students in Year 10 can take part in the German exchange programme with Backnang, and they might be able to travel to Berlin. Throughout Years 10 and 11, German prefects are encouraged to contribute to our extra-curricular programme, e.g. by offering revision sessions to KS3 students and running the German film club. In Year 11, the students will be able to apply for the position of UK-German Youth Ambassador; in this role they will work closely with the UK-German Connection, a government funded organisation, to help promote UK-German activities. They will also have the chance to attend meetings in London and Germany.

## **Future Study and Careers:**

At the end of the course, students will have acquired a level of fluency, which can be put to practical use and an ability to analyse and interpret language. They will have a sound basis on which to build for studies at A-level. Modern Languages are an essential tool in the world of work today and open up many opportunities in a wide variety of fields such as commerce, engineering, banking and law. Many university courses offer modules in a foreign language. Indeed with the opening up of business links with Eastern Europe and Germany's strong economy, German is one of the most important European languages. It also plays a vital role in scientific research and innovation.

# HISTORY

**Examination Board:** AQA (8145)

**Derivation of Final Grade:**

Paper 1:

- Understanding the Modern World
- Examination of 1 hour 45 minutes
- 50% of GCSE

Paper 2:

- Shaping the Nation
- Examination of 1 hour 45 minutes
- 50% of GCSE

**Course Details:**

**History: Understanding the Modern World and Shaping the Nation**

The course builds on and extends the work covered throughout KS3 and forms an excellent basis for further study at either A Level. The following topics will form the focus of what we cover:

- Period Study - Russia, 1894-1945: Tsardom and communism
- Wider world depth study - Conflict and tension, 1918-1939
- Thematic study - Britain: Power and the people: c.1170 to the present day
- British depth study including the historic environment – Elizabethan England c.1568-1603

The course enables students to have an understanding of the complexities of modern society, and of events as they occur, by studying aspects of the political and economic developments during the twentieth century. By looking at the roots of problems students will be in a better position to understand their outcome. Students also gain a deeper understanding of the development of democracy in this country, essential knowledge for any potential leader of tomorrow! A focus on a major British female leader, Elizabeth I, will not only give students the chance to study a key period of major changes in British history but also the chance to study a remarkable woman. The practical element of looking at the historical environment is a very exciting new development, as this will develop the skills of examining the relationships between historical events in the Elizabethan period and an actual historical site.

On top of this, History GCSE also concentrates on some of the key historical techniques and skills employed by historians: change and continuity; cause and consequence; and, the comprehension, interpretation and evaluation of historical sources. Students are encouraged to understand how the past has been represented and interpreted, and that historical conclusions are liable to reassessment in the light of new evidence. The practice and development of these analytical and evaluative skills, through a variety of teaching strategies, helps students to prepare for A Level courses, particularly History.

An understanding of the human past and human behaviour, coupled with the historical skills of interpretation, evaluation and communication, makes History a highly regarded GCSE in many areas, for example: accountancy, banking, law, management, social work and teaching.

# LATIN

**Examination Board:** OCR (J282)

**Derivation of Final Grade:**

50% Language – One written paper; 100 marks; 1 hour 30 mins.

50% Literature – Two written papers; 50 marks each; 1 hour each.

**Course Details:**

The course builds upon all the skills introduced and practised in Years 8 and 9. It enables students to have a richer appreciation of their own society and culture by gaining a deeper insight into the Romans. At the end of the two year course students should be able:

1. to demonstrate, with vocabulary support, an understanding of unprepared passages of Latin by: a) translation, b) comprehension.
2. to show an understanding of the composition of the language through answering questions on accidence & syntax.
3. to demonstrate knowledge of some prepared Latin literature by:  
either translating an extract or showing a response to the content of the passages and an understanding of the author in his historical and literary context.
4. to show some knowledge of the life, history and customs of Roman people, and to appreciate the similarities with, and differences from, their own.

The course is designed to provide both a satisfying experience in itself and a sound basis for further study. Latin is the key to many aspects of the modern world.

It helps us

- 1) to understand more English words and spell them correctly
- 2) to succeed in many careers involving technical language
- 3) to learn French, Italian and Spanish
- 4) to find out about the origins of our civilisation
- 5) to make more sense of the world today.

European literature today still turns to classical writers for inspiration, and much of our knowledge of early European History depends upon documents written in Latin.

Consequently, Latin not only combines well with a variety of academic subjects, but it is highly valued by employers and university admissions tutors.



# MUSIC

**Examination Board:** WJEC (eduqas)

Music is an extremely enriching and valuable academic subject. It is well-documented that through the study of music self-confidence, behaviour and social skills can be improved alongside academic areas such as literacy, numeracy and language development. The study of music at CCHS is enjoyable, creative and a valuable experience that helps to prepare students for further education and beyond.

Lessons will be divided between performance, composition and historical study, with an emphasis on developing aural skills, whilst ensuring practical music-making and analysis is at the heart of everything we do.

## Derivation of Final Grade:

<b>Listening to and Appraising Music</b> (Externally assessed)	40%	Written paper on unprepared listening and one set work
<b>Composing</b> (Internally assessed then moderated)	30%	Two compositions of the candidates choice
<b>Performing</b> (Internally assessed then moderated)	30%	Two performances, one solo and one ensemble of approximately grade 4 (ABRSM) standard (at the end of the course)

## Course Details:

The course encourages students to become informed performers, skilled composers and understanding listeners. The course builds on skills developed in Year 9.

### Listening Paper

Assessment is through a terminal examination marked by external examiners. Candidates explore the history of Western Classical Music, music from other cultures and focus on a particular set work. This year's will be announced in due course. Students will answer questions on this work and on unprepared listening examples, focusing on the ability to identify and analyse music from a variety of cultures and times

### Composition

Following a series of lessons introducing the concepts of composition, students will compose two original works. They will have set composition briefs to choose from should they find this helpful, or they may choose another style they are comfortable with.

### Performance

Students are required to showcase their performing skills by playing two pieces:

- One solo (no more than 5 mins)
- One ensemble (no more than 5 mins)

# RELIGIOUS STUDIES

**Examination Board:** AQA – GCSE Religious Studies A (8062)

## **Derivation of Final Grade:**

100% written examination.

There are two examination papers that you will sit at the end of Year 11. Both papers are worth 50% each of the final mark. Throughout the course you will complete regular past paper practice that will ensure you become confident and efficient in your examination technique.

## **Course details:**

This is a dynamic and challenging exploration of the controversial issues that shape our world and much public debate. Students will investigate in depth, matters discussed in forums as diverse as the media, the law courts, the Houses of Parliament and amongst their friends and family. As they study these challenging topics they will think about diverse religious viewpoints.

## **Unit 1: The study of religions: beliefs, teachings and practices**

Students will study and consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will gain an understanding that the religious traditions of Great Britain are, in the main, Christian, but that in modern times Great Britain is religiously and culturally diverse. As required by the government students will explore the teachings of two religions; at CCHS we have chosen to deliver the Christian syllabus and Buddhism syllabus. Students will be required to reflect upon and critically analyse the beliefs, teachings and practices of Christianity and Buddhism. This will enable them to approach the world around them with a comprehensive understanding of two contrasting belief systems.

## **Unit 2: Religious, philosophical and ethical studies**

Students will consider Christian, Buddhist, philosophical and ethical arguments along with their impact and influence in the modern world. They will reflect upon different perspectives on the issues studied, within and/or between the two religions, as well as non-religious views. They will learn to demonstrate their understanding of religion through the application of teachings from religion and beliefs and through specific references to sources of wisdom and authority including scripture and/or sacred texts as appropriate.

Theme A: Relationships and families <ul style="list-style-type: none"><li>• Sex, marriage and divorce</li><li>• Families and gender equality</li></ul>	Theme B: Religion and life <ul style="list-style-type: none"><li>• The origins and value of the universe</li><li>• The origins and value of human life</li></ul>
Theme C: The existence of God and revelation <ul style="list-style-type: none"><li>• Arguments for the existence of God</li><li>• Revelation and Enlightenment</li></ul>	Theme D: Religion, crime and punishment <ul style="list-style-type: none"><li>• Religion, crime and the causes of crime</li><li>• Religion and punishment</li></ul>

## **Why pick Religious Studies as an option:**

Students will gain an understanding of the beliefs and values people are motivated by and so gain a sharper focus on the world around you. They will need an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions you have researched carefully.

Religious Studies is increasingly popular at both GCSE and A level. The content of such courses has changed dramatically over the years to ensure students develop a holistic approach to their studies, and become fluent in the art of academic debate. Universities believe this kind of study is excellent in providing students with the knowledge and skills necessary for a wide variety of degrees such as Medicine, Law, Philosophy, History, Politics and Economics.

# SPANISH

**Examination Board:** Edexcel (1SP0)

## **Derivation of Final Grade:**

Tests in each of the 4 assessment objectives (Listening 25%, Speaking 25%, Reading 25%, and Writing 25%).

## **Course Details:**

The key subject aims are to enable students to develop:

- an understanding of Spanish in a variety of contexts
- a knowledge of Spanish vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Spanish
- an awareness and understanding of countries and communities where Spanish is spoken
- an appreciation of the enjoyment and intellectual stimulation involved in language learning and to provide a basis for further study.

The course covers the following five 5 themes:

- identity and culture
- local area, holiday and travel
- school
- future aspirations, study and work
- international and global dimension.

These topics and their sub-topics will be explored and reviewed during the course, integrating the grammar and vocabulary in a systematic way. A variety of sources and materials will be used in order to focus the teaching according to the needs of the students on an accelerated course.

## **Examinations:**

### **Written Papers**

There is a Listening, a Reading and a Writing paper. A variety of question types are used to test comprehension, ranging from those requiring non-verbal responses, such as ticks and true/false answers to short answers in English. The Reading paper also includes a translation task from Spanish to English. In the Writing paper, students are required to complete three questions: write a 80-90 word message from a choice of two, a longer written response (130-150) from a choice of two, and a translation task from English to Spanish. The use of dictionaries is not allowed in the examinations.

### **Speaking test**

The oral is conducted at the end of the spring term in year 11. It consists of three tasks: a role play based on a card allocated by Pearson, a discussion on a picture allocated by Pearson, and finally, a conversation based on two themes, the first theme is chosen by the student and the second is chosen by Pearson.

## **Future study and careers:**

Spanish is truly a world language, having the second highest number of native speakers in the world (after Mandarin) and is the second most studied language after English. The course will provide students with a strong basis with which to approach further study in the Sixth Form and beyond. Success in an accelerated course such as this will also highlight your abilities and adaptability as a linguist, a skill highly sought-after by employers.

This will be an accelerated two year course to GCSE and will be suitable for students who have an interest in learning languages and wish to expand their knowledge of Modern Foreign Languages beyond their core choice of French or German. Students choosing to follow the course will enjoy the challenge of embarking on a new language and applying the language skills they have already acquired to learning Spanish.

# PHYSICAL EDUCATION

## **Key Stage 4 Core PE:**

In Key Stage 4 students are given the opportunity to expand and develop the fundamental skills they have learned in Key Stage 3. The two year KS 4 programme allows students to pursue the activities they particularly enjoy and learn new skills through an Option Scheme which gives each student the opportunity to choose a personal programme from a wide range of familiar and new activities. In order to maintain a balanced programme there are some compulsory activities. All students will complete the CCHS Lifesaving Award and CCHS Sports Leaders Award courses which will be internally assessed and certificated.

Compulsory activities: Health Related Fitness, Athletics, Life-Saving & Sports Leaders Award

Options: Tennis, Rounders, Cricket, Handball, Basketball, Tag-Rugby, Football, Table Tennis, Lacrosse, Dance, Boxercise, Zumba, Water polo & Trampolining.

## **GCSE PE (during core PE lessons)**

For those students in Key Stage 4 who have an aptitude for and an interest in Sport and Physical Education there is an opportunity to take the Edexcel GCSE PE examination if there are sufficient students to make up viable groups. The Examination course will take place during Core PE lessons throughout the two years and will require students to be well organised and self-disciplined as there will be a considerable amount of independent learning required in addition to the core lessons. The Examination course consists of 60% Theory and 40% Practical elements with two Theory Papers and a Practical Assessment at the end of the course. Each student will be assessed in three practical activities chosen individually from a wide range of physical activities. For further details please consult [www.edexcel.com/gcsepe16](http://www.edexcel.com/gcsepe16).

## **CORE RELIGIOUS STUDIES (Years 10 and 11)**

There are some issues that are not only provocative and exciting to discuss but society benefits from wide ranging dialogue about them. The question is, can society better itself or maybe even achieve Utopia? You will have the chance to engage with 21<sup>st</sup> century issues such as cloning, prejudice, terrorism and gender equality in Core RE lessons. Journal and newspaper articles, novels, film and religious texts are just some of the media used to investigate the values that underpin society.

This course is rigorous and encourages mature thinking and dialogue. In Year 10 these lessons are attended by all students but no examination is taken.

The course in Year 11 examines applied and theoretical business ethics. This is delivered through PSHE lessons.

Students considering taking GCSE RS will find Core RS stimulating. We ensure that course material does not overlap.

# PSHE

(Personal, Social and Health and Economic Education).

PHSE aims to make students confident, self-aware and tolerant. Students should be willing to play an active part in society and be prepared to help others.

Methods of learning include discussion and debate, film, presentation, role play, written work, speakers from outside agencies and internet resources.

Whilst no regular homework is set, pupils are expected to provide research material when required and maintain notes and reviews of work in their PSHE books.

Personal, social, health and economic education brings together work related learning, careers, enterprise and financial capability. Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviour and make positive contributions to their families, school and community. We also cover Relationship and Sex Education, following DfE guidance.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.

# CITIZENSHIP

Citizenship aims to equip students with the essential knowledge and skills to become good citizens. Students will be taught about some of the political, social and economic structures that influence their lives. They will have opportunities to discuss their rights and duties as British citizens, and, as members of a global community. They will develop their political literacy and deepen their understanding of democratic processes.

Students should develop a critical perspective on events in the world and the way they are reported. Concurrently, their sense of personal responsibility should grow.

In line with DfE guidance, the course is broken down into three main, interconnecting elements:

- acquiring the knowledge and understanding about becoming informed citizens
- cultivating skills of enquiry and communication
- promoting skills of participation and responsible action.

Methods of learning include discussions, video viewing, debate, presentation, role play and written work.

Teacher assessment and student self-assessment take place through PSHE, Biology and English.

Students will be expected to reflect on their experiences of Citizenship in order for them to develop their understanding of their role in the world.