

FRAMINGHAM EARL

HIGH SCHOOL

Key Stage 4

Course Booklet 2020

KEY STAGE 4 INFORMATION FOR PARENTS

SEPTEMBER 2020



CONTENTS

| | | |
|------------------|--|----|
| <i>Section 1</i> | Introduction | 3 |
| <i>Section 2</i> | Subjects | |
| | Citizenship Studies | 4 |
| | Combined Science (Double Award) | 5 |
| | Computer Science | 8 |
| | Dance | 10 |
| | DT – Product Design | 11 |
| | Drama | 13 |
| | English Literature and English Language | 16 |
| | Fine Art | 19 |
| | Fine Art - Textiles | 22 |
| | Food Preparation and Nutrition | 25 |
| | Geography | 27 |
| | History | 29 |
| | Mathematics | 32 |
| | Modern Foreign Languages: French and Spanish | 34 |
| | Music | 37 |
| | Physical Education | 39 |
| | Triple Science | 41 |
| <i>Section 3</i> | Exam Boards | 44 |
| | Learning Support | 45 |
| | Work Experience | 45 |
| <i>Section 4</i> | Key Contacts | 47 |
| <i>Section 5</i> | Notes | 50 |

Welcome to our Key Stage 4 Course Booklet 2020

A Message for Parents

This booklet aims to give a clear summary of the content of each of our GCSE courses. GCSEs have undergone significant change, both in content and how they are assessed, so it is important students are well-informed about each subject, rather than relying on information from, for example, older brothers and sisters.

The information we give here includes the areas for study covered across the two years in each subject, the arrangements for assessment and information about available support. I hope you find it useful.

Please remember that our website offers up-to-date information about events, including examination timetables when these become available.

Please do make every effort to attend Parents' Consultation evenings and other information sessions throughout this Key Stage and do not hesitate to contact Mr Player, Director of Learning, or your child's teachers if you have any questions or concerns.



Mrs Becky Arnold
Headteacher

CITIZENSHIP STUDIES

MR HUDSON - DIRECTOR OF CITIZENSHIP

Specification: Edexcel GCSE Citizenship Studies (1CS0)

GCSE Citizenship Studies is a core subject studied by all students and is examined at the end of Year 11. The qualification aims to develop positive and proactive citizens who have the knowledge and understanding to improve their communities locally, nationally and globally. From understanding the history of Britain as a diverse nation, to learning about the role of the European Union, to analysing the influence of modern media, to evaluating different methods of crime reduction, students will gain a better grasp of how they can play a significant role in the democratic process. The qualification also endeavours to develop communication, negotiation and teamwork skills, all of which are essential to future employers.

Units Studied:

| |
|--------------------------------------|
| THEME A: Living together in the UK |
| THEME B: Democracy at work in the UK |
| THEME C: Law and justice |
| THEME D: Power and influence |
| THEME E: Taking citizenship action |

The Exam

Students will sit two exams, each lasting for 1 hour and 45 minutes and carrying 50% of the overall qualification. Whilst students do not complete a controlled assessment, they must work in small groups to plan a citizenship campaign where they will conduct research into the issue and then work together to advocate for change. Students will analyse the effectiveness of this campaign in the second exam paper.

Extra Support

Students can access revision quizzes online (using the Kahoot website) and will be provided with a comprehensive revision guide in the Spring Term.

Parental Support

Parents can go to the Edexcel website to access specific documents and information relating to qualifications. All students are able to access materials and support on Microsoft Teams in their class area – including work for when they are unable to attend school for any reason. It is also possible to buy the course textbook 'Citizenship Today' by Jenny Wales from most online bookstores. It would be very helpful if parents/ carers could discuss current news items with students.

COMBINED SCIENCE (DOUBLE AWARD)

MRS SPARKES - DIRECTOR OF SCIENCE

Specification: Edexcel 1SC0 GCSE Combined Science

Note: This is a Double Award qualification, worth the equivalent of two GCSEs

Description

| Unit | Section | Percentage of Marks | Structure of Assessment Foundation and Higher Tier |
|---------------------|---|---------------------|---|
| Biology Paper One | Biology topics 1–5: Key concepts, cells and control, genetics, natural selection and genetic modification, health, disease and the development of medicines. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |
| Biology Paper Two | Biology topics 6-9: Key concepts, plant structure and function, animal coordination, exchange and transport in animals, ecosystems. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |
| Chemistry Paper One | Chemistry topics 1-4: Key concepts, states of matter and mixtures, chemical changes, extracting metals and equilibria. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |
| Chemistry Paper Two | Chemistry topics 6–8: Key concepts, periodic table, rates of reaction, fuels and earth science. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |
| Physics Paper One | Physics topics 1-6: Key concepts, motion and forces, conservation of energy, waves, light and the EM spectrum, radioactivity. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |
| Physics Paper Two | Physics topics 8-10, 12-15 Key concepts, energy, forces, electricity and circuits, magnetism and motors, electromagnetic induction, particle model, forces and matter. | 16.7% | Written exam: 1 hour 10 minutes 60 marks |

Assessment

There are six exam papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from the distinct topic areas described in the table above. Exam papers will include multiple choice, structured, closed short answer and open response questions.

Common to Papers 1 to 6

- The examination is in June 2022.
- It is 1 hour and 10 minutes.
- It is out of 60 marks.
- Students must answer all questions.
- Calculators may be used in the examination.
- Available at Foundation Tier and Higher Tier.
- Students must complete all examinations for this qualification in the same tier.
- The Foundation Tier paper will target grades 1 – 5.
- The Higher Tier paper will target grades 4 – 9.
- 16 marks of the paper will be overlap questions that appear in both the Foundation and Higher tier papers.

There is no longer any form of assessed coursework. Instead, all students must learn about, and gain experience in, 18 practical techniques, any of which may be subject to written questions in any of the exam papers.

Year 10:

- Students in Year 10 will build upon solid GCSE preparatory study undertaken in Year 9.
- By the end of Year 10, students will have covered the content for all the Paper One exam in GCSEs Biology, Chemistry and Physics.
- Lessons are spent exploring concepts, undertaking a broad range of experiments and analysing scientific data.
- Practical work will ensure that students are made deeply familiar with the 18 core scientific procedures that are subject to specific exam questions. Students will have completed comprehensive workbooks designed to teach and assess thoroughly understanding of the core practicals.
- Internal assessment includes regular testing and guided recap of scientific knowledge.
- All students complete regular open-ended formative tasks exploring key concepts. This helps extend learning and consolidate understanding of important bodies of scientific knowledge.

Year 11:

- The content, detailed in the table above, for each Paper Two is covered.
- Teaching of new content will be completed by the end of Easter in order to allow rich recap and revision in the months preceding the terminal exams.

Revision Guides

Revision Guides are available to buy through ParentMail.

Parental Support

Parents' support will be essential for our students during the course of their Science GCSE. Parents can support their son or daughter in the following ways:

1. Students have to learn many of their Physics equations 'off by heart'. Students will be given cue cards to help them with these tasks and will be regularly tested on their knowledge, understanding and use of the equations. Parents can help by testing our students at home on the equations and what they mean.
2. The Combined Science course contains a significant number of key words. Students will be told the meaning of key words in class and will need to learn their meanings. Parents can help by testing the students on the meaning of the key words at home.

COMPUTER SCIENCE

MR BARRON

Specification: OCR J277 Computer Science

The Computing course is broken down into three units, which are examined as follows:

| Unit | Section | Percentage of Marks | Structure of Assessment |
|--|---|---------------------|---|
| 1. J277/01: Computer systems (Exam) | This is an introduction to computer hardware, software and system security. | 50% | 90-minute written examination. This is set and marked by OCR at the end of the course. |
| 2. J277/02: Computational thinking, algorithms and programming (Exam) | This builds on the knowledge from Unit 1. Students are introduced to algorithms and programming, learning about techniques to make robust programs and how data is represented. | 50% | 90-minute written examination. This is set and marked by OCR at the end of the course. |
| 3. Programming Project (Practical task) | Programming Projects Design, develop and test a solution to a problem. | | Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations. |

Assessment

There are two 90-minute examinations at the end of the Summer of Year 11 making up 100% of the course. Students will have summative assessments at the end of each Unit to check progress and areas for future development and teaching. After each assessment, students are given feedback and next steps on areas that they need to concentrate on further.

Year 10:

- The year is split into teaching Python programming and introduction to the key elements of the theory related to this.
- Students will then complete a programming project.
- Students have a mock exam at the end of the year based on the theory content.

Year 11:

- Students spend most of their time learning the theory required for the exam, with some lessons using programming as practical activities based on these topics.
- Once the teaching of the theory units has been completed, the rest of the year is dedicated to revision of the theory material.
- Students have a mock exam in November and March to ascertain knowledge and provide guidance for intervention sessions and further teaching.

Revision Guides

The course can be complemented by:

- **New GCSE Computer Science OCR Revision Guide - for exams in 2022 and beyond– CGP Books**
 - <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/cor42-new-gcse-computer-science-ocr-revision-gui>
 - Also available for order through Mr Barron.
- **PG Online OCR GCSE (9-1) Computer Science J277 (Textbook)**
 - <https://www.pgonline.co.uk/resources/computer-science/gcse-ocr/gcse-ocr-computer-science-j277/>
- **Use materials on MrFraser.org.**
 - This website features quizzes and past exam questions which are valuable for revision. All students have signed up for this in class and have their own login.

Parental Support

Parents can support their son / daughter in the following ways:

1. The course is 100% exam-weighted and therefore the theory side of the course is extremely important. Please ensure that your child keeps up to date with homework, as this will often be used as a consolidation of the current topic in class. Also, please help your child to revise for in-class assessments and mock exams, as these provide guidance for intervention sessions and further teaching requirements.
2. The programming projects require the students to work individually to complete a solution to a set task. I would advise all students to practise their Python programming skills at home to build up confidence and fluency with the commands and syntax, to make completing the programming exercises easier. Python is Free and can be downloaded for a variety of operating systems <https://www.python.org/downloads/>

DANCE

MRS TAYLOR – DIRECTOR OF DANCE

Specification: AQA 8236 GCSE Dance

Students may select GCSE Dance as an additional GCSE. They will follow the course during core Physical Education time.

| Unit | Section | % of Marks | Structure of Assessment |
|---------------------------------|--|------------|---|
| 1. Performance and Choreography | <p>Component 1 is split into two sections:</p> <p>Performance: You will learn four set phrases and perform two as a solo. The other two will be embedded into a duo or trio which will be approximately 3 – 3 ½ minutes long.</p> <p>Choreography: You will choreograph either a solo, duo or group piece. This will be choreographed in response to a range of stimuli set by the exam board.</p> | 60% | Practical assessment. Marked by the School and moderated by the exam board. |
| 2. Dance Appreciation | <p>Critical appreciation of your own and professional dance works. An Anthology of 6 works, varying in styles, will be studied across the course.</p> <p>Knowledge and appreciation of choreographic processes and performing skills.</p> | 40% | 90-minute written exam |

Parental Support

Parents can support their daughter / son in the following ways:

1. The course has a large practical element. Students should be encouraged to attend Dance clubs and rehearsals provided at lunch times and after school.
2. Students will need to select a piece of music for their choreography tasks. The music will ideally not contain lyrics and will allow dancers to compose highlights / climax in their dance.
3. Students will be given the opportunity to watch live performances by professional dancers. Please encourage your child to watch a variety of styles of dance.
4. A textbook has not been provided for this course. However, the Anthology of Professional Dance Works and the Set Phrases can be accessed through the AQA website.

D&T – PRODUCT DESIGN

MRS ALLARD – DIRECTOR OF DESIGN TECHNOLOGY AND FOOD

Specification: AQA 8552 Design and Technology

Product Design is an exciting and creative subject that can lead to a wide range of further education and career choices. The aim of the course is to drive the student's ability to become innovators and inventors. The content of the course is broad, and students will study a wide range of materials as well as the theoretical aspects linked to Design and Technology. The new course dictates that all Design and Technology students have a common base of knowledge, which the examination board have called **Core Technical Principles**. The students will also study **Specialist Technical Principles**, the area on which Produce Design work is really focussed. The specialist technical principles feed directly into the Non-Examination Assessment (NEA).

Assessment

The assessment is split in half, 50% via a written exam and the other 50% assessed by their coursework element or NEA.

At the beginning of June in Year 10 the exam board will announce their three design contexts. These are broad areas of study, on which to focus your NEA on. Examples of previous year's contexts were: Teenage Lifestyles, Multifunctional Living or Sustainable Futures. Students will need to choose one of these contexts to base your NEA on. The coursework starts with the exploration of the context by investigating what design problems you could solve and considering who might use it. This leads onto the basis for your research, which takes independence to consider what areas to investigate. The exciting process of designing starts with exploring how you are going to solve your problem. One element that is important is being able to demonstrate you can continually evaluate and improve your ideas and avoiding getting fixated on idea. The result will be a prototype that you will model, develop, refine, and finally make. The NEA consists of an A3 written portfolio and a made prototype.

The Exam

The remaining 50% is assessed by a 2-hour exam which is taken at the end of Year 11. The examination is split in to three sections:

- Section A:** Core technical principles worth 20% - this will comprise of multiple choice and short answer questions about technical knowledge and understanding of areas such as new and emerging technologies, energy generation, developments in new materials and materials and their working properties.
- Section B:** Specialist technical principles worth 30% - several short answer questions and one essay style question. These will be based on the technical principles and knowledge of materials. We will be focussing on Timbers as a material area.
- Section C:** Design and make principles worth 50% - this will be on knowledge you have gained as you worked on your NEA, such gathering researching, design communication, design strategies and materials management.

What will lessons be like?

In Year 10 the basics of the subject will be covered in focused tasks and short projects, working both individually and as part of a team. In Year 11 students will work individually on their own project. There will also be standalone theory lessons that will run throughout the course.

Parental Support

Parents can support their son / daughter in the following ways:

1. Encouraging to sketch and draw at home, keeping a sketch book can be a great way to collect ideas. And if possible, learning a CAD program such as SketchUp (a free online piece of software we also use in school).
2. Encourage the student to experiment with design and materials at home.
3. Re-enforce the importance of independent working on their NEA in particular.
4. Theoretical work is set to support the practical learning. Encouraging students to meet the homework and interim deadlines will enable the student and teacher to assess their knowledge and understanding of theoretical concepts covered.
5. Visits to relevant museums and galleries can be greatly beneficial to broadening their design knowledge. Also just looking at products at home, discussing and scrutinising the way they are designed.

DRAMA

MRS BAGSHAW – DIRECTOR OF DRAMA

Specification: AQA 8261 GCSE Drama

| Unit | Section | Percentage of Marks | Structure of Assessment |
|---|---|---------------------|---|
| Component 1: Understanding Drama | <p><u>Section A:</u> Knowledge and understanding of drama and theatre (multi choice questions)</p> <p><u>Section B:</u> Questions based on the text set by the teacher, exploring characters, settings and context of the play. This section will be prepared through practical work as well as written tasks.</p> <p><u>Section C:</u> Students to analyse and evaluate a performance they have seen as part of their course. They will be primarily assessed on their ability to analyse and evaluate. They will also be tested on their theatrical knowledge and use of subject-specific terminology</p> | 40% | <p>This is a written exam paper in which Section A is worth 4 marks, Section B is worth 44 marks and section C is worth 32 marks.</p> <p>It will be assessed by AQA in the Summer Term of Year 11.</p> |
| Component 2: Devising (practical) | Students will create a devised performance in groups from a stimulus set by the teacher. They can choose to work as a performer or designer. All performances will be supported by a portfolio which is evidence of a student's devising process. | 40% | This is a 'Non-Examined Assessment' unit, which is marked internally by the teacher and then externally moderated by AQA via post. The assessment includes filmed sessions of the students' performances and individual written work. This is worth 80 marks |
| Component 3: Texts in practice (practical) | Students will perform two extracts from one play. They can work as a performer or designer. In this unit, students can work individually, or in a group of up to six. | 20% | This is a 'Non-Examined Assessment' unit, which is marked by a visiting AQA examiner. They will assess the chosen theatrical skill in the final performance. This is worth 40 marks |

Assessment

To access and thrive within the three assessed components, students will study the following topics and be supported to acquire the key skills below:

Knowledge and understanding of:

- Style
- Genre
- Structure
- Staging terms
- Performance terminology
- Light/sound/costume/set terminology
- Rehearsal or preparation strategies for building character

Development of skill in:

- Use of vocal and physical skills
- Use of a range of theatrical conventions
- Designing for lights/sound/costume/set
- Performance analysis
- Evaluation of performance
- Research and application
- Reflection

Year 10:

Students will initially revise and develop their stimuli inspired exploration skills and knowledge base, looking at techniques and strategies including the work of theatre practitioners, styles and genres through devised work in the term. This is followed, in the Spring Term, by studying Section A and B of Component 1 written exam, in which students learn the format of the assessment and workshop the set text practically in order to support their learning and understanding of the exam. In the Summer Term they will complete the Component 2 Devising exam, consisting of a practical exam performance and a portfolio/essay documenting their work.

Year 11:

Students will begin the year revising knowledge of section A and B of Component 1. In the spring term students will start preparing for Component 3: Texts in practice, a practical exam which will be assessed by a visiting examiner at the end of March. Following this, students will prepare for Section C of the written exam, focusing on the live evaluation essay question and revisiting section A and B before sitting the exam in the summer term.

Revision Guides

AQA 'Blood Brothers Play Guide' by Annie Fox (Illuminate Publishing £12.99)

As Drama is a group enterprise, students should arrange to meet for additional rehearsals, particularly in the run up to the group performance exams.

Depending on the texts and stimuli chosen for the assessment units, there will be some research required regarding the historical, social and cultural context of the texts and stimuli. Sources for this research will be advised.

Parental Support

Parents can support their son / daughter in the following ways:

1. Encourage them to ensure they attend all additional rehearsals.
2. Visiting the theatre, viewing plays on film or television, and discussing these with your child will help to develop their understanding and inspire their own creativity.

ENGLISH LANGUAGE AND LITERATURE

MISS McDONAGH – DIRECTOR OF ENGLISH

Specification: AQA 8700 English Language
AQA 8702 English Literature

GCSE English Language

The course consists of two units, which are examined separately as Paper 1 and Paper 2.

| Unit | Section | Percentage of Marks | Structure of Assessment |
|--|--|---------------------|-------------------------|
| 1. Paper 1 Explorations in Creative Reading and Writing | <p>This unit requires students to explore how writers use language and structure to engage readers.</p> <p>This unit also requires students to write to entertain. Students are required to write accurately, using precisely selected vocabulary and a range of punctuation to create atmosphere.</p> | 50% | Written examination |
| 2. Paper 2 Writers' Viewpoints and Perspectives | <p>This unit requires students to summarise information and compare texts.</p> <p>This unit also requires students to write to present a point of view. Students are required to write accurately, structuring a range of ideas effectively to influence their reader.</p> | 50% | Written Examination |

Assessment

- **Year 10:** Students complete exam-style questions in lessons throughout the year and a formal mock exam in the Exam Hall.
- **Year 11:** Students complete exam-style questions in lessons throughout the year and a formal mock exam in the Exam Hall. Students take the GCSE exams at the end of Year 11.

Non-exam Assessment

- To demonstrate their speaking and listening skills, students are required to complete a short, formal presentation. Presentations are recorded and take place in lessons. They are graded separately to the English Language exam as a Pass, Merit or Distinction.

Revision Guides

CGP GCSE AQA English Language for the Grade 9 – 1 Course: The Revision Guide (ISBN 9781782943693) is available to purchase via the Finance Office at a price of £3.

Parental Support

Parents can support their son / daughter in the following ways:

1. Encourage students to read fiction and non-fiction material, of appropriate challenge, regularly.
2. In preparation for the point of view writing and the formal presentation, encourage students to express and develop their views in relation to current affairs and controversial subjects.
3. Encourage your son / daughter to use online revision sites such as www.educake.co.uk
The School has a subscription to this site and students have been given a username and password.
BBC Bitesize and Mr. Bruff's and Mr. Salles' YouTube channels are excellent free resources.

GCSE English Literature

The course consists of two units, which are examined separately as Paper 1 and Paper 2.
Students are not allowed to take copies of the texts into their exams.

| Unit | Section | Percentage of Marks | Structure of Assessment |
|--|--|---------------------|-------------------------|
| 1. Paper 1 Shakespeare and the 19 th Century Novel 'Macbeth' and 'Dr Jekyll and Mr Hyde' | This unit requires students to explore how writers create meanings. Students are required to write in detail about an extract from each text, then about each text as a whole. | 40% | Written examination |
| 2. Paper 2 Modern Texts and Poetry 'An Inspector Calls' and the AQA poetry cluster: 'Power and Conflict'. | This unit requires students to write about how writers create meanings. Students are also required to compare poetry and respond to an unseen poem. | 60% | Written Examination |

Assessment

- **Year 10:** Students complete exam-style questions in lessons throughout the year and formal mock exams in the Exam Hall.
- **Year 11:** Students complete exam-style questions in lessons throughout the year and formal mock exams in the Exam Hall. Students take the GCSE exams at the end of Year 11.

Revision Guides

CGP Revision Guides for 'Macbeth', 'Dr Jekyll and Mr Hyde', 'An Inspector Calls' and the Poetry Anthology Collection: 'Power and Conflict'. Available to purchase in school via the Finance Office at a price of £3.

Parental Support

Parents can support their son / daughter in the following ways:

1. Purchase copies of the exam guides for the set texts: 'Macbeth', 'The Strange Case of Dr. Jekyll and Mr. Hyde', 'An Inspector Calls' and the AQA Poetry Anthology: 'Power and Conflict' Cluster.
2. Read and discuss set exam texts with your son / daughter. Focus on the ways the writer presents themes, characters and messages.
3. Take your son / daughter to the theatre / cinema to see a performance / adaptation of the exam texts.
4. Encourage your son / daughter to use online revision sites such as www.audiopi.co.uk and www.educake.co.uk
The School has a subscription to these sites and students have been given a username and password. BBC Bitesize and Mr. Bruff's and Mr. Salles' YouTube channels are excellent free resources.
5. Encourage your son / daughter to read for pleasure.

FINE ART

MR WALL – DIRECTOR OF ART

Specification: AQA 8202 Art and Design (Fine Art)

GCSE Fine Art is an exciting course that teaches students the knowledge and skills to be able to explore, create and communicate their own ideas. The course has a strong focus on oil painting, acrylic painting and printmaking, and uses photography and drawing as integral tools for experimenting with ideas and recording observations of the world around us. Students develop these practical skills in the context of investigations into artists, studying the visual qualities of their work and carrying out research to aid in understanding the key ideas underpinning these artworks.

Assessment

The assessment of this course is 100% project based. This is made up of 2 coursework projects (together accounting for 60% of a student's overall GCSE grade) and 1 externally set assignment (accounting for 40% of a student's overall GCSE grade).

Projects are assessed against the following four assessment objectives (this is the same for coursework projects and the externally set assignment):

- AO1 - Develop ideas through investigations, demonstrating critical understanding of artists
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes.
- AO3 - Record ideas, observations and insights relevant to your intentions as work progresses
- AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

What will lessons be like?

For each project, students will do the following:

- decide on a focus or theme for their project;
- select and research a range of artists that explore this theme in different ways;
- use drawing and photography to make observations relevant to the theme;
- work from these observations, experimenting with different ideas, materials and approaches;
- use their sketchbook to record thoughts, observations and the whole creative process;
- make a final piece that effectively develops as a result of the research, experimentation and recording that students have undertaken throughout the project.

Lessons and homework will be spent focusing on the above. To begin with your teacher will specify what you are doing each lesson. As time goes on, you will become more independent and, in agreement with your teacher, you will use lesson time to focus on whichever point is most appropriate for you and your project at that particular time.

Course Structure

Coursework

Coursework runs from September in Year 10 until Christmas in Year 11 and consists of two projects. The first is Land, Sea and Sky. This project begins with a trip to Southwold and allows students to rapidly build their skill set in a wide range of techniques and processes, culminating in a Year 10 exhibition around Easter of Year 10. The second coursework project begins in the Summer Term of Year 10 and runs until Christmas in Year 11. This project is designed to allow students a wider choice of starting points and subject matter and to successfully build on the skills they have developed in the first project.

Externally Set Assignment

The externally set assignment runs from January until May in Year 11. This project culminates in a final piece made during a 10-hour practical exam. The externally set assignment allows students a wider choice of starting points in a similar way to the second coursework project. By this point students should have developed a confident understanding of their strengths and interests and should build a project that allows them to take advantage of these.

Writing

Writing is a formal requirement of the course, but there is no formal requirement for extended prose. The purpose of writing is to record thought processes and to be able to reflect critically on their own work and the work of artists; this can be done adequately in the form of bullet points, notes or short annotation. Of course, small amounts of extended writing are permitted if students feel most comfortable with this.

Homework

Homework tends to be individualised with students following individual projects and students are expected to complete an average of two hours of project work a week. This is sometimes the result of conversations with their teacher or as a response to feedback, but also sometimes it is just dedicating the necessary time to ensure their project is moving forward.

Equipment

As part of the course, we offer students the opportunity to purchase a sketchbook and some of their own materials at a reduced rate. This allows students to take pride in, and ownership of, their equipment at school and provides them with a very cost-effective set of quality artist's materials to use at home for their GCSE projects or otherwise. It is advised that students provide a small toolbox to store their equipment in, which can then be kept in the Art rooms for students to access during lessons. The cost of this equipment, which can be purchased through the Finance Office, is around £35.

The School is committed to ensuring equal opportunities for all students; high-quality equipment will always be available for all students and purchase of their own set is not essential. Students who qualify for pupil premium funding may be able to access support with this purchase by contacting Mrs Harvey.

Parent/Carer support:

Parents and carers can support in the following ways:

1. Assessment for the course is 100% project-based: all work from the beginning of Year 10 until the end of Year 11 will contribute to students' final GCSE grades. Parents and carers can help by reinforcing this message and therefore helping students to understand the importance of regularly engaging with practical work outside of lessons.
2. On an individual basis, and dependant on individual projects, there can be occasions where students would benefit from visiting certain locations to study particular subject matter (e.g. street scenes, architecture, landscape, moving water etc). In these circumstances parents and carers can make a huge difference by helping students access these opportunities.
3. Visits to art galleries can be very beneficial in deepening and broadening students' understanding and providing inspirational experiences beyond those that are possible within a classroom environment.

FINE ART - TEXTILES

MR WALL – DIRECTOR OF ART

Specification: AQA 8204 Art and Design (Textile Design)

GCSE Fine Art Textiles is an exciting course that teaches students the knowledge and skills to be able to explore, create and communicate their own ideas. The course has a strong focus on exploring the potential of stitch as a form of mark making, whilst also experimenting with and combining various textiles techniques and processes to create exciting and personal textile-based works of art. Photography and drawing are used as integral tools for experimenting with ideas and recording observations of the world around us, with drawing being a key component of the course. Students develop these practical skills in the context of investigations into artists, studying the visual qualities of their work and carrying out research to aid in understanding the key ideas underpinning these artworks.

Assessment

The assessment of this course is 100% project based. This is made up of 2 coursework projects (together accounting for 60% of a student's overall GCSE grade) and 1 externally set assignment (accounting for 40% of a student's overall GCSE grade).

Projects are assessed against the following four assessment objectives (this is the same for coursework projects and the externally set assignment):

- AO1 - Develop ideas through investigations, demonstrating critical understanding of artists.
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes.
- AO3 - Record ideas, observations and insights relevant to your intentions as work progresses.
- AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What will lessons be like?

For each project, students will do the following:

- decide on a focus or theme for their project;
- select and research a range of artists that explore this theme in different ways;
- use drawing and photography to make observations relevant to the theme;
- work from these observations, experimenting with different ideas, materials and approaches;
- use their sketchbook to record thoughts, observations and the whole creative process; and
- make a final piece that effectively develops as a result of the research, experimentation and recording that students have undertaken throughout the project.

Lessons and homework will be spent focusing on these things listed above. To begin with your teacher will specify what you are doing each lesson. As time goes on, you will become more independent and in agreement with your teacher you will use lesson time to focus on whichever point is most appropriate for you and your project at that particular time.

Course Structure

Coursework

Coursework runs from September in Year 10 until Christmas in Year 11 and consists of two projects. The first is Land, Sea and Sky. This project begins with a trip to Southwold and allows students to rapidly build their skill set in a wide range of techniques and processes, culminating in a Year 10 exhibition around Easter of Year 10. The second coursework project begins in summer term of Year 10 and runs until Christmas in Year 11. This project is designed to allow students a wider choice of starting points and subject matter and to successfully build on the skills they have developed in the first project.

Externally Set Assignment

The externally set assignment runs from January until May in Year 11. This project culminates in a final piece made during a 10-hour practical exam. The externally set assignment allows students a wider choice of starting points in a similar way to the second coursework project. By this point students should have developed a confident understanding of their strengths and interests and should build a project that allows them to take advantage of these.

Writing

Writing is a formal requirement of the course, but there is no formal requirement for extended prose. The purpose of writing is to record thought processes and to be able to reflect critically on their own work and the work of artists; this can be done adequately in the form of bullet points, notes or short annotation. Of course, small amounts of extended writing are permitted if students feel most comfortable with this.

Homework

Homework tends to be individualised with students following individual projects and students are expected to complete an average of two hours of project work a week. This is sometimes the result of conversations with their teacher or as a response to feedback, but also sometimes it is just dedicating the necessary time to ensure their project is moving forward.

Equipment

As part of the course, we offer students the opportunity to purchase a sketchbook and some of their own materials at a reduced rate. This allows students to take pride in, and ownership of, their equipment at school and provides them with a very cost-effective set of quality artist's materials to use at home for their GCSE projects or otherwise. It is advised that students provide a small toolbox to store their equipment in, which can then be kept in the Art rooms for students to access during lessons. The cost of this equipment, which can be purchased through the Finance Office, is around £25.

The School is committed to ensuring equal opportunities for all students; high-quality equipment and material will always be available for all students and the contribution is voluntary. Students who qualify for pupil premium funding may be able to access support with this purchase by contacting Mrs Harvey.

Parent/Carer support:

Parents and carers can support in the following ways:

1. Assessment for the course is 100% project-based: all work from the beginning of Year 10 until the end of Year 11 will contribute to students' final GCSE grades. Parents and carers can help by reinforcing this message and therefore helping students to understand the importance of regularly engaging with practical work outside of lessons.
2. On an individual basis, and dependant on individual projects, there can be occasions where students would benefit from visiting certain locations to study particular subject matter (e.g. street scenes, architecture, landscape, moving water etc). In these circumstances parents and carers can make a huge difference by helping students access these opportunities.
3. Visits to art galleries can be very beneficial in deepening and broadening students' understanding and providing inspirational experiences beyond those that are possible within a classroom environment.

FOOD PREPARATION AND NUTRITION

MRS ALLARD – DIRECTOR OF DESIGN TECHNOLOGY AND FOOD

Specification: AQA 8585 GCSE Food Preparation and Nutrition

The Food Preparation and Nutrition course is broken down into three units, which are examined as follows:

| Unit | Section | Percentage of Marks | Structure of Assessment |
|--|--|---------------------|---|
| 1. The theory of Food Preparation and Nutrition. | This section of work is split into five key themes: Food, Nutrition and Health. Food Science. Food Safety. Food Choice. Food Provenance. | 50% | 1 hour and 45-minute written examination. This is set and marked by AQA at the end of the course. |
| 2. NEA Task 1: | Written report based upon a task set by the examination board. Focus of the report is the working characteristics and functional properties of ingredients. (Task released to school on September 1 st in Year 11). | 15% | 1500 – 2000-word report to include photographic evidence of research into the topic set by AQA. |
| 3. NEA Task 2: | Practical Assessment with supporting paperwork based on task set by AQA. (Task released to the school on November 1 st in Year 11). | 35% | Written portfolio – maximum of 20 A4 pages. To include research and photographic evidence to support the task. Practical session where 3 dishes are prepared and cooked on one day. Marked by class teacher and moderated externally. |

Assessment

There is only one 1 hour and 45-minute examination in the Summer of Year 11.

All practical marks come from work completed in the Non-Examination Assessment (NEA).

Year 10:

- Students spend time working on topics included in Unit 1.
- Basic skills are incorporated throughout, as are nutritional understanding and food hygiene.
- Students will cook to demonstrate skills, but also to complete scientific experimentation of food ingredients.

Year 11:

- This year focuses upon the two NEA tasks, which have a combined value of 50% of the GCSE.
- Students must plan their own practical work and will be expected to demonstrate a wide variety of skills.
- From March, it is the subject teacher's expectation that revision lessons will take place to prepare the candidate for the final examination.

Revision Guides

Textbooks:

All students have a log in for the digital copy of the textbook AQA GCSE Food Preparation and Nutrition by Anita Tull and Garry Littlewood (ISBN 9781908682789).

There are a number of Revision Guides on the market. Collins produce a revision guide which is available to purchase from the School at a reduced educational price. Letters will be sent out via ParentMail when the School is ordering these and students are encouraged to have a copy to support their learning.

Online support:

The school uses the SENECA online app to support student revision. Students will be given sign in details in the Spring Term of Year 10.

Parental Support

Parents can support their son / daughter in the following ways:

1. The course has a large practical element in both Year 10 and Year 11. Students are required to provide their own ingredients, usually on a weekly basis, although occasionally in Year 11 it may be twice in one week. Students are given notice for ingredients - a minimum of a week, although usually an outline for a half term is provided at the start of the topic. Please support the student by ensuring they arrive with the ingredients. These are not optional and practical work is set to cover the skills expected by the examination board.
2. Please assist in honest taste testing of products which have been made.
3. Encourage the student to cook at home on a regular basis, trialling different products.
4. Theoretical work is set to support practical learning. Encouraging students to meet homework deadlines will enable the student and teacher to assess their knowledge and understanding of theoretical concepts covered.

GEOGRAPHY

MISS CHAPMAN – DIRECTOR OF GEOGRAPHY

Specification: AQA 8035 GCSE Geography

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), High Income Countries (HICs), Newly Emerging Economies (NEEs) and Low Income Countries (LICs). Topics of study covered in Physical geography include natural hazards, climate change and ecosystems. Human geography topics include studying the UK's place in the World's economy and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

The course is split into three units:

- Living with the Physical Environment: The aims of this unit are to develop an understanding of tectonic, geomorphological, biological and meteorological processes and features in different environments; the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.
- Challenges in the Human Environment: The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.
- Geographical Applications: Students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding through fieldwork and decision-making.

GCSE Assessment and Homework

- All units are assessed by written examinations in the Summer Term of Year 11
 - The examinations for the Physical Environment and Human Environment are 1hr 30 mins each, of which each is worth 88 marks (35% of GCSE). A mock exam for these papers will take place in the Autumn Term of Year 11.
 - The examination for Geographical Applications is 1hr 15mins and is worth 76 marks (30% of GCSE). This examination will contain an 'issue evaluation' and decision-making exercise based on pre-released material related to one of the core units studied within the course.
- An equivalent of 10% of the GCSE examination questions will assess numeracy, maths and statistics.
- An equivalent of 7% of the GCSE examination questions will assess spelling, punctuation and grammar.
- In line with government reforms, there is no coursework element at GCSE level.

Throughout the course, students will answer practice exam questions and will self-assess some of these answers using mark schemes from the exam board. This is used to judge progress, which can help teachers to identify students who need extra support and intervention. Regular homework is always marked with the most GCSE grade boundaries, using exam board mark schemes and criteria.

Field Trips

Fieldwork is a requirement of the course; each student must take part in a minimum equivalent of 2 days of fieldwork, which must take place outside of the school grounds, as outlined by the Department for Education. Each field trip must allow students to collect data to support the Physical Environment and Human Environment themes. We have therefore taken students to Southwold to study Coastal Processes in Year 10 and to Cambridge to study the Urban Environment in Year 11.

Getting out into the world is vital for the learning of students. The nature of Geography as a subject means we are committed to ensuring we give all students the chance to participate in field trips. As such, in addition to the compulsory 2 days of fieldwork, we offer optional residential trips to GCSE Geography students, to give them the greatest chance to apply what they learn in the classroom to the wider world. We plan to offer an international residential trip and a UK residential trip bi-annually. In May 2018 we ran a very successful residential trip to Sicily in Italy for GCSE Geography students and in April 2019, we took students to a field study centre in Devon as well as visiting the Eden Project in Cornwall.

Ideally all students will get 2 days of fieldwork, with the opportunity to have a residential trip in Year 10. However, with the current restrictions due to Covid-19 there have been slight amendments to the compulsory fieldwork element of the course, as well as the optional residential; as a department we will endeavour that students have the understanding needed, but this may change as the situation changes.

Resources

- Students are strongly recommended to follow our Twitter feed (@fehs_geog). This account is used in all sorts of ways, for example putting up pictures and screenshots of work, sharing useful news articles, websites and videos etc.
- We will be using the AQA GCSE textbook published by Hodder Education. If you wish to purchase your own copy of the book, you can purchase it from <https://www.hoddereducation.co.uk/Product/9781471859922.aspx>.
- Every student will be given a knowledge organiser and glossary at the start of each unit that they will study, which they should use at home to support with their learning, revision and homework.
- CGP Revision Guides are available in the Geography Department and can be loaned out to students by booking them out with the teacher.

Support

We invite students to attend our regular weekly after-school revision sessions in the run up to trial/mock exams and the summer exam period. The Geography Department is happy to meet with your child on a 1-1 basis at lunch times to support students with the content of the course and to help assist with exam technique. What you can do? Encourage your child to see their teachers and/or student leaders for help; to keep an organised folder; look through class notes to review their learning and alert them to news stories or TV documentaries which cover topics they are studying.

HISTORY

MISS WILTSHIRE – DIRECTOR OF HISTORY

Specification: OCR J411 GCSE History B (Schools History Project)

GCSE History students will follow the OCR SHP History specification.

Units

The students will study five different units across the 2 years, divided between three exam papers:

- 20% > **Unit 1 British Thematic Study: Migrants to Britain, c.1250 to present**
- This will include the reasons why people migrated to Britain, the experience of migrants in Britain and the impact of migrants on Britain. This study begins with the expulsion of the Jewish communities in the 13th Century, continues with the mass migrations of empire and industry in the 19th Century and finishes with the 20th Century and the challenges faced by an increasingly globalised world. A study which is relevant and important to understanding the modern world in all its context.
- 20 % > **Unit 2 British Depth Study: The Norman Conquest, 1065–1087**
- In further learning about how England has been shaped, this in-depth study looks at the complexity of the Norman Conquest and the wider significance of this social and political earthquake in English history. Students should develop an understanding of the diverse lives of Saxons and Normans during this tumultuous turning point in English history. This will include looking at how the events of these momentous years have been interpreted by others.
- 20 % > **Unit 3 History Around Us: Norwich Castle Through the Ages**
- The students will investigate how and why Norwich Castle has changed over the years, following on neatly from Unit 2, and using some of the chronological understanding from Unit 1. The study will include a visit to the site and a detailed enquiry into how and why this iconic local building has changed so much in use and status over the years. This includes from its origins as a symbol of conquering power, its decline in later medieval times, its role as a Victorian prison and its present-day function as museum, educational resource and site of heritage importance.
- 20% > **Unit 4 World Period Study: The Making of America, 1789-1900**
- This period study offers students the opportunity to study a wider world society during a particularly interesting period in its history. This unfolding narrative will follow the making of America from the inauguration of the first President in 1789 to the end of the Nineteenth Century, when the USA was set to become the world's dominant power. This will include the history of how the West was conquered at the expense of Native American people and how slavery led to the tragedy of the American Civil War.
- 20% > **Unit 5 World Depth Study: Living under Nazi Rule, 1933–1945**
- This world depth study should enable students to understand the impact of the Nazi dictatorship on people's lives, both within Germany and across occupied Europe. This will include how this most invasive of regimes crushed opposition, used propaganda, indoctrinated the young and used all its resources to seek to conquer and exploit the European continent. The study ends with a detailed understanding of the Holocaust in its full context.

The students complete all their exams in the June of Year 11. The GCSE course offers students the opportunity to study History in more depth and detail, with a broad range of topics covering different periods and places. It encourages them to think critically and to use History to help them understand more about the world we live in today.

When do the students study these units?

| Term | Unit studied | Exam |
|------------------|---|---|
| Autumn Term 2020 | Unit 2 British Depth Study: The Norman Conquest, 1065–1087 | No official exam this term |
| Spring Term 2021 | Unit 3 History Around Us: Norwich Castle Through the Ages (We hope this will include a trip to Norwich Castle but it depends on when their current renovations are complete) | No official exam this term |
| Summer Term 2021 | Unit 1 British Thematic Study: Migrants to Britain, c.1250 to present | Year 10 students complete a Unit 1 Migrants to Britain and Unit 2 Norman Conquest mock exam to be completed in exam conditions in Hall. |
| Autumn Term 2021 | Unit 4 World Period Study: The Making of America, 1789-1900 | Year 11 students to complete a Unit 3 History Around Us mock exam. |
| Spring Term 2022 | Unit 5 World Depth Study: Living under Nazi Rule, 1933–1945 | Final exams in June of Year 11 |

How many exams will the students complete?

| Paper | Title |
|------------------------|---|
| Paper 1 (40%) 1h 45 | Unit 1 British Thematic Study: Migrants to Britain, c.1250 to present and Unit 2 British Depth Study: The Norman Conquest, 1065–1087 |
| Paper 2 (20%) 1hr | Unit 3 History Around Us: Norwich Castle Through the Ages (including a trip to Norwich Castle) |
| Paper 3 (40%) 1hr | Unit 4 World Period Study: The Making of America, 1789-1900 and Unit 5 World Depth Study: Living under Nazi Rule, 1933–1945 |

There is no controlled assessment or coursework as part of this GCSE.

Assessment

GCSE grades will be issued on the scale of 1-9. This will replace the old letters and represent an opportunity for the very highest achievers to do even better. Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.

Revision Guides

- The OCR SHP B revision guide includes the Norman Conquest, Making of America and Living Under Nazi rule topics and can be purchased from Amazon.

MATHEMATICS

MRS CLARE – DIRECTOR OF MATHEMATICS AND COMPUTER SCIENCE

Specification: Edexcel 1MA1 GCSE Mathematics

Description

| Unit | Section | Percentage of Marks | Structure of Assessment |
|---------|---|---------------------|-------------------------|
| Paper 1 | The content outlined for each tier (Higher and Foundation) will be assessed across all three papers: number, algebra, statistics and probability, geometry and measures, ratio, proportion and rates of change. | 33.3 | Non-Calculator |
| Paper 2 | | 33.3 | Calculator |
| Paper 3 | | 33.3 | Calculator |

Assessment

There are three 1.5-hour papers to complete, each paper comprising 80 marks. All exams will be sat in the summer at the end of the course in Year 11.

The volume of subject content has increased. The demand of that content is increasing too, with harder topics being introduced. This is true for both Foundation Tier and Higher Tier students. In the assessments, there is a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills. Students will be required to memorise formulae – fewer formulae will be provided in examinations. Together these changes are designed to help students emerge from GCSE Maths with a level of confidence and fluency that will provide a genuine foundation for the rest of their learning and working lives.

The level of entry is recommended by the teacher to ensure that as many as possible get the highest grade of which they are capable. However, the final decision for level of entry is made in partnership with the School.

There are two levels of entry at GCSE:

- the Higher paper caters for grades 4-9 and
- the Foundation paper with questions targeted at grades 1-5.

Year 10 and Year 11

Year 10 and Year 11 fully cover the teaching and learning content of the specification and demonstrate an appropriate balance between the development of subject skills, knowledge and understanding, in addition to preparation for assessment.

Students spend time working on topics until May, with appropriate time incorporated for revision in Year 11.

The main topics covered are number, algebra, statistics and probability, geometry and measures, ratio, proportion and rates of change.

Revision Guides

There are several Revision Guides available from various publishers, which will help support students through their course. It is important that these follow the relevant exam board (Edexcel Mathematics 9-1) and are at the correct tier of entry (Higher or Foundation).

- During October students in Years 10 and 11 will be given the opportunity to buy a suitable revision guide via the School at a reduced price. Information on this will be sent via ParentMail.
- Relevant websites to aid revision include:
 - Khan Academy
 - Mr Barton Maths
 - Mathsgenie
 - Corbettmaths
 - Dr Frost Maths
 - BBC Bitesize

Parental Support

Hopefully, your child's school experience of Mathematics is a positive one. If so, then effective support may be as simple as being positive about successes, understanding about challenges, and perhaps offering books, trips and other resources, which will deepen and broaden their knowledge.

- You could ask your child to explain their understanding of some of the maths problems they are working on and solving at school. This will help reinforce and consolidate what they know.

You could also encourage your child to:

- work out the best value for money when shopping.
- watch documentaries and discuss the maths involved in climate change or other environmental concerns.
- talk about their work with reference to a textbook or online resource such as Khan Academy, MyMaths, Mathpad or any other free online active learning.

Higher attaining children could be encouraged to:

- consider the maths involved in modelling real-life situations, such as building a bridge or the arc a ball makes when thrown.
- explore the interest earned on a range of savings accounts, the cost of obtaining money for a mortgage or the cost involved in using credit. For example, children can be encouraged to use an ICT spreadsheet to calculate and compare interest rates.
- join an online Maths club - for example, NRICH, or take part in master classes and other enrichment activities.

MODERN FOREIGN LANGUAGES:

FRENCH AND SPANISH

MRS SWANEPOEL – DIRECTOR OF MFL

Specification: Edexcel 1FR0 GCSE French, Edexcel 1SP0 GCSE Spanish

| Unit | Section | Percentage of Marks | Structure of Assessment |
|-------------|---|---------------------|--|
| 1 Listening | <p>Foundation (30 minutes including 5 minutes reading/preparation time)</p> <p>Higher (40 minutes including 5 minutes reading/preparation time)</p> <p>The recorded materials include some from the Foundation paper, plus a wider variety of spoken texts.</p> | 25% | <p>Students are assessed on their understanding of standard spoken French/Spanish by one or more speakers in a range of public and social settings. Students will respond to multi-response and short answer open response questions based on a recording featuring both male and female French/Spanish speakers.</p> <p>Both papers will have questions with the instructions in both French/Spanish and English. There is no requirement to produce written responses in French/Spanish.</p> |
| 2 Speaking | <p>Foundation: 7-9 minutes plus 12 minutes prep</p> <p>Task 1 = role play (1 – 1 ½ minutes)</p> <p>Task 2 = questions on a picture stimulus (2 ½ - 3 minutes)</p> <p>Task 3 = conversation based on 2 themes, the first to be chosen by the student (3 ½ - 4 ½ minutes)</p> <p>Higher: 10-12 minutes plus 12 minutes prep</p> <p>Task 1 = role play (2 – 2 ½ minutes)</p> <p>Task 2 = questions on a picture stimulus (3 – 3 ½ minutes)</p> <p>Task 3 = conversation based on 2 themes, the first to be</p> | 25% | <p>Students are assessed on their ability to communicate and interact effectively through speaking in French/Spanish for different purposes and in different settings.</p> |

| Unit | Section | Percentage of Marks | Structure of Assessment |
|------------|--|---------------------|---|
| | chosen by the student (5-6 minutes) | | |
| 3 Reading | Foundation: 45 minutes Higher: 1 hour | 25% | Students are assessed on their understanding of written French/Spanish across a range of different types of texts, being required to respond to multiple response and short answer questions. Instructions will be both in French/Spanish and in English. Finally, there is a translation passage from French/Spanish into English. |
| 4. Writing | Foundation: 1 hour 10 minutes 3 open response questions and one translation into French/Spanish Higher: 1 hour 20 minutes 2 open response questions and one translation into French/Spanish | 25% | Students are assessed on their ability to communicate effectively through writing in French/Spanish for different purposes and audiences. Instructions are in French/Spanish. Word counts are specified for each question. Finally, there is a translation passage from English into French/Spanish. |

Assessment

Year 10:

- Students will have the opportunity to undertake both exam style questions and exam past papers in all four skills in exam conditions over the course of the year, in order to prepare for the final exam. This will help us decide upon the most appropriate tier of entry when it comes to final exams.

Year 11:

- Mock exams, in the form of actual past papers to be taken in the Autumn Term. All final exams taken in the summer exam session.

Revision Guides

All students are issued with a textbook, which they will keep throughout the 2-year course. This book follows the scheme of work and contains all necessary vocabulary and grammar practice. Students may also choose to purchase an Edexcel, 'Revise Edexcel GCSE' French and Spanish revision guide and/or workbook published by Pearson.

These books combine accessible study notes with an extra book of practice questions to help students prepare for their exams. There is superb coverage of all the essential grammar and vocabulary, and access

to listening practice via recordings on the internet. They are available from the School at the price of £5.99 per book from the Pearson website – the School is investigating purchasing these at a discount.

Parental Support

Parents can support their son / daughter in the following ways:

1. Try to encourage your child to read their work aloud and learn vocabulary to develop their accent and fluency. It is not essential for you to understand the content – please just encourage and perhaps even ask your child to explain.
2. Ensure your child is equipped with a dictionary to use at home – ‘Google Translate’ will not work!
3. Encourage your child to find out about current affairs in France and Spain using online newspapers, such as Le Monde.
4. Encourage use of language apps/websites including dictionaries, linguascope, duolingo and verb tables. Please see your child’s language teacher for ideas of apps and websites.

MUSIC

MISS DITCHAM – DIRECTOR OF MUSIC

Specification: Eduqas GCSE Music

| Component No. | Section | Percentage of Marks | Structure of Assessment |
|---------------|------------|---------------------|--|
| 1 | Performing | 30 | Non-Exam Assessment (NEA) |
| 2 | Composing | 30 | Non-Exam Assessment (NEA) |
| 3 | Appraising | 40 | Written Examination(listening examination) |

In Year 10, students will study general theoretical aspects of music, such as key signatures, time signatures, rhythm, melody, harmony, structure, texture and instrumentation. They will then go on to look at the four Areas of Study outlined below.

As part of the course, students will be looking at composition techniques (both in a general sense and with specific reference to the four Areas of Study) and preparing for the performances which take place in Year 11 as required by the exam board.

In Year 11, students will continue with the study of the four Areas of Study as part of the preparation for the examination. In addition, students will embark on the composition element of the course in greater detail and complete both compositions by February half term. From February onwards in Year 11, students will be focusing on revision and exam practice for the written examination.

Homework in Year 10 will generally take the form of research, taking notes on musical elements, taking detailed notes on the set works within each Area of Study, listening to the study pieces and composition exercises. Ongoing extra study will be practice on specialist instrument(s). In Year 11, students will be continuing to study the set works, so note taking will continue as a typical homework task but, in addition, students will increasingly be focusing on the composition coursework.

Assessment

Component 1: Performance

- Students must perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. The total length of performance must be between four and six minutes.
- One of the pieces performed must link to an area of study of the learner's choice.
- Both performances will be internally marked by teachers and externally moderated by Eduqas.

Component 2: Composing Music

- Students must write **two** compositions, **one** of which must be in response to a **brief set by WJEC(Eduqas)**. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.
- The total length of compositions must be between three and six minutes

- Both compositions will be internally marked by teachers and externally moderated by Eduqas.

Component 3: Appraising

There are four Areas of Study in the Eduqas GCSE course. These are:

- Musical forms and devices(Study piece-Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord)
- Music for ensemble
- Film Music
- Popular Music(Study piece-Africa: Toto-released 1982)

At the end of Year 11, students will sit an exam of approximately 1 hour and 15 minutes, which tests their listening skills, and their knowledge and understanding of the works studied. The questions will assess students' awareness of a number of musical characteristics such as rhythm, melody, harmony, instrumentation, texture, timbre and structure.

Revision Guides

WJEC/Eduqas GCSE Music Revision Guide(Illuminate Publishing). Please note that a revised edition is due to be released shortly. The current one has the old study pieces in it.

Parental Support

Parents can support their son / daughter in the following ways:

1. Ensure homework tasks are completed each week.
2. Encourage students to keep up regular practice on their specialist instrument(s) and to continue to take instrumental lessons.
3. Encourage students to listen to a wide variety of music, but especially to the Study Pieces.
4. Help students to read extensively around the subject, particularly aspects of music that they may be less familiar with, such as the history of Western Classical Music and Traditional Music.
5. Encourage participation in musical activities to enrich and enhance musicianship.

PHYSICAL EDUCATION

MRS SABBERTON-COE – DIRECTOR OF PHYSICAL EDUCATION

Specification: Edexcel 1PE0 GCSE Physical Education

The GCSE PE course is broken down into four components, which are examined as follows:

Components 1 and 2

| Component | Section | % of Marks | Structure of Assessment |
|---------------------------------|--|------------|---|
| 1. Fitness and the Body Systems | Topic 1 – Applied Anatomy and Physiology Topic 2 – Movement Analysis Topic 3 – Physical Training Topic 4 – Use of Data | 36% | Written Examination. 1 hour 45 minutes (90 marks). Set and marked by Edexcel by the end of the course. |
| 2. Health and Performance | Topic 1 – Health, Fitness and Well-Being Topic 2 – Sport Psychology Topic 3 – Socio-Cultural Influences Topic 4 – Use of Data | 24% | Written Examination 1 hour 45 minutes (90 marks) Set and marked by Edexcel by the end of the course. |

Components 3 and 4

| Component | Section | % of Marks | Structure of Assessment |
|-----------|-----------------------------------|------------|---|
| 3 | Practical Performance | 30% | 3 physical activities from a set list, containing at least 1 team and 1 individual. |
| 4 | Personal Exercise Programme (PEP) | 10% | Aim and planning analysis. Carrying out and monitoring the PEP. Evaluation of the PEP |

Assessment

Year 10 and Year 11:

- Components 3 and 4 are the practical part of the course and are internally marked and externally moderated. They are worth 40% of the marks. The performances will be marked by the student's teacher against criteria provided by Edexcel. Students will be given guidance as to what their best choices of activity would be. Students will also complete a 6-8 week PEP. The purpose of this is to assess their skills in analysing and evaluating their performance through a PEP in order to improve/optimize performance in a chosen physical activity.
- There is a very good link between this practical work and the theoretical work covered on principles of training and training methods.

Revision Guides

The following textbooks would supplement and assist student learning throughout the course and revision for the theory exam.

| Course | Name of Textbook | Covers |
|--------------------|--|--|
| Physical Education | Revise Edexcel GCSE (9-1) Physical Education Revision Guide ISBN 978-1-292-13512-0 | This is our preferred revision guide. It is concise and gives good examples of exam questions and answers. |
| Physical Education | Revise Edexcel GCSE (9-1) Physical Education Revision Workbook. ISBN 978-1-292-13508 | This booklet gives many examples of different questions linked to each area of the syllabus. |
| Physical Education | Edexcel GCSE (9-1) PE Tony Scott ISBN 978-1-292-12988-4 | This book summarises the main topics well, with several pictures and practice questions. Student notes should be used in conjunction with all topics. |
| Physical Education | Edexcel GCSE (9-1) third edition PE Sue Hartigan ISBN 978-147-1-86696-8 | As above |
| Physical Education | GCSE Edexcel Physical Education The Revision Guide ISBN 987-1-78294-533-8 | This book is a revision guide with several pictures to aid revision. |
| Physical Education | GCSE Physical Education for the Grade 9-1 Exams Complete Revision and Practice ISBN 978-1-78294-531-4 | This book summarises all topics very well. It gives many examples of practice exam questions and examiner tips. |

Parental Support

Parents can support their son/daughter in the following ways:

1. As the course is 30% practical, it is extremely important that students are refining and practising their practical skills on an ongoing basis. Students should be attending regular and at least weekly practices in their chosen activities.
2. The more students learn and use key terms, the easier it will be to remember them during the theory exam. Regular testing of theory definitions and key terms can support them.
3. Theoretical homework is set on a weekly basis and returned the following week with a mark and 'next steps' as to how the homework could be improved. Encouraging students to meet homework deadlines will assist students and teacher to assess their knowledge and understanding of theoretical concepts covered. Students should be responding to the 'next steps'.
4. All GCSE students have free access to The Everlearner. This is a fantastic online resource that students can use alongside course notes. There are tests on every area of the syllabus and feedback is provided after completing these. Staff may use this site to set homework tasks.

Advice to parents:

Students who participate regularly outside of timetabled lessons **always** score higher than those who spend no extra time practising and refining their skills.

TRIPLE SCIENCE

MRS SPARKES – DIRECTOR OF SCIENCE

Specification: Edexcel 1BI0 GCSE Biology, Edexcel 1CHO GCSE Chemistry, Edexcel 1PH0 GCSE Physics

GCSE Biology (Edexcel)

| Unit | Section | Percentage of Marks | Structure of Assessment Foundation and Higher Tiers |
|-------------------|--|---------------------|---|
| Biology Paper One | Biology topics 1–5: Key concepts in biology: cells and control, genetics, natural selection and genetic modification, health, disease and the development of medicines. | 50% | A 1 hour 45-minute exam 100 marks are available. |
| Biology Paper Two | Biology topics 6–9: Key concepts in biology: plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles. | 50% | As above |

GCSE Chemistry (Edexcel)

| Unit | Section | Percentage of Marks | Structure of Assessment Foundation and Higher Tiers |
|---------------------|--|---------------------|---|
| Chemistry Paper One | Chemistry topics 1–5: Key concepts: states of matter and mixtures, chemical changes, extracting metals, separate Chemistry 1. | 50% | A 1 hour 45-minute exam 100 marks are available. |
| Chemistry Paper Two | Chemistry topics 6–9: Key concepts: periodic table, rates of reaction, fuels and earth science, separate Chemistry 2. | 50% | As above |

GCSE Physics (Edexcel)

| Unit | Section | Percentage of Marks | Structure of Assessment Foundation and Higher Tiers |
|-------------------|---|---------------------|---|
| Physics Paper One | Physics units 1-7: Key concepts in Physics: motion and forces, conservation of energy, waves, light and the electromagnetic spectrum, radioactivity, astronomy. | 50% | A 1 hour 45-minute exam 100 marks are available. |
| Physics Paper Two | Physics units 8-15: Key concepts in Physics: energy - Forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and the motor effect, electromagnetic induction, particle model, forces and matter. | 50% | As above |

Assessment

Each Science GCSE is examined through two written exam papers, each 1 hour and 45 minutes. Each of the papers will assess knowledge and understanding from the distinct topic areas described in the table above. Exam papers will include multiple choice, structured, closed short answer, and open response questions.

For each paper:

- The examination is in June 2022.
- It is 1 hour and 45 minutes.
- It is out of 100 marks.
- It consists of six questions.
- Students must answer all questions.
- Calculators may be used in the examination.
- Available at Foundation Tier and Higher Tier.
- Students must complete all examinations for this qualification in the same Tier.
- The Foundation Tier paper will target grades 1 – 5.
- The Higher Tier paper will target grades 4 – 9.
- 16 marks of the paper will be overlap questions that appear in both the Foundation and Higher Tier papers.

There is no longer any form of assessed coursework element. Instead, all students must learn about and gain experience in 24 practical techniques, any of which may be subject to written questions in any of the exam papers.

Year 10:

- Students in Year 10 will build upon solid GCSE preparatory study undertaken in Year 9.
- By the end of Year 10, students will have covered the content for all the Paper One exam in GCSEs in Biology, Chemistry and Biology.
- Lessons are spent exploring concepts, undertaking a broad range of experiments and analysing scientific data.
- Practical work will ensure that students are made deeply familiar with the 24 core scientific procedures that are subject to specific exam question. Students will have completed comprehensive workbooks designed to teach and assess understanding of the core practicals thoroughly.
- Internal assessment includes regular testing and guided recap of scientific knowledge.
- All students complete regular open-ended formative tasks exploring key concepts. This helps extend learning and consolidate understanding of important bodies of scientific knowledge.

Year 11:

- The content detailed in the table above for each GCSE Science Paper Two is covered.
- Teaching of new content will be completed by Easter in order to allow rich recap and revision in the months preceding the terminal exams.

Revision Guides

Revision Guides are available to buy through ParentMail.

Parental Support

Parents' support will be essential for our students during the course of their Science GCSE. Parents can support their son or daughter in the following ways:

1. Students have to learn many of their Physics equations 'off by heart'. Students will be given cue cards to help them with these tasks and will be regularly tested on their knowledge, understanding and use of the equations. Parents can help by testing our students at home on the equations and what they mean.
2. All the Science courses contain a significant number of key words. Students will be told the meaning of key words in class and will need to learn their meanings. Parents can help by testing the students on the meaning of the key words at home.

Exam Boards

Exam Board: AQA

Website: www.aqa.org.uk

Subjects: Dance, Design and Technology: Product Design, Drama, English Literature, English Language, Fine Art, Fine Art – Textiles, Food Preparation and Nutrition and Geography.

Exam Board: Edexcel

Website: www.edexcel.com

Subjects: Citizenship, Combined Science (Double Award), Mathematics, Modern Foreign Languages (French and Spanish), Physical Education and Triple Science.

Exam Board: Eduqas

Website: www.eduqas.co.uk

Subject: Music.

Exam Board: OCR

Website: www.ocr.org.uk

Subjects: Computer Science and History.

Learning Support

The School adheres to the JCQ (Joint Council for Qualifications) guidelines with regard to those students with specific educational needs, in order to ensure that they have the correct access arrangements appropriate to their needs.

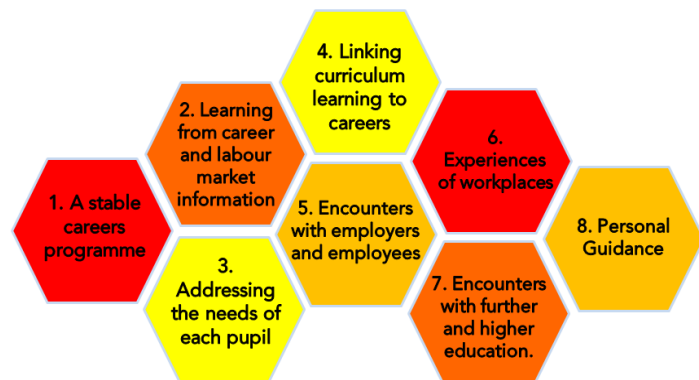
Work Experience

All students in Year 10 spend a week of term-time gaining work experience. This week is calendared at the same time as the annual FEHS activity week.

It is the responsibility of the students to arrange their own placement with support and guidance from their Parents / Carers. It is the expectation of the employer that students will be responsible for sourcing, contacting and making arrangements for their work experience.

The School works to the Gatsby Benchmarks.

To support students with their arrangements the School invests in the services of both WEX, an on-line database of employers who have previously offered work experience and Ms Debra Gray, our Independent Careers, Information and Guidance Advisor.



The benefits of work experience are many and varied, and work experience is always viewed favourably by employers and can help you decide your future career. Around 43% of employers say they have struggled to recruit because candidates lacked the required skills.

Work experience

- Provides students with an insight into different sectors and careers.
- Gives them the opportunity to use and apply their skills and knowledge in a professional environment.
- Aids the development of 'employability skills' -sometimes called 'soft skills' – that are required not only in the workplace, but in life. These include communication, working with others and problem solving.
- Builds confidence and self-esteem by showing students what they can achieve outside school.
- Allows students to 'try out' an area of potential interest.

How it works

- Students arrange their own private placement (e.g. through friends, family, professional contacts, local businesses that you use/know, etc) or contact an employer from the WEX Norfolk database (*although there is no guarantee that an employer on the database may provide a placement, as they may have already taken on a student from another school*).
- You will be given a username and password to be able to access WEX Norfolk's database
- If the placement is something the student is interested in *purely* for Work Experience Week, that is still a positive move towards considering future plans. If they decide the work is not for them, that is again positive, as they can rule it out and move forward with different plans.
- Research your options, select a potential employer and approach them directly. This is best done in person if possible. Students need to secure their placements early due a large number of schools out at the same time as Fram.
- If you find an employer via the database, you must contact them yourself to check that they are able to offer you a placement in that particular week. Just because they are on the database does **not** mean they have a placement available.
- Most employers will expect to meet the student prior to them starting the placement. We ask students to telephone employers to arrange this and encourage them to attend the meeting so that when they start the placement, they have met their employer and had the opportunity to ask any questions.
- Employers need to comply with certain criteria in order to be 'passed' as a suitable provider, but most do have the necessary Health & Safety measures already in place, as well as Employers Liability Insurance (ELI) and Public Liability Insurance (PLI). WEX Norfolk check all employers for these standards, so you don't have to worry about this part 😊
- Once you have agreed with the employer that they are happy to give you work experience, you must complete the **Placement Form** and return it to your tutor by the deadline set (TBC).
- The student is then booked onto the *WEX* system and they carry out a few safeguarding checks, to ensure that employer premises are safe for a young person to work in, before the placement can be confirmed.

Out of County placements

- Most students will find a placement within the count. However, particularly for those with contacts, some may secure an employer over the county border or in another part of the country. This will involve using another work experience brokerage in order to check beforehand the reach of the organisation in terms of health and safety checking. Parents/Carers will need to contact the School prior to arranging an out of county placement. There will be a cost involved which will need to be met by parents/carers.
- Placements outside of the UK are restricted to **post-16** students only (HSE guidance)

Although OFSTED don't look at work experience in isolation, they do look to ensure "all children and learners are well prepared for the next stage in their education, training or employment".

When work experience is done well, it can make a significant difference to the motivation, aspirations, attainment and progression of students.

Anna Harvey, Assistant Head and Careers Leader

Key Contacts

Here is a list of key personnel within the school:

| | |
|---|--------------------------|
| Headteacher: | Mrs Arnold |
| Deputy Headteacher: | Mr Edwards |
| Assistant Headteacher: | Mr Keates |
| Assistant Headteacher: | Mrs Harvey |
| Assistant Headteacher: | Mrs Andrews |
| Director of Learning - Year 10/11: | Mr Player |
| Deputy Director of Learning - Year 10/11: | Mrs Oliver and Mrs Horne |

| | | |
|--------------|---------------|------------------------|
| Form Tutors: | Inspire 10: | Mrs Sabberton-Coe |
| | Create 10: | Mrs Allard |
| | Evolve 10: | Mr Neville |
| | Endeavour 10: | Mrs Swanepoel |
| | Engage 10: | Mrs Woods |
| | Resolve 10: | Mrs Bagshaw / Mr Slack |

Subject Directors

| | |
|----------------------------------|-------------------|
| Art (including Textiles): | Mr Wall |
| Citizenship: | Mr Hudson |
| Computer Science: | Mrs Clare |
| Dance: | Mrs Taylor |
| Design and Technology: | Mrs Allard |
| Drama: | Mrs Bagshaw |
| English: | Miss McDonagh |
| Geography: | Miss Chapman |
| History: | Miss Wiltshire |
| Mathematics: | Mrs Clare |
| Modern Foreign Languages: | Mrs Swanepoel |
| Music: | Miss Ditcham |
| PSHE: | Mrs Andrews |
| Physical Education: | Mrs Sabberton-Coe |
| Religion, Philosophy and Ethics: | Mr Neville |
| Science: | Mrs Sparkes |

| | |
|---|------------------------------------|
| Director of Learning Support and SENCo: | Mrs Harvey (Assistant Headteacher) |
| Examinations Manager: | Mrs Palmer |
| Careers Leader: | Mrs Harvey (Assistant Headteacher) |
| Independent Careers Advisor: | Ms Gray |

If you have a query, you can contact the relevant person(s) at the school on 01508 492 547 or via email : office@fehs.set.education

Anything's Possible



FRAMINGHAM EARL HIGH SCHOOL

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