

# **The Ashcombe School**



## **Upper School Handbook 2017**

# Upper School Handbook 2017 – 2019

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# UPPER SCHOOL HANDBOOK

## 2017 – 2019

**This handbook is intended as a guide for both pupils and parents,  
to help prepare for entry to the Upper School in September 2017**

### Introduction

Years 10 and 11 are known as the Upper School at The Ashcombe and this reflects a change in your roles and responsibilities. It is the start of your GCSE courses and it is important for you to accept you have a responsibility to work to the best of your ability and make the most of the opportunities available. We outline for you in this Handbook some of the differences you will need to know about.

### Upper School Curriculum

The school curriculum is designed to ensure every pupil has a broad and balanced education maintaining a wide choice at the age of 16. We do appreciate, however, that individuals may have a particular aptitude or interest in some particular curriculum area and want to choose a set of subjects to suit. You will see from the table below that “core” courses, which are taken by everybody, occupy half the week (20 periods out of 40) and for the other half (20 periods out of 40) you can make choices within broad areas to suit your interests and strengths. The vast majority of option choices take up four periods. The exceptions are Personal & Social Education (PSE), Core PE, short course RS and the on-timetable part of Spanish, each of which occupy two periods.

	<i>Curriculum Area</i>	<i>No. of Periods / Week</i>	
<b>Core (taken by all)</b>	Mathematics	6	20
	English & English Literature	6	
	Science	8	
	ICT (core), Citizenship, Work-Related Learning	Taught across curriculum	
<b>Options (choice within)</b>	Modern Language	20	
	Humanities (RS, Geog., Hist.)		
	Technology / Expressive		
	P.E., PSE, RS		
	Further free choices		
<b>TOTAL</b>		40	

\* (each period = 35 mins; in Upper School, lessons are always taught in double periods of 70 mins)

### Core courses taught across the curriculum

- Citizenship will be covered in Personal and Social Education, other subject lessons, Tutor Periods and assemblies.
- Information and Communication Technology (ICT) (core) will be covered in subject lessons including PSE.
- Work Related Learning is covered across the curriculum and through International Business Week, Careers Fair and Work Experience Week.

## Change from previous years regarding "short courses"

In previous years up to Sept. 2015, in order to help pupils keep a breadth of curriculum, there have been a range of 'short' courses available. These were studied for 2 periods per week, instead of the more usual 4, and counted as half a GCSE. Unfortunately, from last year (Sept 2016 onwards), these have all been withdrawn by the exam boards following Government changes – apart from short course R.S. In our view, this is very regrettable, but we have discussed with Governors how best to offer subject flexibility **within the constraints of the timetable**. Although this makes the choice process more complex, we believe that the outcome will be better for pupils than if we had taken a simplistic, rigid approach to the necessary changes.

The flexibility will be within the choices around PE, PSE and RS (and Spanish) within an overall requirement to study a broad and balanced curriculum. This is probably easiest to understand through examples, which will be described and talked through at the presentation at the Upper School Evening on January 19<sup>th</sup>, but are expressed below.

Curriculum Area	minimum	further possibilities
P.E., PSE, RS	<b>see table below for possible combinations</b> N.B. must include PE (either core 2pds or GCSE 4pds) and/or PSE	
Modern Language	<b>4 pds (Fr or Gn)</b>	possibility of <b>extra 2<sup>nd</sup> or 3<sup>rd</sup> Language</b> : a) Fr, Gn as "Other"; b) Sp as on- + off- t/t - the on-t/t part can count in the PE/PSE/RS slot c) doing Gn on timetable, and French as an extra after-school d) doing Italian GCSE after-school
Humanities (RS, Geog., Hist.)	<b>2 pds RS*</b> or <b>4 pds Hi or Ge</b>	a) taking Full RS (4pds) instead of Short RS (2pds) b) taking more than one out of RS, Hi, Ge
Technology / Expressive	<b>one (4 pds)</b> out of Art, Drama, Graphics*, Catering, Computer Science, Music, Product Design*	doing more than one (within overall requirements)
Further free choices	none if number of slots filled	any of the courses plus Child Development

\* pupils should not do both Graphics and Product Design

### The 7 possible combinations for PE, short RS, PSE and Spanish

	PE	short RS	Spanish	PSE
1.	GCSE PE	short RS*		PSE
2.	GCSE PE		Spanish	PSE
3.	core PE**			PSE
4.	core PE**	short RS*		
5.	core PE**		Spanish	
6.			Spanish	PSE
7.		short RS*		PSE

\* selecting a combination including short RS will satisfy the requirement to study a Humanities subject

\*\* pupils may choose to do GCSE PE in addition to core PE

As in previous years, if there is a very particular positive reason for parents requesting, **within the constraints of the timetable**, a variation on the requirements, then Governors will consider a written request. Any request should be discussed in advance with a member of Senior Team to check whether it is feasible **within the constraints of the timetable**.

## **PE**

Pupils can choose to do EITHER the 'core' 2 period course (which does not lead to an examination) OR the full 4 period GCSE course, but they must do either PE or PSE (and preferably both) so as to be covering aspects of healthy living

## **Humanities (Geography, History, Religious Studies)**

At least two periods of Humanities must be studied as part of a broad and balanced curriculum.

## **Religious Studies (R.S.)**

It is a legal requirement to follow either a full or short course in R.S., although in this subject parents do have the right to withdraw their children. Given the strong emphasis which will be placed on moral education as well as religious education in this course, we believe it has a valuable part to play in a programme of broad education for upper school pupils. The Humanities option requirement may be met by selecting to do a Religious Studies (R.S.) course. However, if you do NOT wish your child to study the R.S. full or short course, please tick the box on the form.

## **Curriculum Support**

There may be a few pupils for whom it would be appropriate to have extra support time. This would occur in lesson time in place of a GCSE course. The school is identifying pupils in this category who meet specific criteria, and will approach pupils and parents in time for discussion at the forthcoming Parents' Evenings. Please tick the box on the form but still make a full selection of subjects.

## **Vocational courses**

The school has joined with East Surrey College and other schools in South-East Surrey for a Government-funded scheme to run vocational courses at the college for one day a week. There are likely to be a few places for pupils on: NVQ Level 1 in Motor Vehicle, NVQ Level 1 in Public Services, NVQ Level 1 Hair and Beauty and a NVQ Level 1 in Construction. There may also be places on Engineering and Health & Social Care. There will be timetabling complexities around this which restrict the option choices available and individual discussions with pupils will identify the implications. If you are interested in this possibility, please tick the relevant box on the preference form. Please tick the box on the form but still make a full selection of subjects.

## **Dance**

The Level 1 Dance leadership award is open to all pupils. The course is delivered over two lunch sessions each week. There is a practical and theory section to the course. Please tick the option box on your options form in Stage 3 if you are interested in the Dance course.

<http://www.sportsleaders.org/courses/qualifications/qualifications/level-1-award-in-dance-leadership/introduction>.

## **Modern Language courses**

All pupils will study French or German on timetable as part of their core entitlement. If you are interested in studying additional modern foreign languages (Spanish, Italian), please tick the box on the option choice form. We will contact all pupils who have indicated an interest and decide which the best way of organising the provision is, e.g.: on timetable, after school etc. so as to suit as many pupils as possible.

## **English Baccalaureate (EB)**

Michael Gove, when Secretary of State for Education, introduced the idea of an English Baccalaureate (EB) in January 2011 as a school performance measure. By this term he meant the **percentage** of pupils

in a school who gained **full A\*- C grades in English AND Maths AND Science AND Languages AND “Humanities”**. Because this school has always required pupils to follow a broad and balanced curriculum, pupils at this school automatically study combinations of subjects which meet the criteria of **English AND Maths AND Science AND Languages AND “Humanities”** with the exception that Religious Studies is not counted as a Humanities subject, neither are short courses.

However, as a school, we believe that R.S. should count as a Humanities subject, and this has been part of our Options process for many years. Therefore, we will not be changing the requirements as listed above, but do feel that it is appropriate to pass on the current position so that choices are not being made without that information.

## New GCSEs from September 2016

There has been considerable national change throughout all Key Stages which will continue over the next few years. The pupils entering Year 10 in September 2017 will be affected by these changes in a number of ways.

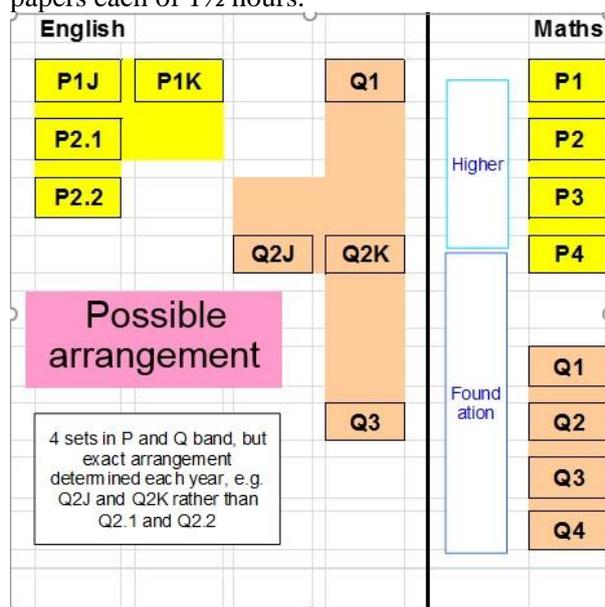
**The majority of GCSEs will have changed to the new assessment for courses beginning Sept 2017** (the exception is Child Development for The Ashcombe curriculum). We are offering a Cambridge National in Child Development which is equivalent to the old GCSE which has been stopped by the government. Changes to English and Maths occurred in Sept 2015, and most other GCSEs in Sept 2016. The most widely reported change in the national press has been the move to a new grading system. The pupils starting the majority of their GCSEs in September 2017 will have a grading system based on numbers rather than letters. Exams will be graded from 9 to 1, with 9 being the highest. Pupils who fail will be awarded a "U" for an unclassified result. Crucially, the new grades will not simply map directly onto the old ones.

New	Current
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	U

### The key changes for English and Maths that occurred in September 2015, and will continue for pupils starting Y10 in Sept 2017:

**English** has moved to an untiered system, i.e. there will NOT be a Foundation Tier and Higher Tier as there was before. Pupils will be assessed by written exams at the end of the course, so there will not be any Controlled Assessment (or "coursework").

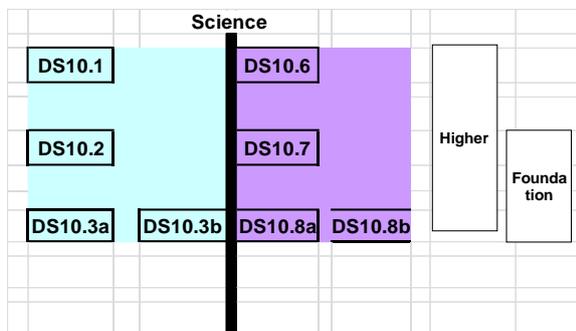
**Maths** has retained the tiered system, i.e. there is a Foundation Tier and Higher Tier, with an overlap. The Department for Education (DfE) has tightly specified the content for "Foundation only", "overlap" and "Higher only", and the assessments are designed to cover the material with pupils sitting three written papers each of 1½ hours.



**English and Maths:** For Years 10 and 11, we have a structure enabling us to provide an extra group for both English and Mathematics, hence allowing us to address the issue of preparing pupils for the appropriate tier of examination and to enable the delivery of the curriculum in the lesson to be pitched at the correct level.

The Heads of Mathematics and English agree on the allocation of pupils to the P or Q band. Where there is evidence of a significant difference in individuals' English and Mathematics ability, their ability in Mathematics is the priority for the decision, as the curriculum content and approach are fine-tuned to the ability level of the set. Analysis of Year 11 results indicates that the pupils have benefited from the finer setting which has been made possible by

this arrangement. In particular, we would draw your attention to the fact that able English pupils have attained top grades in Q1. We are also able to provide smaller groups for pupils in the lower sets.



Everyone does Science. Everyone does Biology, Chemistry and Physics and everybody ends up with 2 GCSEs covering Biology, Chemistry and Physics. One part of the year group does Science in one series of time slots, and the other part does it in a different series of time slots.

### Nature of Assessment

Many subjects will now have all assessment done in the form of a final examination rather than having aspects of controlled assessment. Each subject has included details of the content and assessment for their GCSE courses as specified by the Department for Education (DfE). We will provide more information as it becomes available from the exam boards and Ofqual (the independent regulator for examinations)

# Making your decision

## Problems to avoid

The following are often said in the Autumn Term of Year 10 (or even later) as individuals ask to change their option choices:

- "I chose the subject because I liked the teacher last year"
- "I didn't choose the subject because I didn't like the teacher last year"
- "I chose the subject because it was new and different"
- "I didn't choose the subject because I hadn't done it before so I didn't know anything about it"
- "I chose the subject because my friends were doing it"
- "I didn't choose the subject because none of my friends were doing it"
- "This subject isn't what I thought it would be"
- "I thought it would be just practicals"
- "I find this subject too hard"
- "It involves a lot more writing than I thought"

Whilst a change can be considered, it is not always possible or wise to change options. It is useful to learn from other people's mistakes and avoid these situations by thinking and talking things through beforehand.

## What to do now

Between now and 10th February, when the Initial Course Preference Forms have to be returned, there will be much work done in school to prepare you for the decisions that need to be taken.

Form tutors play a key role in assisting you with your decisions through the Tutor Period. We are very anxious that the selections made are appropriate to the ability and aptitude of each individual pupil. The options chosen will be checked and, where there is a problem or a concern, the individual pupil will be seen and further guidance given. Parents will be kept fully informed and involved.

Please read this booklet carefully. The pages at the end give you details of what choices are to be made, and how to make them.

There will be plenty of opportunity to ask questions of a whole range of people over the next few weeks. Do, please, make the most of this opportunity, and make your decisions wisely.

## Some Points to Note

### Attendance

The GCSE courses are intense and currently involve controlled assessment throughout the year. It is very important that absence is kept to a minimum and we urge all parents to arrange holidays outside term time. Any request for a holiday during term time would be unlikely to be agreed unless the circumstances were exceptional.

### Availability of course choice

At this stage we are offering a wide range of courses in order to establish which patterns of choices emerge. Eventually we will have to balance possible choices against resources available and timetable constraints. Pupils should be aware that, as a consequence, they may have to make some adjustments at a later stage in the option process. In these cases we will continue to give opportunities for further consultation.

### How are setting decisions made?

The principles behind setting decisions are exactly the same as in the lower school. Pupils are grouped primarily according to their current attainment shown through performance in tasks set under controlled conditions, and not by attitude or gender. It is not a 'punishment' to be in a lower set, and we do not use

the setting system as a means of motivating pupils. In addition to internal examination results from Year 9, teachers are also able to draw upon Key Stage 3 levels awarded in order to inform their decisions. Setting is reviewed on a regular basis, and moves may be made throughout the year on the basis of attainment.

### **Questions and queries**

We hope that pupils will be comfortable in the classes allocated to them. If you have any queries relating to the Key Stage 4 courses, please address them to the following people:

<b>Query</b>	<b>Contact</b>	<b>2<sup>nd</sup> Contact</b>
Setting decisions	Ms Myers	
Option decisions	Mr Robinson	
Subject content	Head of Department	Mr Robinson/Ms Myers

Ms Myers can be contacted on [myers.helen@ashcombe.surrey.sch.uk](mailto:myers.helen@ashcombe.surrey.sch.uk)

Mr Robinson can be contacted on [robinson.james@ashcombe.surrey.sch.uk](mailto:robinson.james@ashcombe.surrey.sch.uk)

## Art – Ar.4

### Fine Art Endorsement - Full Course

Head of Department: Mrs C Knight

#### Why study this subject?

- You will continue to develop your interest and enthusiasm for Art
- You will develop your visual language skills and build a comprehensive Portfolio of 2 years' sustained study as evidence of your ability to progress to further courses at GCE AS level, BTEC Nationals, Specialist Diplomas in Creative and Media or Employment
- Careers could be pursued in Design for Graphics, Fashion, Interiors and 3D, Furniture, Ceramics, Glass, Products, Jewellery, Textiles and Theatrical or in the Fine Arts, Photography, TV or Film Making

#### What will you study?

You will:

- Learn creative and practical skills and develop your competence in working with a range of media as well as in refining and developing ideas
- Develop your cultural knowledge through the study of other artists and the function of Art in society
- Learn critical and analytical skills which enable you to experiment and to explore creative possibilities, and to become confident in taking risks by learning from mistakes when experimenting with ideas, materials, tools and techniques
- Develop personal attributes including self-confidence, resilience, self-discipline and perseverance

These qualities will enable you to produce creative, expressive and personal work in response to themes and starting points set by the department.

You will work in **two or more** of the following activities: Painting, Drawing, Printmaking, Sculpture, Lens-based imagery, and other forms of two and three-dimensional imagery.

#### How will you be assessed?

You will be assessed on TWO Units:

**Assessment 1: A Candidate Portfolio (60%)**

Controlled Assessment

Portfolio to be produced in a specified time showing your personal response to themes set by the department.

**Assessment 2: Externally Set Task (40%)**

A response to ONE question from a Question Paper issued in January of the second year of the course by the Exam Board.

You will have a preparatory period followed by a time-limited Supervised Task Period (Exam).

#### Something to consider ....

- You will be asked to go on visits to an Art Gallery as part of the course
- You will need to purchase Sketchpads, Canvasses, Pencils, Erasers, Paints, Brushes and other materials to complete studies at home

# Computer Science: - CS.4

Head of Department: Mr P Slater

## Why study this subject?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an underpinning subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

Pupils studying this specification will learn how to create applications that:

- Run on desktop computers and are written using Python, a high-level programming language.
- Demonstrate the core principles of sequence, selection and iteration which are common to all programming languages.

In addition, they will:

- Learn how the hardware of a computer operates.
- Gain an understanding of the fundamental concepts of networks, web pages and databases.

## What will I study and how will I be assessed?

- Component 1 – Principles of Computer Science. This is assessed by a 1 hour 40 minute exam and is worth 40% of the marks. The questions range from short responses to extended written answers and cover content from the whole course.
- Component 2 – Application of Computational Thinking. This is assessed by a 2 hour exam and is worth 40% of the marks. The questions are based on a scenario and range from short responses to extended written answers.
- Component 3 – Project. 20 hours of non-examined assessment worth 20% of the marks. This work will be started in Year 11.

## Something to consider .....

- You will need to be interested in programming for this course. You are likely to develop your programming skills quicker if you are strong at Mathematics and can think logically.
- This course is not ICT.

# Design Technology

Head of Department: Mrs J Jackson

We are currently considering which exam board to select for Design and Technology. The content given is provided from one exam board and is likely to feature in the final GCSE. Please do contact Mrs Jackson if you have any specific queries.

You will be awarded a GCSE in Design and Technology. You can specialise in Graphic Products or Product Design. This means that your Non-exam assessment task will be based on one of these two areas and Section B of your written exam paper.

## Why study this subject?

- You will participate and gain confidence in an increasingly technological world.
- You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.
- Develop your ability to work creatively when designing and making and apply technical and practical expertise.
- Career opportunities include; Architecture, Interior Designer, Product Design, Computer Games, Illustration, Advertising, Printing, Model Making

## What will you study?

### Core technical principles

New and emerging technologies, Energy storage and generation, Modern and smart materials, Systems approach to designing, Mechanical devices, Materials and their working properties

### Specialist technical principles

Selection of materials and components, Ecological and social footprint, Scales of production, Stock forms, types and sizes, Specialist techniques, Surface treatments and finishes, Sources and origins

### Designing and making principles

Techniques and processes, Investigation, primary and secondary data, Environmental, social and economic challenge, The work of others, Communication of design ideas, Prototype development, Design strategies

The areas above will be taught through a range of theory and practical lessons.

## How will you be assessed?

### Paper 1: Written exam, 2 hours

100 marks, 50% of GCSE

#### Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### Section B – Specialist technical principles (30 marks)

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

#### Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

### Non-exam assessment (NEA)

Non-exam assessment: 30-35 hours

100marks, 50% of GCSE

This is a substantial design and make task which will specialise in Graphic Products or Product Design. You will investigate, design, make, analyse and evaluate. You will also produce a working prototype and a portfolio of evidence.

## Something to consider ....

You will be expected to demonstrate your design ability throughout the two year course. An interest in design and a level of creativity and drawing skills are expected.

## **Drama – Dr.4**

Head of Department: Mrs M Hickerton

### **Why study this subject?**

- Learn essential personal and development skills to promote yourself in your chosen career. Drama continues to support creative and interpersonal careers in retail, travel and tourism, sales and marketing, any career that involves meeting people face to face.
- GCSE Drama provides a curriculum to ignite and engage your creativity, passion and interests. It also provides freedom for you to experiment and take risks within your work.
- Be part of a close-knit and supportive community subject.
- Trips to major theatres in London.

### **What will you study?**

- Improvisation techniques – practical
- Acting to interpret a published script – practical
- Aspects of design – set design, costume, make-up, lighting, props
- Analysis of live productions and texts
- Analysis of your own work – written

### **How will you be assessed?**

The assessment objectives are:

- Apply knowledge and understanding of drama when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context
- Develop a range of theatrical skills and apply them to performances
- Work collaboratively to generate, develop and communicate ideas
- Reflect on and evaluate their own work and that of others

There are 3 units:

Unit 1 (30%) – This unit consists of a performance and a portfolio and is internally assessed.

Unit 2 (30%) – This unit is a performance for an external examiner.

Unit 3 (40%) – This unit is a written exam.

### **Something to consider ....**

Success in Drama is normally gained through hard work, submission of written work that has been carefully prepared, a willingness to work practically with a wide variety of people, a willingness to perform publicly and a genuine desire to embrace each and every lesson with confidence and a willingness to learn.

# English - En

Head of Department: Mrs C Petrie

## Why study this subject?

**Speaking and Listening** – communicating verbally with clarity and confidence

- You will develop your ability to formulate, clarify and express your ideas verbally for a variety of different audiences and purposes
- You will develop your ability to listen and respond appropriately to the ideas proposed by others

**Reading** – understanding different meanings in a wide variety of texts

- You will develop your ability to read accurately and fluently
- You will understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from different cultures and traditions
- You will be able to analyse and evaluate a wide range of different texts

**Writing** – expressing ideas and opinions in writing with clarity and control

- You will be able to adapt writing for different purposes and audiences
- You will have the opportunity to develop a rich and varied vocabulary
- You will learn different ways to improve the style of your writing
- You will develop the ability to control writing through punctuation and grammar
- You will learn a wider range of presentational skills to engage the reader

## What will you study?

### English Language

- Paper 1: 50% Explorations in Creative Reading and Writing – how writers use narrative and descriptive techniques to engage the interest of readers
- Paper 2: 50% Writers' viewpoints and perspectives - looks at how writers present a similar topic over time

Please be aware that technical accuracy in spelling, punctuation and grammar are assessed in both language papers.

Non-examination Assessment: Spoken Language

### English Literature

- Paper 1: 40%
  - Section A: Shakespeare, *The Merchant of Venice*
  - Section B: A nineteenth century novel, *A Christmas Carol*
- Paper 2: 60%
  - Section A: Modern texts, *Lord of the Flies* or *An Inspector Calls*
  - Section B: Poetry, a selection of 15 poems from the AQA anthology
  - Section C: Unseen Poetry, two questions.

# Geography– Ge.4

## Full Course

Head of Department: Miss C Mulligan

### Why study this subject?

Pupils will travel the world from the classroom, exploring case studies in the United Kingdom (UK), High 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. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people. It is a subject about now and the future.

### Pupils will:

- Learn to make sense of your surroundings, both human and physical
- Gain knowledge of different places and environments around the world
- Develop an appreciation of the threats to our environment, evaluate different solutions to these issues and learn how you can make a difference
- Learn about the opportunities, constraints and challenges facing different people throughout the world
- Develop your range of skills including: map work; problem solving; group work; communication skills (presentation, writing, debating) and ICT

### What will you study?

In Years 10 and 11 you will study a range of human and physical topics, including:

**Human geography:** Urban issues and challenges, the changing economic world and the challenge of resource management.

**Physical geography:** The challenge of natural hazards, coasts, glaciers and global ecosystems.

You will have the opportunity to develop geographical skills through fieldwork including a local rivers study and a visit to an urban area.

### How will you be assessed? (Subject to change, currently awaiting accreditation)

- **Paper one: Living with the Physical environment**  
This exam will be a series of short and extended answer questions. You will be expected to analyse resources (e.g. graphs; newspaper articles; maps) and write about real places that you have studied.
- **Paper two: Challenges in the Human environment**  
This exam will be a series of short and extended answer questions. You will be expected to analyse resources (e.g. graphs; newspaper articles; maps) and write about real places that you have studied.
- **Paper three: Geographical research and application**  
You will be expected to undertake two geographical investigations. Pupils' understanding of the enquiry process will be assessed through questions based on the use of fieldwork methods and analysis.

### Something to consider ....

- An interest in the world around you is essential for pupils studying geography
- You will be expected to participate in the fieldwork which involves a couple of days outdoors!

# History – Full – Hi.4

## Full Course

Head of Department: Mr J Townend

### Why study this subject?

- Develop a critical approach to evidence, events and ideas
- Acquire knowledge and understanding of World History from 1060 to the present day
- Acquire historical skills, knowledge and understanding necessary for progression to further learning

### What will you study?

#### Anglo-Saxon and Norman England, c1060–88

- Anglo-Saxon England and the Norman Conquest, 1060–66
- William I in power: securing the kingdom, 1066–87
- Norman England, 1066–88

#### Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- Role of religion, science and theory in explaining the varying causes and cures of illness
- Role of key individuals include Galen, Harvey, Vesalius, Pasteur, Koch, Nightingale and Snow
- Case studies on Black Death, Great Plague, Cholera and 20<sup>th</sup> Century War

#### Superpower relations and the Cold War, 1941–91

- The origins of the Cold War, 1941–58
- Cold War crises, 1958–70
- The end of the Cold War, 1970–91

#### The USA, 1954–75: conflict at home and abroad

- The development of the civil rights movement, 1954–60
- Protest, progress and radicalism, 1960–75
- US involvement in the Vietnam War, 1954–75
- Reactions to, and the end of, US involvement in Vietnam, 1964–7

### How will you be assessed?

- You will sit three written papers at the end of Year 11 which are worth 100% of your final grade. The exams vary from 1hr 15 to 1hr 45. We will carry out internal assessments throughout the year to monitor progression.

### Extra-Curricular activities

- You will have the opportunity to visit the Battlefields and memorials of World War One on the 3 Day or 1 Day trip
- Proposed trip to the Old Operating Theatre and London Dungeons
- Re-creation of the Battle of Hastings
- History Support Classes every Wednesday

### Something to consider ....

The new GCSE will be looking at a much broader range of topics than the previous exam.

# Home Economics: Child Development – HC.4

Head of Department: Dr J Smith

## Why Study This Subject?

- You will acquire and apply skills, knowledge and understanding of how important caring for children is in our society
- You will develop an understanding of pregnancy
- You will develop some practical skills required when caring for babies and the under 5s
- You will acquire some experience working with children and keeping them happy

## What will you study and how will you be assessed?

1. Understanding the equipment and nutritional needs of children from birth to five years (25% - Teacher Assessed Unit)
2. Understanding the development of a child from birth to five years. This is a child study and will involve you meeting and supporting a young child. (25% - Teacher Assessed Unit)
3. Final Written Examination: Health and wellbeing for child development (50%)

## Something to consider ....

Pupils will be expected to visit local playgroups to complete their project. This is a great experience but requires good organisational and motivational skills. This qualification is accepted by nurseries and is a good foundation for those wishing to work with young children.

The qualification obtained will be an OCR Cambridge National Certificate in Child Development which counts as a GCSE and has a full range of grades available

# Home Economics - Food Preparation and Nutrition – HF.4

Head of Department: Mrs N Evans

## Why Study This Subject?

If you are interested in pursuing a career related to food preparation or if you are interested in developing vital skills which enable you to feed yourself and others affordably and nutritiously now and later in life, then this course is for you!

## What Will You Study?

You will study the **theory** of food preparation and nutrition, and learn how to apply this to your understanding of food and nutrition to **practical** cooking.

### A. Nutrition

This includes:

- recommended guidelines for a healthy diet for people at different stages of their lives
- how to calculate energy and nutritional values and plan recipes, meals and diets accordingly

### B. Food

#### i) Where food comes from e.g.

- where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production
- the development of culinary traditions in British and two international cuisines

#### ii) Food choice e.g.

- the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion
- how the information about food available to the consumer, including food labelling and marketing, influences food choice

### C. Cooking and food preparation

- The scientific principles underlying the preparation and cooking of food
- Preparation and cooking techniques

## How Will You Be Assessed?

### Component 1: Principles of Food Preparation and Nutrition - 50% of qualification

Written examination: 1 hour 30 minutes

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

### Component 2: Food Preparation and Nutrition in Action - 50% of qualification

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours - The Food Investigation Assessment. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: 12 hours - The Food Preparation Assessment. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food

## Something to consider ....

It is important that pupils are aware that they will not cook every lesson and that the theoretical understanding of the course is vital for success in the subject.

# Mathematics - Ma

Head of Department: Mr J Bright

## Why Study this Subject?

- To gain confidence in your use of mathematics.
- To enjoy mathematics and gain an appreciation for the application of mathematics in the world around.
- To be able to use mathematics to tackle problems in the work place and everyday life.
- To develop problem solving skills and the ability to think rationally.
- To develop a firm foundation for further study in mathematics.

## What will I study?

- Pupils will continue to study the concepts and skills they have been learning over the last three years, taking these to new levels.
- Teaching will be organised into the following broad topic areas:
  - Number
  - Algebra
  - Ratio, Proportion and Rates of change
  - Geometry and Measures
  - Probability and Statistics

## How will I be assessed?

- Pupils will be assessed at the end of year 11 with three final exams. Each exam will be one and a half hours in length.
- One of the assessments will be non-calculator but the other two will require a scientific calculator.
- Any topic can be assessed in any of the exams, although some topics will be naturally more suited to one or the other.
- Exams will be equally weighted and there is no controlled assessment during the course.
- There will be foundation and higher tiers available for the exam with different 'grades' available on each.

# Modern Foreign Languages - MFL

## French/ German/ Spanish and Italian

Head of Department: Ms L Trotman

### Why Study this subject?

Following a course in a Modern Foreign Language should encourage you to:

- Acquire the skills necessary to compete better in the global workplace – companies value languages and are actively asking for candidates to offer Language skills
- Communicate with people of other cultures – good communication skills are highly regarded by universities, colleges and employers
- Communicate effectively in the Language through speaking and writing
- Listen and respond in conversations with speakers of that language
- Read and understand the key information from a range of materials including web pages, leaflets, adverts and travel information
- Understand and apply the grammar of the language to enable you to speak and write freely
- Develop your knowledge and understanding of the countries and communities where the MFL is spoken
- Gain a good foundation for further study as well as practical / professional use of the MFL

### What will you study?

You will be studying a range of topics so that you can understand and communicate information in the following areas:

- Identity and Culture, e.g. personal information / family / hobbies / technology
  - Local, national, international and global areas of interest, e.g. home / local area/ environment / social issues / travel and tourism
  - Current and future study and employment
- Topics previously studied will be 'revisited' and continued in further detail.

### How will you be assessed?

Each of the 4 skills contributes towards your final grade in the following way: Listening 25%, Speaking 25%, Reading 25%, Writing 25%

- There will be translation into English as well as into the MFL.
- All skills are examined with a terminal examination at the end of Year 11

### Something to enjoy....

- You will be expected to speak the language regularly in lessons!

### Additional Languages at GCSE

**SPANISH** - Spanish courses are aimed at those pupils who, ideally, have previous experience of learning Spanish in years 8 & 9. If pupils have not studied Spanish during year 9 but would like to choose Spanish as an option, please speak to Ms Trotman.

**ITALIAN** – Italian GCSE is offered in year 10. Pupils start from scratch and are able to take a GCSE at the end of year 11. Please ask your Languages teachers about your suitability for this course.

**HOME LANGUAGES** – If you speak another language at home it may be possible to take a GCSE in that language. This will give you an additional GCSE and recognition that you can offer another language. We do not teach these languages but we can make it possible for you to take the GCSE.

Languages that have been taken in the past include Japanese, Chinese, Polish, Russian and Gujarati. Other languages are available. Please see Ms Trotman for further information.

# Music – Mu.4

Head of Department: Ms H Sampson

## Why study this subject?

The music course offers opportunities to develop your understanding and appreciation of a range of different kinds of music. You will develop critical thinking skills through composing, performing and listening to a range of styles and traditions.

Through the course you will:

- Develop skills in making music performances both individually and in groups
- Make progress in thinking critically about music through learning new vocabulary
- Develop your understanding of the cultural context of musical styles
- Acquire knowledge to help you compose your own music
- Develop skills and knowledge of music software (Cubase and Sibelius) to help you realise musical ideas
- Learn how to interpret a music score

## What will you study?

### Performance

- You should develop skills to practice and rehearse effectively, working towards performances that are accurate and show awareness of musical detail
- You will be assessed on your performance of a minimum of two pieces: at least one solo and one ensemble. The combined running time of your pieces will be at least 4 minutes.
- Your final assessments will be pieces of your own choice

### Composition

- You will have time to create your own pieces and have guidance in developing your ideas
- Two pieces will be submitted to the board demonstrating your creativity and technical abilities
- Composition work can be done using instruments, voices or music technology (Cubase/Sibelius)

### Listening and Appraising

- The course allows you to explore a range of pieces from Classical through to Popular styles; taking in World music and Western art music of the twentieth century
- You will find out how specific pieces in the syllabus relate to the musical and historical context
- Through this part of the course you will develop the way you listen to music and are able to respond to it in words, giving informed opinions as to your preferences

## How will you be assessed?

Performance	30%	1) A solo performance of one or more pieces. 2) A performance given as part of a group of one or more pieces.
Composition	30%	Two compositions of a minimum of one and a half minutes duration. One is free choice, the second to a given brief or stimulus.
Listening	40%	A listening exam requiring responses to extracts from some of the songs and pieces studied and to some unprepared pieces.

## Something to consider ....

Pupils will be covering a wide range of musical genres during the course.

# Personal and Social Education - PSE

Head of Department: Mrs N Evans

## When studying this subject you will:

- 1) Use communication skills by asking questions, listening to others, challenging ideas or investigating topics
- 2) Participate with others by actively listening to others, by making others feel safe and accepted
- 3) Express ideas, while considering others' viewpoint
- 4) Use practical skills to a high standard in both food work and sport activities
- 5) Acquire and apply skills, knowledge and understanding of how society works and what influence you can have in the future

## What will you study?

### Year 10:

- **Health**

Looking at the consequences and possible effects on health from the following: relationships and sex education, drugs, stress, cancer and being disabled

- **Parenting – Every Child A Wanted Child**

Discussing the issues that parents find difficult when bringing up children such as: pregnancy, the role and influence of parents, education, discipline, and the effects of disabilities on a family

- **E-safety**

Looking at the risks associated with ICT and social media, including cyber bullying, scamming and sexting

- **Food Hygiene Certificate**

An online programme that helps develop positive life skills. Areas include personal hygiene, food contamination, food laws and food preservation. Pupils receive a recognised certificate on completion.

### Year 11:

- **Rights Issues**

Discussing the United Nations Human Rights Declaration and how these rights are infringed upon worldwide. Topics may include: discrimination, refugees, the death penalty and euthanasia.

- **Food Course - Going It Alone**

Giving practical ideas on how young people can cater for themselves with limited budget and facilities and while living with others.

- **Personal Finance – Living Together**

Looking at levels of income and demands made on income. Managing money for food, living and extras e.g. module places.

- **Work Experience**

Preparation for working, a week in the World of Work seeing how a business works and summarising experiences. On returning to school, pupils evaluate skills and knowledge acquired in the workplace.

## How will you be assessed?

There will be no external assessment in PSE.

# Physical Education GCSE - PE.4

Acting Head of Department: Mrs N Evans

## Why study this subject?

- In varying capacities most people are involved in the world of sport. This course offers a lively, practical approach to the serious study of sport and forms an excellent foundation for many sport and health-related careers. It leads to a full GCSE qualification.
- An involvement in sport usually requires characteristics that employers are interested in, such as motivation, responsibility and the ability to work as part of a team. This course aims to encourage such qualities.
- Studying a subject you really enjoy leads to greater motivation and if you are motivated you work harder. This will lead to you achieving your potential.

## What will you study?

The course is divided into three components:

1. The human body and movement in physical activity and sport (Unit 1 - Theory)
2. Socio-cultural influences and well-being in physical activity and sport (Unit 2 - Theory)
3. Practical performance in physical activity and sport (Unit 3 - Practical)

## How are they assessed?

**Paper 1** (1hour 15) - The human body and movement in physical activity and sport (30% final grade)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

**Paper 2** (1 hour 15) - Socio-cultural influences and well-being in physical activity and sport (30% final grade)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

There will be a mixture of multiple choice / objective test questions, short answer questions and extended answer questions.

## Non exam assessment

- Practical performance in three different physical activities in the role of player/performer.
- Analysis and evaluation of performance to bring about improvement in one activity.
- 40% of GCSE

## Something to consider ....

The PE course is a combination of theory and practical and pupils should be aware that they will spend a significant amount of the course in the classroom.

# Physical Education: Core course - PE.2

Acting Head of Department: Mrs N Evans

Pupils have one double period per week. **The course does not lead to a GCSE examination.**

## Why study this subject?

- It gives you the opportunity to experience a number of different sporting activities in more practical situations
- In Year 11 you will be given the opportunity to use some of the facilities in the local area that you may wish to continue using when you leave school
- The idea is that you leave school with the knowledge of the benefits of a healthy lifestyle
- An involvement in sport usually requires characteristics that employers are interested in, such as motivation, responsibility and the ability to work as part of a team. This course aims to encourage such qualities.

## What will you study?

### Year 10

Pupils follow an option programme of study based on the following performance pathways:

- Competition
- Aesthetic
- Health Related Fitness
- Leadership - this is an accredited course that teaches pupils how to coach and lead young people in small sided games
- Alternative Sports

The focus of study is on advanced tactics and strategies, the role of the official and the importance of exercise and activity to personal, social and mental health and well-being.

### Year 11

A similar programme is offered but pupils are given a wider choice of activities which may include the use of facilities in the local community. Examples of activities are Aerobics, Self Defence, Fitness, Yoga and Golf.

## Something to consider ....

You will be required to perform practically within this subject and bring the correct PE kit to each lesson.

# Religious Studies - Full GCSE – RS.4

## Full Course

Head of Department: Miss C Mulligan

### Why study this subject?

- Do you like to think philosophically, to question ideas that are usually taken for granted? Do you sometimes wonder why we are here, or what makes something right or wrong? Do you enjoy expressing your ideas and questioning others? If you do, then you have found the subject you were looking for!
- RS is a challenging and rewarding, puzzling yet stimulating, subject. It will encourage you to wonder at the existence of the universe, to question what we ought to do while we're here, and what, if anything, comes after.
- Studying RS will help you to develop your critical thinking skills, as well as your ability to empathise with others and express your own views. It gives you the opportunity to consider the way that people live and the beliefs they have. It will encourage you to draw on your own experiences and beliefs in order to apply them to situations that you are unlikely to have considered before.
- Lessons will involve discussion, video clips, stimulus material and a chance for you to think! In doing so it should help you to gain a better understanding of other people, and some of the most important issues facing the world today.

### What will you study?

#### Paper 1 and 2 - Beliefs and teachings & Practices

Learners will be studying two of the major world religions, these are:

- Christianity
- Islam

#### Paper 2 - Religion, philosophy and ethics in the modern world from a religious perspective

Four themes to be studied in the context of Christianity:

- Relationships and families
- The existence of God, gods and the ultimate reality
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes

### How will you be assessed?

Paper 1 and 2 will be assessed with a 1 hour written paper, both worth 25% of the final GCSE. Paper 2 will be assessed with a 2 hour written paper worth 50% of the final GCSE. All exams will be sat at the end of Year 11.

### Something to consider ....

Two skills are required:

- The first is the ability to think openly. This means being willing to question other people's ideas and your own. You do not need to have any personal religious belief in order to study RS, but you must be prepared to consider all the issues studied from both religious and non-religious perspectives (which will include Christian, Muslim and other world views).
- The second key skill is closely related to the first; namely, the ability to listen to other people and to respect their views. Issues will frequently be explored through discussion and it is essential that you are able to let others speak and are willing to share your own views.

# Religious Studies – Short GCSE – RS.2

## Short Course

Head of Department: Miss C Mulligan

### Why study this subject?

- Do you like to think philosophically, to question ideas that are usually taken for granted? Do you sometimes wonder why we are here, or what makes something right or wrong? Do you enjoy expressing your ideas and questioning others? If you do, then you have found the subject you were looking for!
- RS is a challenging and rewarding, puzzling yet stimulating, subject. It will encourage you to wonder at the existence of the universe, to question what we ought to do while we're here, and what, if anything, comes after.
- Studying RS will help you to develop your critical thinking skills, as well as your ability to empathise with others and express your own views. It gives you the opportunity to consider the way that people live and the beliefs they have. It will encourage you to draw on your own experiences and beliefs in order to apply them to situations that you are unlikely to have considered before.
- Lessons will involve discussion, video clips, stimulus material and a chance for you to think! In doing so it should help you to gain a better understanding of other people, and some of the most important issues facing the world today.

### What will you study?

SECTION A	SECTION B	SECTION C
<b>Beliefs and teachings</b> Learners are required to study the 'beliefs and teachings' of two religions, these are: <ul style="list-style-type: none"><li>• Christianity</li><li>• Islam</li></ul>	<b>Relationships and families</b> Learners are required to study the theme of 'Relationships and families' from the following religion: <ul style="list-style-type: none"><li>• Christianity</li></ul>	<b>Religion, peace and conflict</b> Learners are required to study the theme of 'Religion, peace and conflict' from the following religion: <ul style="list-style-type: none"><li>• Christianity</li></ul>

### How will you be assessed?

You will have a 2 hour examination at the end of Year 11 covering the three sections above.

### Something to consider ....

Two skills are required:

- The first is the ability to think openly. This means being willing to question other people's ideas and your own. You do not need to have any personal religious belief in order to study RS, but you must be prepared to consider all the issues studied from both religious and non-religious perspectives (which will include Christian, Muslim and other world views).
- The second key skill is closely related to the first: namely, the ability to listen to other people and to respect their views. Issues will frequently be explored through discussion and it is essential that you are able to let others speak and are willing to share your own views.

# Science - DS

Head of Department: Mr L Hearnden

## Why study this subject?

- By understanding science and scientific methods you will be well equipped for the modern age and will be able to take up a fully informed position in society in the 21<sup>st</sup> century.
- You will develop skills, knowledge and understanding of how science works and how science drives development in the world.

## What will you study?

We will be delivering Combined Science (double award) (covering Biology, Chemistry and Physics). The exams will be in the summer of 2019.

We will be covering the following topics:

### Biology

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology

### Chemistry

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

### Physics

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure

## How will you be assessed?

At the end of **Year 11** there will be six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper will most likely be 75 minutes long, be available in both foundation and higher tiers, and be worth 16.7% of the GCSE.

There are also 16 Department of Education-required practicals that all pupils must complete, and 15% of the examinations will be dedicated to assessing these practical skills. Maths skills will also make up 20% of the papers in a 1:2:3 ratio for biology, chemistry and physics.

## Something to consider ....

Not all science is “black and white”. You will have to contribute to class discussions and express opinions. You should also try to be aware of scientific events that you see in the media.

**Please note this course leads to 2 GCSEs called Combined Science covering Biology, Chemistry and Physics, enabling pupils to go to A-levels**

# UPPER SCHOOL COURSE PREFERENCE FORM

**PLEASE NOTE: We cannot guarantee that pupils will get their choice of subjects until we know the numbers choosing each subject and how the subjects can be arranged within the timetable blocks.**

**We cannot guarantee that every course offered will run. Once we have the preferences from the pupils, we will assess the demand in the context of the stringent financial climate. We will contact the relevant pupils if we are considering not running a particular course.**

## **How to complete your Initial Preference Form - Provisional Choice**

1. Your preference form is on the next page.
2. There is a duplicate so that you have a record of choices made.
3. Please enter the CODE corresponding to the subjects of your choice.
4. Make sure your parents sign your option form.
5. Hand the completed provisional choice form to **Pupil Services by Friday 10th February**

## **Additional Information**

1. Please refer to the Introduction at the beginning of the booklet for information about the basic pattern of choices and the possible flexibility available including Italian & Spanish
2. The Option Support box should only be ticked if you have already spoken with Ms J Parish
3. Vocational courses at East Surrey College may be available; please indicate interest.
4. A selection should be made from Humanities, Modern Language and Technology/Expressive as well as from Step 1
5. The boxes for free choice(s) from the mixed selection of courses should be completed so that the total number of periods listed on the Preference Form adds up to 20
6. Much discussion will take place between staff and individual pupils after receipt of the preference form, and choices can be changed, subject to discussion with Mr Robinson, until the cut-off date of May 9<sup>th</sup>. After this, changes will only be made under very exceptional circumstances
7. If you are interested in both Graphics and Product Design, you should discuss this with Mrs Jackson (Head of DT). You will only be able to choose one of these options and she will be able to help you decide which one