Introduction

Welcome to the Year 11 Curriculum Guide, which has been revised and updated to take into account changes which have occurred over the last year.

It is our intention that this Guide should serve as a handy reference for parents and carers who have queries about their daughter’s learning. This Guide includes all the subjects your daughter will be studying and we have divided the information into two sections: General Information and Curriculum.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in enrichment activities, from sports to music, from drama to public speaking events.

Your daughter will be taught all the National Curriculum subjects and in addition she will also learn to develop essential qualities and skills through our Curriculum. All classrooms are equipped with interactive whiteboards and teachers make full use of this equipment to enhance participation and engagement in lessons. Laptops and iPads are used as learning aids, for example by allowing visually impaired students to enlarge diagrams or text. Mulberry will be developing its Virtual Learning Environment (VLE) this year and this should provide further exciting opportunities to use technology to enhance the student learning experience.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Ms H. Pallet and Mr D. Bailey

Assistant Headteachers
Section 1:
General Information
Aims and Mission Statement

Our Philosophy

We believe that students can flourish at Mulberry. Each learner is valued and respected equally, enjoying the highest possible standard of education and the chance to participate in everything that we do. We aim to enable our pupils to become confident, creative and questioning young women who are able to lead and excel in what they do. They demonstrate this in a number of ways, including making their contribution to the way that Mulberry is run, understanding the learning process and accepting the responsibility for taking their learning forward. We encourage and support them to make a positive contribution to our community and British society, now and in their future lives.

1. Provide a stimulating learning and teaching environment in which every pupil enjoys her education, feels safe and secure and is able to fulfil her full potential

2. Promote high standards of achievement and academic attainment for all, enabling every pupil to leave Mulberry School academically-well qualified, with a breadth of experience that has allowed her to develop and enrich all her talents and aptitudes

3. Create a learning environment which meets the educational and social needs of every pupil equally, regardless of ability, aptitude, ethnic background or disability, and which positively provides for their physical and emotional requirements

4. Provide a challenging, broad and a balanced curriculum from Years 7-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including arts and international school activities

5. Assist pupils to become confident, creative and questioning young women with the ability to lead in and contribute to a diverse range of fields including work, political and social citizenship, the community and family life

6. Support pupils to become independent, life-long learners who can meet, with confidence, the challenges of a diverse, rapidly changing global society and the world of work

7. Develop positive links with parents/carers and our wider community through partnerships and by making available the schools facilities and resources for family learning throughout the year

8. Invest in the professional development of our staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, building a learning community for all

In essence Mulberry School for Girls seeks to provide an educational experience which promotes confidence, creativity, leadership and learning for all young women. It also seeks to contribute to its wider community.
Model of School Day

Monday, Tuesday, Thursday and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40am</td>
<td>Registration/Assembly</td>
</tr>
<tr>
<td>9.00am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.50am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.40am</td>
<td>Break</td>
</tr>
<tr>
<td>11.00am</td>
<td>Period 3</td>
</tr>
<tr>
<td>11.50am</td>
<td>Period 4</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Lunch/Enrichment Clubs</td>
</tr>
<tr>
<td>1.50pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>2.40pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
</tr>
</tbody>
</table>

Wednesday

This year the school day is different on every Wednesday. There are still 6 periods in the day but they are slightly shorter in duration. This change together with removing registration periods has allowed time in the afternoon for enrichment of the curriculum. We will run a wide range of study options from 1.30pm, which is compulsory for Year 11 students. These options will enhance our curriculum and aim to develop the independence and confidence that pupils will need to access the more challenging assessments that pupils will face in public examinations.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.25am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.05am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10.45am</td>
<td>Break</td>
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<tr>
<td>11.05am</td>
<td>Period 4</td>
</tr>
<tr>
<td>11.45pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>12.25pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>1.05pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30pm</td>
<td>Study Options or Home Study</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
</tr>
</tbody>
</table>

Year 11 Assembly takes place on a Tuesday

For the Enrichment Club timetable, please check the school website or check your daughter’s planner. Wednesday study options are on the school’s digital platform, Mulberry Learn.
Year 11 Tutor Team

I would like to take this opportunity to introduce to you the team that will be responsible for your daughter’s academic and pastoral development during this very important year in her school career. I list below the Year 11 tutor team.

Head of Year: Ms R. King
Attached SLT: Ms H. Pallet

<table>
<thead>
<tr>
<th>Form</th>
<th>Form Tutor</th>
<th>Co-Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>11M</td>
<td>Ms R. Rahman</td>
<td>Ms R. Turner</td>
</tr>
<tr>
<td>11U</td>
<td>Ms A. Duherich</td>
<td></td>
</tr>
<tr>
<td>11L</td>
<td>Ms E. Pace</td>
<td></td>
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<tr>
<td>11B</td>
<td>Mr D. Chart</td>
<td></td>
</tr>
<tr>
<td>11E</td>
<td>Ms R. Begum</td>
<td></td>
</tr>
<tr>
<td>11R</td>
<td>Ms A. Ud-Deen</td>
<td></td>
</tr>
<tr>
<td>11RA</td>
<td>Ms E. Wright</td>
<td></td>
</tr>
<tr>
<td>11Y</td>
<td>Ms J. Muriel</td>
<td></td>
</tr>
</tbody>
</table>

Year 11 Learning Mentor: Ms. L. Watt

School Policies

Home School Agreement

The school aims to ensure that all pupils are given equal opportunity to fulfil their potential. This agreement recognises the important partnership between parents/carers, pupils, governors and staff.

1. **CURRICULUM**

School
Mulberry School has a broad based curriculum, which satisfies National Curriculum requirements in which all pupils shall participate. Teaching staff for all subjects will be from both genders. Mulberry School is an Arts Specialist School.

Where there is a choice of subject, for example between History and Geography for Year 8 or for Options at Key Stages 4 & 5, pupils will be enabled to make a guided and informed choice. In making decisions about GCSE options in year 9, all pupils have a meeting to discuss their option choices. Some subjects will include fieldwork and other off-site activities which will take place in lesson time and be supervised by staff. This includes theatre trips, enterprise education, work experience and other National Curriculum work such as careers events.
Parents/Pupils
Pupils will participate fully in all aspects of the curriculum. All pupils are expected to participate regularly in dance at Key Stage 3, Study Support, National Curriculum trips and visits and extra-curricular activities.

2. HOMEWORK

School
Homework will be set each day in accordance with a planned timetable in order to support the progress and attainment of each pupil. Every pupil will be given a planner to record all homework given and assist organisation. Sometimes, pupils may be required to undertake Prep, supervised after school by qualified staff, if they are not making appropriate progress.

Parents/Pupils
Parents/guardians should check that pupils are completing their homework and sign their planner each week to indicate that this has been done satisfactorily. Comments are invited.

3. CODE OF CONDUCT

School
Mulberry school aims to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration and where all pupils can work undisturbed by others.

Parents/Pupils
All pupils are expected to show concern and consideration for others and this shall be reflected in their behaviour at all times.

Pupils are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential.

Parents are expected to co-operate with the school in matters of discipline and expectations.

4. ATTENDANCE, PUNCTUALITY AND SCHOOL HOURS
School
Pupils’ attendance and punctuality will be checked at registration a.m. and p.m., and at each lesson. Parents will be informed as quickly as possible of unexplained absence and any concerns reported to the Educational Social Worker. The school will keep up to date information of pupils’ addresses and telephone numbers. All this is to ensure the safety of pupils at all times.

Pupils will only leave the building or grounds with written permission from her Head of Year after parents have been contacted. Pupils are expected to report to the General Office to be signed out before leaving school during the school day. If returning to school before the end of the school day pupils must sign back in at the General Office.
Detentions – Normal school hours are from 8.45am to 3.30pm. However, pupils may be detained at the end of school until 4pm without advance warning being given. Parents/guardians will be notified in writing in advance of longer detentions. Detentions will be given for recurring lateness and reasons relating to conduct and work.

Parents/Pupils
Parents/guardians will comply with the Governors’ Extended Leave and Leave of Absence policy which does not allow such absences and ensure that their daughter attends school full time until the end of Year 13.

Pupils are expected to attend school each day unless there is a very good reason for being absent. A written explanation for any absence is always required on the day of return, even if parents have telephoned the school prior to this.
Pupils are expected to arrive at school on time for both sessions and for all lessons.

Personal information – Parents will report any change of address and telephone, or change in family circumstances, immediately to the Head of Year in order to update records and enable the school to contact parents/guardians.

5. EQUIPMENT, UNIFORM AND PERSONAL BELONGINGS

School
Lockers are provided with keys for pupils’ use and all reasonable care is taken to secure the safety of personal belongings.

Appropriate facilities and equipment are provided for all on-site activities and the National Curriculum.

Mobile phones should not be brought into school and if a pupil is seen using a mobile phone it will be confiscated and a parent/carer will need to come into school at the end
of the week in order to collect the telephone. This also applies to iPods, MP3 players, digital cameras and any other electrical equipment.

Some pupils will be provided with a laptop for use during school. This can be charged in pupils’ lockers. The laptop should never be removed from school. The laptop is the pupil’s responsibility and therefore should this be damaged the school reserve the right to ask for money to cover any replacement/repairs.

**Parents/Pupils**

It is essential that pupils come to school fully equipped for all lessons. This should include two pens, a pencil and a ruler, a calculator, a pocket dictionary and appropriate mathematical equipment.

Uniform and Physical Education kit are compulsory (see the school’s website for details). With regard to the enclosed uniform policy, pupils and parents should be aware that if pupils choose to wear a Mulberry coloured hijab it should be plain and not have any tassels, decorations or sequins. No denim, leisure wear or leather should be worn at any time. Shoes should be flat, strong and supportive. Trainers must be worn for PE. Any hardship in relation to uniform may be raised with your daughter’s Head of Year. Uniform grants are available to families on certain benefits.

Jewellery must not be worn in school, except for small studs for pierced ears. This rule is for the safety of pupils and to safeguard against loss of property. If the rule is disobeyed the jewellery will be confiscated.

Pupils are responsible for all personal property. The school is not responsible for money or valuables as they should not be brought to school.

It is recommended that only small amounts of money should be brought in to cover the pupil’s daily needs. If it is necessary to bring a large sum of money to school, it should be given into the care of the Pupil Reception for safekeeping.

6. **THE ENVIRONMENT**

**School**

Mulberry school aims to maintain a safe secure, and attractive working environment.

**Parents/Pupils**

Pupils will ensure that the school is kept free of litter, graffiti and chewing gum.

**Homework Policy**
1. Regular setting and checking of homework are associated with good education and effective schools.

2. The completion of homework tasks should develop a student’s ability to work alone, to be self-motivated and well organised.

3. The setting of homework should generate a variety of worthwhile learning experiences which complement those at school, consolidating, extending and developing certain subject skills outside the classroom.

4. There should be a variety of homework tasks, within a coordinated framework, leading to a wider concept of homework. For all subjects, tasks will develop skills of researching, organising, writing, the reading of relevant materials and the enjoyment of reading.

5. Pupils should see the purpose and relevance of homework tasks set. These should arise naturally from, and lead to, classroom activities; they should be relevant and have a clear purpose.

6. Homework should not just be a time to finish off uncompleted classwork.

7. Students with language and learning needs, who require differentiated learning resources and tasks in the classroom, will also need differentiated homework. Able students should also be catered for and challenged by relevant tasks set for them.

8. Homework practice should be a matter for whole-school concern, not left to the initiative of individual teachers or departments. It should also reflect all the general aims and policies of the school.
Homework timetables are collated as soon as the school teaching timetable has been written. These are coordinated as far as is possible for the benefit of departments, year groups and individual pupils. Copies of these timetables are issued to tutors, H.O.D.s, H.O.Y.s, subject teachers, pupils and parents.

A Student Planner is issued to all pupils in which they should keep a record of homework set each day. Tutors and parents are asked to check this record and sign it each week. There is space for them and the pupils to make comments.

Homework is an important opportunity for home and school to keep in touch, and for parents to become involved in their daughters’ education. Links should be made through the planners, and through letters from departments to explain their homework requirements, as well as through letters from parents to explain why homework was found difficult or not done. Links should also be made through parents’ evenings and other contacts with year teams and teachers.

Many departments run homework support sessions during lunchtimes and after school; other homework clubs and study support sessions are being developed. Departmental guidelines on homework should be included in all departmental handbooks, including differentiated homework.

There should be regular monitoring and sampling of homework by Heads of Department/Faculties and Heads of Year and a checking of this against school aims and policies, in line with the School Development Plan.

The recommended time to be spent on homework each evening is:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TIME ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 8</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 9</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Year 10</td>
<td>2 hours per evening</td>
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<tr>
<td>Year 11</td>
<td>2 hours per week day evening and 8-10</td>
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<tr>
<td></td>
<td>over the weekend</td>
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<tr>
<td>Year 12 &amp; 13</td>
<td>3 – 4 hours</td>
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</tbody>
</table>
PSHEE – Personal, Social, Health and Economic Education

Personal, social, health and economic education is a planned programme of lessons and experiences that help children and young people grow and develop as individuals and as members of families.

PSHEE deals with the real life issues young people face as they grow up and it equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions from primary to secondary school and beyond. It also enables children and young people to think about their own values and attitudes including British Values so that they will grow into confident individuals and members of society.

**Key Stage 3**
The Year 7 programme focuses on enabling the new students to settle confidently into the school and to develop ground rules for class discussion. Students explore how to stay safe through the key topics of healthy eating, sex and relationship education and legal and illegal drugs.

The Year 8 programme focuses on developing students’ emotional well-being and self-esteem and their understanding of financial management and careers.

In Year 9, students revisit the two strands of PSHEE: personal well-being and economic well-being and financial capability. Students learn about budgeting and have the opportunity to complete an enterprise project. They also prepare for their KS4 option choices.

**Key Stage 4**
At KS4, students explore the topic of staying healthy at a deeper level, looking at the consequences of risk-taking behaviour e.g. having unprotected sex, drink/drug driving, smoking and crime. They identify and learn how to manage the pressures on young people from the media and wider society. Students are taught to manage their personal finances and the consequences of getting into debt. They are given strategies to manage stress as they prepare for GCSE exams and plan for KS5 or getting a job.

At Mulberry, a planned programme of weekly PSHEE lessons is delivered to Years 7, 8, 9, 10 and 11 by members of staff. All are committed to supporting and enhancing the personal development of our students. In PSHEE teachers create an environment where students feel safe to explore and reflect on personal issues. Lessons are active and participatory, much of our work is discussion based.

Ms. S. Rawat

Director of Personal Development
Section 2:
The Curriculum
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>11</td>
<td>Mr. M. Hibbert</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination Board</th>
<th>Specification</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQA</td>
<td>Language – 8700  Literature - 8702</td>
<td>GCSE (9-1)</td>
</tr>
</tbody>
</table>

**AIMS OF THE ENGLISH FACULTY**
- To develop every pupil's ability to use language with competence and confidence.
- To foster a love of reading and to stimulate interest and enjoyment of literature.
- To help pupils to make sense of themselves and the world around them by giving them access to creative ways in which to articulate their own experiences.

**COURSE DESCRIPTION UNITS/MODULES**

**GCSE English Language**
- Explorations in Creative Reading and Writing
- Writers' Viewpoints and Perspectives
- Spoken Language

**GCSE English Literature**
- Shakespeare and the 19th-Century Novel
- Modern texts and poetry

**STUDENT GROUPING**
Students are in mixed ability groupings.

**HOW IT WILL BE ASSESSED**

**GCSE English Language**
- Paper 1 50% and Paper 2 50% externally assessed
- Non-examination assessment – Spoken Language – Assessed by the teacher

**GCSE English Literature**
- Paper 1 50% and Paper 2 50% externally assessed

**HOMEWORK**
Homework will be set weekly by the class teacher.

**HOW IS THE COURSE TAUGHT**
This is an integrated course leading to two separate qualifications. Pupils study a variety of literary and non-literary texts. Lessons provide students with the opportunities to analyse literature and become skilled users of the English Language. Students will be encouraged to discuss ideas presented to us by writers and evaluate their success. They are also encouraged to write imaginatively, accurately and fluently.

**TEXT BOOKS/MATERIALS/VISITS**
Students will be provided with core texts.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>MATHS</td>
<td>11</td>
<td>Mr D. Chart</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination Board</th>
<th>Specification</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>AQA</td>
<td></td>
<td>GCSE (9-1)</td>
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</table>

**COURSE DESCRIPTION UNITS/MODULES**

GCSE Mathematics covers a variety of topics including number, geometry, algebra and statistics. As well as learning a wide variety of new mathematical skills, students will also develop logical and problem solving skills during this course.

There are six broad strands of mathematics:
- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability

**STUDENT GROUPING**

Students will be set based on their end of Year 10 attainment.

**HOW IT WILL BE ASSESSED**

There are 3 examination papers for this course
- 1 x non-calculator
- 2 x calculator

Papers assess pupils’ ability to solve problems in the context of Number, Algebra, Geometry and Handling Data.

**HOMEWORK**

Two assignments are set per week.

**HOW IS THE COURSE TAUGHT**

The GCSE Mathematics course develops the material covered in Key Stage 3. Students will be introduced to a wide variety of new mathematical techniques, and will be expected to apply these and those learnt in KS3 to solve new and varied problems. All learning will focus on purposeful activities which promote thinking and reasoning. Pupils will continue to develop their reasoning, investigational and problem solving skills so they can present coherent and justified solutions to a wide range of problems. Pupils will develop mental agility in order to become efficient problem solvers.

We teach a balance of Number, Algebra, Geometry and Statistics work, with Active Learning and Assessment for Learning at the heart of all our lessons.

**TEXT BOOKS/MATERIALS/VisITS**

Visits will happen throughout the year.

External revision days are sometimes organised according to the needs of the cohort.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined science</td>
<td>11</td>
<td>Ms E. Petty</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination Board</th>
<th>Specification</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQA</td>
<td>Combined science: Trilogy</td>
<td>GCSE</td>
</tr>
</tbody>
</table>

AIMS OF THE SCIENCE FACULTY

- To inspire a love of science and develop an attitude of wonder about the world we live in.
- To enable pupils to understand how science works and to participate in scientific activities.
- To develop pupils’ scientific literacy so they are confident and creative participants in scientific discussion.
- To provide flexible, context-driven programmes of learning: science for all and science for scientists.
- To develop pupils’ knowledge about the opportunities available to them and their aspiration for further participation in science.
- To encourage teamwork and promote staff development.

COURSE DESCRIPTION UNITS/MODULES

This qualification is linear. Linear means that students will sit all their exams at the end of the course. Over the two year course students will study the following key themes in Biology, Chemistry and Physics to gain 2 GCSE grades in combined science.

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

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

**Physics themes**
18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism
Over the duration of the course students will also be required to complete 21 key practicals in the 3 sciences, which they will be assessed on in their year 11 exams along with related key practical and mathematical skills.

<table>
<thead>
<tr>
<th>STUDENT GROUPING</th>
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</thead>
<tbody>
<tr>
<td>Ability groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW IT WILL BE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</td>
</tr>
<tr>
<td>Students will sit all their exams at the end of the course in year 11.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HOMEWORK</th>
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</thead>
<tbody>
<tr>
<td>Homework will be set in accordance with the School Homework Policy and will aim to consolidate class learning and give opportunities for extended research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW IS THE COURSE TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course covers key themes in Biology, Chemistry and Physics, taught in units with strong links running between them. The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills.</td>
</tr>
<tr>
<td>Students will develop their practical and analytical skills over the two year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.</td>
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</table>

<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All course materials are provided, this includes access to an online textbook and related resources.</td>
</tr>
</tbody>
</table>
SUBJECT | YEAR GROUP | HEAD OF FACULTY | LESSONS PER WEEK
---|---|---|---
TRIPLE SCIENCE | 11 | Ms. E. Petty | 9 (6 + 3 in Golden Time)

Examination Board | Specification | Qualification
AQA | Biology/Chemistry/Physics | GCSE

AIMS OF THE SCIENCE FACULTY

- To inspire a love of science and develop an attitude of wonder about the world we live in.
- To enable pupils to understand how science works and to participate in scientific activities.
- To develop pupils’ scientific literacy so they are confident and creative participants in scientific discussion.
- To provide flexible, context-driven programmes of learning: science for all and science for scientists.
- To develop pupils’ knowledge about the opportunities available to them and their aspiration for further participation in science.
- To encourage teamwork and promote staff development.

COURSE DESCRIPTION UNITS/MODULES

This qualification is linear. Linear means that students will sit all their exams at the end of the course. Over the two year course students will study the following key themes in Biology, Chemistry and Physics to gain 3 separate GCSE qualifications:

**Biology themes**
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

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

**Physics themes**
1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces  
6. Waves  
7. Magnetism and electromagnetism  
8. Space physics

Over the duration of the course students will also be required to complete 27 key practicals in the 3 sciences, which they will be assessed on in their year 11 exams along with related key practical and mathematical skills.

<table>
<thead>
<tr>
<th>STUDENT GROUPING</th>
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<tbody>
<tr>
<td>Ability groups</td>
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<table>
<thead>
<tr>
<th>HOW IT WILL BE ASSESSED</th>
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<tbody>
<tr>
<td>There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</td>
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</table>

Students will sit all their exams at the end of the course in year 11.

<table>
<thead>
<tr>
<th>HOMEWORK</th>
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</thead>
<tbody>
<tr>
<td>Homework will be set in accordance with the School Homework Policy and will aim to consolidate class learning and give opportunities for extended research.</td>
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<table>
<thead>
<tr>
<th>HOW IS THE COURSE TAUGHT</th>
</tr>
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<tbody>
<tr>
<td>The course covers key themes in Biology, Chemistry and Physics, taught in units with strong links running between them. Students will have three teachers for Science, one specialising in each discipline.</td>
</tr>
<tr>
<td>The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills.</td>
</tr>
<tr>
<td>Students will develop their practical and analytical skills over the two year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.</td>
</tr>
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<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tbody>
<tr>
<td>All course materials are provided, this includes access to an online textbook and related resources.</td>
</tr>
<tr>
<td>SUBJECT</td>
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<td>------------</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
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<tr>
<td>Examination Board</td>
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<tr>
<td>EDEXCEL</td>
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**AIMS OF THE CITIZENSHIP DEPARTMENT**

Democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Our aim is to develop our students into active citizens who are:

- aware of their rights and responsibilities as citizens;
- informed about the social and political world;
- concerned about the welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- Responsible in how they act as citizens.

**COURSE DESCRIPTION UNITS/MODULES**

**Theme A: Living together in the UK:**
How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work?

**Theme B: Democracy at work in the UK**
Who runs the country? How does Parliament work? How is power shared between Westminster and the devolved administrations? How does government manage public money?

**Theme C: Law and justice**
What is the law for and how does it affect us? How does the justice system work? Is crime increasing in society?

**Theme D: Power and influence**
What power and influence can citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?

**Theme E: Taking citizenship action**
Students will use and apply their citizenship knowledge, understanding and skills to take action to try and make a difference, create a benefit or change in society. Students will carry out an investigation leading to citizenship action and will develop the following skills:

- research and enquiry
- interpretation of evidence
- planning
- collaboration
- problem-solving
- advocacy and campaigning
- evaluation

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
At the end of the course students will sit two 1 hour and 45 minute exams each of which will be worth 50% of the final grade.

**Paper 1**
- **Section A:** questions are focused on Theme A: Living together in the UK
- **Section B:** questions are focused on Theme B: Democracy at work in the UK
- **Section C:** questions are focused on Theme C: Law and justice
- **Section D:** extended-response questions related to two or more of specification Themes A–C.

**Paper 2**
- **Section A:** questions are focused on the students’ own citizenship action.
- **Section B:** questions are focused on others’ actions relating to Theme D: Power and influence.
- **Section C:** questions are focused on Theme D: Power and influence. One question will also link to content in one of Themes A–C.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
In order to ensure the highest success for the students a significant period of year 10 will be spent working on the student’s ‘ACTIVE CITIZENSHIP’ project (Theme E above). During this time students will engage with the school community and local community in researching, presenting and campaigning for a local or global issue of their choice.

The remaining themes will be taught in class with teachers using a range of media and sources to support the learning of the course content. Students will also be supported in developing the various writing skills needed for the exam with peer and teacher assessment taking place regularly throughout the 2 years.

**TEXT BOOKS/MATERIALS/VISITS**
Copied textbook packs are provided.
Visits and visitors to the lessons will happen throughout the year.
AIMS OF THE GEOGRAPHY DEPARTMENT

The study of geography helps make sense of our beautiful, complex and dynamic world and prepares students for their role as a global citizen in the twenty-first century. Geography stimulates an interest in and a sense of wonder about places. It explains how places and landscapes are formed, how people and environment interact and how a diverse range of economies and societies are interconnected. It builds on students’ own experiences to investigate the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, for the present and future. Fieldwork is an essential element of this.

Students will learn to think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information. Geography inspires students to think about their own place in the world, their values and responsibilities to other people, to the environment and the sustainability of the planet.

There are a number of key concepts that underpin the study of geography, which students need to deepen and broaden their knowledge, skills and understanding.

These concepts are:

- Place
- Space
- Scale
- Interdependence
- Process (human and physical)
- Cultural Diversity

COURSE DESCRIPTION UNITS/MODULES

Students start the GCSE Edexcel B geography course in year 9 and study the content and skills over 3 years. There are 3 components / exam papers which contain the following topics:

**Component one** – Hazardous Earth/Development Dynamics/Challenges of an Urbanising World

**Component two** – The UKs evolving physical landscape – Coastal change and conflict and River processes and pressures. The UKs evolving human landscape which includes a case study of London. Geographical Investigations which includes one physical fieldwork investigation and one human fieldwork investigation.

**Component three** - People and the biosphere/ Forests under threat/Consuming energy resources

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Papers 1 and 2
Both papers are 1 hour 30 mins and total 94 marks each counting as 37.5% each of the final grade.
Each topic will contain a mix of questions from 1 to 12 marks using resources.
Paper one examines topics in component one and paper two examines topics in component two.
**Paper three** is a resource based decision making paper in 4 sections worth 54 marks based on the topics of component three.

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
A wide range of resources are used in lessons so that all types of learners can access lessons. Resources range from Digimaps and Kerboodle to videos and fieldwork.

**TEXT BOOKS/MATERIALS/VISITS**
Textbooks for the new specification – student access through Kerboodle. Compulsory fieldtrips to meet the new exam criteria and a residential fieldtrip.
SUBJECT               YEAR GROUP              HEAD OF DEPARTMENT         LESSONS PER WEEK
HISTORY                        11                                         Mr D. Bailey                                          3
Examination Board                            Specification                                               Qualification
EDEXCEL                                          GCSE

AIMS OF THE HISTORY DEPARTMENT
At Mulberry we aim to inspire students and create curiosity about the past. To this end we focus on active learning strategies and an enquiry based model for the History Curriculum.

We want to help students learn to:
- Appreciate the achievements of individuals and societies.
- Question source material and interpretations of the past.
- Argue rationally using historical evidence to support their ideas.
- Understand the nature of cause and consequence, continuity and change, similarity and difference.
- Write clearly and concisely using a range of genres.
- Appreciate the diversity of the world and to develop their own religious, cultural and political views through an understanding of the past.
- Develop essential study skills such as the ability to locate and extract relevant information from a wide variety of sources; detect bias; analyse information; and develop their own original theories and ideas.

COURSE DESCRIPTION UNITS/MODULES
History is a fascinating subject and the modern world era has some very interesting topics that students can explore in depth. Students will study four modules:

Unit 1: Thematic Study: Crime and Punishment in Britain 1000 to present
You will look at a thousand years of history to see how crimes have been punished. You will also study how and why certain types of criminal activities no longer exist, whilst others still persist. You will be able to explore how the modern day police force was created and you will investigate why Jack the Ripper was never caught, despite murdering several women in Whitechapel.

Unit 2: Henry VIII and his ministers, 1509-1540
You will study how and why Henry VIII changed Britain forever. Why did he change the religion of the country? How well did he get along with the French King? Why did some people dislike Henry so much? Why did he leave England in so much debt? You will also investigate how his advisors, people such as Cardinal Wolsey and Thomas Cromwell, were able to manipulate Henry for their own benefit.

Unit 3: Superpower relations and the Cold War, 1941-1991
You will study the period after World War Two, known as the Cold War. In 1941 The USA and the Soviet Union were allies, whose aim was to defeat Hitler and the Nazis. However by 1963 these two ‘friends’ almost destroyed each other with nuclear weapons, you will investigate how and why this happened. You will also look at why the
Soviet Union trapped half of Berlin behind a wall and why they decided to launch their unsuccessful invasion of Afghanistan in 1979.

**Unit 4: Weimar and Nazi Germany, 1918-39**

You will study how Germany went from one of the most open and liberal societies in Europe to a brutal and oppressive dictatorship under Adolf Hitler. Was Hitler’s rise to power inevitable or was he very lucky? You will also look at how the Nazis revolutionised every aspect of German life, how were young people affected? What limits did the Nazis place on women? Who did the Nazis persecute and why?

**STUDENT GROUPING**  
Mixed ability groups

**HOW IT WILL BE ASSESSED**  
You will sit three exams at the end of Year 11. Two exams are worth 30% each and the final exam is worth 40%. These exams last between 1 hour 15 minutes and 1 hour 45 minutes.

**HOMEWORK**  
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**  
At Mulberry there is an active approach to teaching History as teachers want students to be as excited about the past as they are! This means that teachers use a range of sources to ensure that students can relate to the era studied. Teachers use photographs, cartoons, posters, newspapers, video clips, movies, radio broadcasts, songs and textbook to help students to understand the issues. Teachers then show students how to use this evidence to build, present and defend their very own interpretations of the past. And while students will need to write some essays, they will also have the opportunity to make movies, design board games, build web pages and go on field trips.

**TEXT BOOKS/MATERIALS/VISITS**  
Visits will happen throughout the year.
AIMS OF THE RS DEPARTMENT
The department want to make students think about their own beliefs and also about the beliefs of other people. That is why there are two main targets in Religious Studies:

• Learning about religion
• Learning from religion

Students will have opportunities to reflect on their own beliefs and apply their own moral and religious understanding to a variety of ethical dilemmas that they or other people in the world will face in everyday life.

COURSE DESCRIPTION UNITS/MODULES
At KS4 the new requirements for RS at GCSE level require students to learn about religious beliefs and practices from the perspective of two major world religions as well as looking at a variety of philosophical and ethical themes. The course consists of two components.

Component 1: The study of religions, beliefs, teachings and practices
In year 10 students undertook an in depth study of the beliefs and practices of two religions:

Islam: Students must have an understanding of the diversity of beliefs within Islam (Sunni / Shi’a) Topics: Risalah, The Imamate in Shi’ah Islam, Qu’ran, Shari’ah, 6 articles of faith in Sunni and the 5 roots of Usul ad-Din in Shi’a Islam, Nature of God, Angels, Predestination (Al Qadr), Akhirah, The 5 pillars of Islam and the 10 obligatory acts of Shi’ah Islam, use and functions of the mosque, Jihad, Festivals including Eid-ul-Fitr, Eid ul- Adha and Ashura.

Christianity: Students should understand that Christianity remains the main religious tradition of great Britain and be clear about denominational differences. Topics: beliefs about God, the trinity, Jesus’ incarnation. Birth, death and resurrection, salvation, beliefs about life after death, different forms of worship, sacraments, pilgrimage, festivals and celebrations and the role of the church in the local and worldwide community.

Component 2: Thematic studies
In year 11 students will undertake a study of four philosophical and / or ethical themes.

Theme A: Relationships and families: Sexual ethics, marriage, divorce, families and gender equality.
Theme B: Religion and Life: The origins of the universe and human life, treatment of the environment, the use and abuse of animals, the sanctity of life in relation to abortion and euthanasia.
Theme C: The existence of God and revelation: Philosophical arguments For and AGAINST the existence of God, miracles, divine revelation through direct revelation, through nature and through scripture.
Theme E: Religion, Crime and Punishment: crime and the causes of crime, the aims of punishment, the treatment of criminals, forgiveness and the death penalty.

STUDENT GROUPING
Mixed ability groups
## HOW IT WILL BE ASSESSED
Two exams of 1 hour and 45 minutes at the end of year 11. One for each component above. Each examination will consist of four sets of questions. Each set of questions has a common 5 part structure consisting of a 1 mark multiple choice question, then 2 marks, 4 marks, 5 marks and a 12 mark extended answer question.

## HOMEWORK
Homework will be set weekly in line with the schools homework policy. In year 11 additional weekly revision tasks will be set to help students to revise the work that they covered in year 10.

## HOW IS THE COURSE TAUGHT
Students are taught in mixed ability groupings and are encouraged to discuss their ideas in order to challenge, to consolidate understanding and to develop an ability to listen to and respect the views of others.

## TEXT BOOKS/MATERIALS/VISITS
The GCSE course textbook is available for use in school. Students will be provided with plenty of revision materials throughout the course and should keep all of the resources that they are given to help with revision.
### AIMS OF THE BENGALI DEPARTMENT

- To enable pupils to communicate effectively in real-life situations.
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved.
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation.
- To offer insights and access to the culture concerned by enhancing diversity.
- To form a base of skills, attitudes and language required for further study.
- To enable pupils to compete advantageously in the world of work.

### COURSE DESCRIPTION UNITS/MODULES

The Bengali GSCE course is designed mainly for pupils whose mother tongue is Bengali. It aims to develop the ability to use the language properly for practical communication. It will enable pupils to read, understand, appreciate and maintain an interest in Bengali culture, civilization and literature. The course also develops their existing bi-lingual skills. Topics studied include:

**Unit 1** - Theme: Local, national, international and global areas of interest  
Global Issues: The Environment

**Unit 2** - Theme: Local, national, international and global areas of interest  
Charity: Voluntary Work

**Unit 3** - Theme: Local, national, international and global areas of interest  
Global Issues: Homelessness and Poverty

**Unit 4** - Theme: Current and future study and employment:  
Career Choices and Ambitions

### STUDENT GROUPING

Mixed ability groups

### HOW IT WILL BE ASSESSED

- **Listening:** 25%
- **Speaking:** 25%
- **Reading:** 25%
- **Writing:** 25%

### HOMEWORK

Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises, speaking, extended reading, writing and translation tasks.

### HOW IS THE COURSE TAUGHT

Students will be expected to develop the four skills of the language – listening, speaking, reading and writing. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to share with their peers mates details of their heritage and comparing where their families originally came from and how those societies may differ to life in
Britain today. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

Year 11 pupils will have access to a variety of resources including vocabulary booklets and revision booklets. Also, students can have access some activities in the Mulberry Learning Platform.
AIMS OF THE FRENCH DEPARTMENT

- To prepare students for a wide range of occupations and further study
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture of the French speaking world by enhancing diversity.
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue.

COURSE DESCRIPTION UNITS/MODULES

Unit 1 - Theme: Local, national, international and global areas of interest
Global Issues: The Environment

Unit 2 - Theme: Local, national, international and global areas of interest
Charity: Voluntary Work

Unit 3 - Theme: Local, national, international and global areas of interest
Global Issues: Homelessness and Poverty

Unit 4 - Theme: Current and future study and employment:
Career Choices and Ambitions

GROUPING
Mixed attainment groups

HOW IT WILL BE ASSESSED

Listening: 25%
Speaking: 25%
Reading: 25%
Writing: 25%

HOMEWORK
Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises, speaking, extended reading, writing and translation tasks.

HOW IS THE COURSE TAUGHT

Pupils develop key skills through a variety of activities. These skills include listening, reading, speaking, writing, translation from French into English and translation from English into French. Pupils will develop the skills to have a spontaneous conversation in French. Pupils will learn about the cultures and traditions from a variety of French-speaking countries. Authentic material is used as much as possible in order to attune pupils to the language in its most natural state. In lessons students will have the opportunity to discuss individual liberty and study many aspects of living in today’s society. Students will debate in French their opinions on school and the various subjects studied and learn to listen and offer others the opportunity to express their opinions with increased skill and effect. This promotes respectful dialogue, valuing others’ choices and decisions. They will explore criminal and civil law and how these differ in various countries, including Britain today. Pupils are encouraged to be creative with the language that they speak.
and write. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tbody>
<tr>
<td>Year 11 pupils will have access to a variety of resources including the AQA text book in Kerboodle, Revision guides and Vocabulary, Speaking, Writing and Translation Booklets. Also, students can have access to a wider range of activities in the Mulberry Learning Platform.</td>
</tr>
</tbody>
</table>
AIMS OF THE SPANISH DEPARTMENT

- To prepare students for a wide range of occupations and further study
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture of the Spanish speaking world by enhancing diversity.
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue.
- To enable students to discuss individual liberty.

COURSE DESCRIPTION UNITS/MODULES

Unit 1 - Theme: Local, national, international and global areas of interest
Global Issues: The Environment

Unit 2 - Theme: Local, national, international and global areas of interest
Charity: Voluntary Work

Unit 3 - Theme: Local, national, international and global areas of interest
Global Issues: Homelessness and Poverty

Unit 4 - Theme: Current and future study and employment:
Career Choices and Ambitions

GROUPING
Mixed attainment groups

HOW IT WILL BE ASSESSED
Listening: 25%
Speaking: 25%
Reading: 25%
Writing: 25%

HOMEWORK
Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises, speaking, extended reading, writing and translation tasks.

HOW IS THE COURSE TAUGHT
Pupils develop key skills through a variety of activities. These skills include listening, reading, speaking, writing, translation from Spanish into English and translation from English into Spanish. Pupils will develop the skills to have a spontaneous conversation in Spanish. Pupils will learn about the cultures and traditions from a variety of Spanish-speaking countries. Authentic material is used as much as possible in order to attune pupils to the language in its most natural state. In lessons students will have the opportunity to discuss individual liberty and study many aspects of living in today’s society. Students will debate in Spanish their opinions on school and the various subjects studied and learn to listen and offer others the opportunity to express their opinions with increased skill and effect. This promotes respectful dialogue, valuing others’ choices and decisions. They will explore criminal and civil law and how these differ in various countries, including Britain today. Pupils are encouraged to be creative with the language
that they speak and write. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

Year 11 pupils will have access to a variety of resources including Viva, Mira and the AQA text book.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>Art, Craft and Design</td>
<td>11</td>
<td>Ms I. Miah-Sahin</td>
<td>3</td>
</tr>
</tbody>
</table>

Examination Board Specification Qualification
EDEXCEL Art, Craft and Design (1AD0) GCSE

AIMS OF THE ART DEPARTMENT

- To develop imagination and equip students with the tools to express themselves creatively through Art and Design.
- To develop self-confidence and raise self-esteem through Art.
- To foster the love of Art and Design as an involvement for life, both as critic and creator.
- To enable students to understand and appreciate the educational, historical, social and cultural role of Art and Design.
- To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live.

COURSE DESCRIPTION UNITS/MODULES

- Coursework Unit 1 - Natural Forms
- Coursework Unit 1 – Using past exam themes – Fragments, Reflections and Distortions, Beginning and/or End, Rhythms and Cycles.
- Exam Unit 2 - Externally Set Assignment

The art elements students will explore are line, shape, form, colour, pattern and texture. The main practices that students will study are: drawing, painting and collage, textile design, 3D studies, critical and historical studies, ICT and digital photography. Students will develop their use of art vocabulary and will analyse and evaluate their own work and the work of other artists. Students will create a range of independent design ideas to be able to experiment and create a refined final piece.

The course is assessed through the following:

**Component 1 – Personal Portfolio 60% weighting**

The personal portfolio of work is comprised of two different project themes. Responses to the themes should demonstrate knowledge and understanding through developing and exploring ideas, researching primary and contextual sources, experimenting with media, materials, techniques and processes and presenting a personal response.

All work is internally set and is teacher assessed and marked. A sample of work is externally moderated by a visiting moderator.

**Component 2 - Externally set Assignment, 40% weighting**

The ESA represents the culmination of the GCSE course as it draws together all the knowledge understanding and skills developed in Component 1.

Work should include preparatory studies showing a portfolio of development work. A Personal Response is created during a 10 hour practical examination based on the ESA thematic starting point. All work is teacher assessed and marked. A sample of work is externally moderated by a visiting moderator.

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

**Understanding Levels 1 – 9**

Embedding and implementing 1 – 9 level system with students. Develop students understanding of this through the use of exemplars to demonstrate how to achieve success and make progress. Encourage students to become familiar with the key words, descriptors and visual resources.
Students are given performance calculators to help them understand what each level means. Students understand their starting point and how to achieve their end target for each year. The coursework and externally set assignment will be marked both internally and externally. The units will be marked separately using Edexcel assessment grids which cover four main assessment criteria. The marks will be calculated by Edexcel to create a final Level from 1 - 9.

**Unit 1 Coursework**
Two theme based sketchbooks with portfolio studies and two final pieces - internally assessed and externally moderated (60%)

**Unit 2 Externally Set Examination**
Externally set theme one sketchbook with portfolio studies and one final piece created in a 10 hour exam – internally marked and externally moderated (40%)

**Assessment Objectives**
AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

**HOMEWORK**
Students are expected to spend at least 3 – 4 hours per week on developing and extending their portfolio work. Homework is set to support students in managing their time effectively and encouraging them to extend, experiment and explore their ideas further. Clubs are available 5 days per week in the art rooms to provide students with the opportunity, space, materials and support to meet all the assessment objectives to a high standard.

**HOW IS THE COURSE TAUGHT**
The course is taught in line with Edexcel assessment objectives to ensure that students fulfil all criteria and are able to achieve success. Students are taught to develop:

- Creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- Cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

**TEXT BOOKS/MATERIALS/VISITS**
All students will be given an A3 sketchbook to record and develop their projects against the assessment objectives. Assessment objectives are Develop, Refine, Record and Present.

- Generating and developing ideas informed by primary and contextual sources
- Refining their ideas through experimenting with media, and developing and applying skills
- Researching, recording, analysing and reviewing their own and others’ work
- Selecting, creating, realising and presenting personally developed outcome(s)
Students will have the opportunity to work with a range of media and materials such as print making, ceramics, sculpture, painting, drawing, mixed media, collage, photography, weaving, Photoshop etc.

Students will have the opportunity to attend visits to galleries and museums, which link with their work. They will also experience artist in residence projects where they are able to work as part of a creative project.
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<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>DANCE</td>
<td>11</td>
<td>Ms. S. Smyth</td>
<td>3</td>
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<tr>
<th>Examination Board</th>
<th>Specification</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>AQA</td>
<td>8236</td>
<td>GCSE</td>
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</table>

**AIMS OF THE DANCE DEPARTMENT**

- To develop imagination and equip students with the tools to express themselves creatively through dance.
- To develop self-confidence and raise self-esteem through dance.
- To foster the love of dance as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of Dance

**COURSE DESCRIPTION UNITS/MODULES**

The GCSE Dance course helps students to develop performance skills; physical, technical, expressive and mental as well as knowledge and understanding of dance through performance, choreography and critical appreciation. It allows students to actively and physically demonstrate their abilities through controlled assessment which is worth 60% of the qualification and a written exam worth 40%.

**Component 1: Performance and choreography (60%)**

**Performance (30%)**

The performance task is marked out of 40 marks. Each student must complete both parts of the task:

- Solo performance (12 marks)
  
  Two set phrases provided by AQA exam board performed and choreographed by a professional dancer in the contemporary dance style. **Students demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice.** This solo is filmed and sent for external moderation.

- Duet/trio performance (24 marks)
  
  The remaining two set phrases are adapted by the teacher and/or students to create their performance piece. **Students again demonstrate their physical competence and effectiveness as performers by performing in a group dance.** The performance lasts between 3 and 5 minutes and is filmed and sent for external moderation.

  **4 marks for mental skills overall**

**Choreography (30%)**

The choreography task is marked out of 40 marks. Each student must complete either a solo or group choreography:

- Solo (2-2 ½ minutes) or Group (3-3 ½ minutes) choreography

Students demonstrate their increasing effectiveness as a choreographer by selecting a starting point or stimulus from a prescribed list and developing a solo or group dance. **Students are assessed on their selection of action, space, dynamics and relationships, choice of accompaniment, use of choreographic devices and overall communication of choreographic intent.** The assessment is filmed and sent for external moderation.
**Component 2: Dance Appreciation (40%)**
Students develop their knowledge and understanding of choreographic skills and processes. They also develop critical appreciation of their own work and that of 6 set professional works. The written exam is 1 hour 30 minutes and is based on students’ own practice in performance and choreography, and the GCSE Dance anthology.

**STUDENT GROUPING**
Mixed ability group.

**HOW IT WILL BE ASSESSED**

**Component 1: Performance and Choreography (NEA Assessment)**
*This component is internally examined and externally moderated.*

**Performance (30%)**
- Set phrases through a solo performance **12 marks** (approximately **one minute** in duration)
- Duet/trio performance **24 marks** (three minutes in a dance which is a maximum of **five** minutes in duration) Mental skills **4 marks**

**Choreography (30%)**
- Solo or group choreography – a solo (two to **two and a half** minutes) or a group dance for two to five dancers (three to **three and a half** minutes) **30 marks**

**Component 2: Dance appreciation**
Written exam: 1 hour 30 minutes **80 marks** (40%)
Questions - Based on students' own practice in performance and choreography and the GCSE Dance anthology.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy. Students will be set weekly written homework relating to their dance appreciation component. Students will also be expected to hold weekly independent rehearsals in the dance studio for their performance and choreography component.

**HOW IS THE COURSE TAUGHT**
Students are taught through learning sequences that include appreciation, choreography and performance tasks relating to the assessment objectives of each unit of study.

**TEXT BOOKS/MATERIALS/VISITS**
All resources are provided by the school and will be available on the VLE and in paper form; anthology dance works videos, interview transcripts, fact-files, subject specific vocabulary and GCSE dance specification. All students have opportunities to attend theatre visits to view professional dance works throughout the academic year.
AIMS OF THE DRAMA DEPARTMENT

- To develop imagination and equip students with the skills and techniques to express themselves creatively through Drama.
- To develop self-confidence and raise self-esteem through Drama.
- To foster the love of Drama and Theatre as an activity for life, both as creator and audience.
- To enable students to understand the educational, historical, social and cultural purposes of Drama and Theatre.
- For students to access and learn the requirements of the GCSE Drama specification.

COURSE DESCRIPTION UNITS/MODULES

The GCSE is divided into three components and is a combination of coursework, performance and written examinations.

The course is assessed through the following:

**Component 1** (40% of the qualification): **Devising** performance (students create their own play based on a stimulus) and complete a written portfolio based on the process. This Component is teacher examined and externally moderated.

**Component 2** (20% of the qualification): **Performance from a text** is externally examined by a visiting examiner: students will perform two key extracts from a published performance text. Students also have the option to create a design response to the key extracts instead of performing.

**Component 3** (40% of the qualification): **Theatre Makers in Practice** is a 1 hour 30 minutes written exam based on the set play text ‘Blue Stockings’ and an evaluation of a live piece of theatre. Students are taken to see a West End production to fulfil this part of the exam.

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Component 1 is internally assessed and externally moderated.

Component 2 is externally assessed (visiting examiner for performance)

Component 3 is externally assessed (written exam)

Teacher assesses through contribution to practical work and ideas, performance and written outcomes, based on GCSE criteria.

HOMEWORK

Homework will be set in accordance with the School Homework Policy. Homework will include rehearsing in groups (after school); written work; learning lines.

HOW IS THE COURSE TAUGHT

The course is taught to develop students’ understanding and enjoyment of drama and theatre both as participants and as informed members of an audience. Students will have opportunities to develop a variety of dramatic and theatrical skills, enabling them to develop creatively through devised and scripted work. The course is designed to deepen an understanding of how theatre is created as a performer, director and designer. Drama GCSE develops sophisticated literacy skills through the written analysis and evaluation of the subject based on the Drama created and seen in class and professionally.

TEXT BOOKS/MATERIALS/VISITS
All relevant resources will be provided (exercise books and set texts). Theatre visits will happen throughout the year. Theatre visits will happen throughout the year.
### COURSE DESCRIPTION UNITS/MODULES
A broad based curriculum offering a range of experiences in PE with Health Related Fitness as a component within each activity. Students participate in a range of activities from the following: Judo, Yoga, Netball, Athletics, Kickboxing, Basketball, Badminton, Fitness, Rounders, Cricket, Tennis.

The focus of units will be to acquire and develop skills and techniques, to improve performance in competitive sports and other physical activities. To select and apply skills, evaluate and improve their performance. Students will develop a variety of tactics and strategies to overcome opponents in team and individual games. They will undertake physical and intellectual challenges, which encourage students to work in a team. Students are encouraged to develop transferable skills from one activity to the next.

### STUDENT GROUPING
Mixed ability groups

### HOW IT WILL BE ASSESSED
This subject is not examined

### HOMEWORK
Homework will be set in line with the school homework policy.

### HOW IS THE COURSE TAUGHT
Students are taught at least six activities throughout the year – one activity each half-term.

### TEXT BOOKS/MATERIALS/VISITS
Department generated worksheets and resources.
Enrichment sports clubs.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>Film Studies</td>
<td>11</td>
<td>Mr M. Hibbert</td>
<td>3</td>
</tr>
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<thead>
<tr>
<th>Examination Board</th>
<th>Specification</th>
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<td>WJEC</td>
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<td>GCSE</td>
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**AIMS OF THE FILM STUDIES DEPARTMENT**

This course is taught to encourage students:

- To foster a love for cinema as a modern art form whilst understanding the commercial nature of film production.
- To foster the creativity of students by developing expertise and self-confidence in the use of media equipment.
- To understand how media representations of people and events are constructed and presented.
- To explore films from the perspective of their historical, social and cultural context.

**COURSE DESCRIPTION UNITS/MODULES**

This course involves investigating a range of different Film genres and the historical context of the form; alongside in depth critical analysis and extensive research projects.

Component 1: Key Developments in US Film

Component 2: Global Film - Narrative, Representation and Film Style

Component 3: Production

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

One coursework element: Film production or Screenplay 30%

Two examinations 70%

**HOMEWORK**

Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**

All coursework is completed in Year 10. Year 11 is spent entirely preparing for the examination.
**TEXT BOOKS/MATERIALS/VISITS**

Film Studies students may visit exhibitions, studios, cinemas and media institutions in London such as the BBC or BFI over the course of their studies. The Department has an outstanding extra-curricular programme working with the Cutting East Film Festival, BFI London Film Festival, Barbican Film Festival, Young Journalists’ Academy, European Film Festival for Young People, the Guardian and the BBC. We have regular speakers from all areas of the media and offer Masterclasses run by industry professionals. These have recently included Photography (Nikon), Film-making (Producer and Location Manager, ITV’s Mr. Selfridge) and the Production of TV News (Editor – BBC News).
### AIMS OF THE COMPUTING DEPARTMENT

- To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment;
- To develop appropriate ICT skills, principles, methods and terminology and the ability to communicate and interpret information and concepts relevant to computing;
- To assess and monitor students’ progress and ensure progression and continuity in the acquisition of ICT skills;
- To enable all pupils to have equal access to ICT and experience success in their work;
- To use ICT to improve the learning experiences of all students, including those with learning difficulties or disabilities;
- To encourage and allow students to adapt to the rapid technological changes in society;
- To develop an awareness of social, economic and political consequences of the use of ICT for individuals and society;

### COURSE DESCRIPTION - UNITS/MODULES

Computer Science is about problem-solving. A good Computer Scientist needs to have a passion for finding solutions, an ability to use mathematics and to work creatively. If you like to solve games and puzzles, then Computing is for you!

Pupils studying this specification will learn the fundamentals of a computer system, computing hardware, software, representation of how data in stored in a computer system, databases, and networking. Students will also have the opportunity to develop and use programming skills to solve problems.

There are 2 exams which are externally set and marked. Each exam makes up 40% of the GCSE grade.

There is one Non-Exam Assessment which is a programming project worth 20% of the GCSE grade. The project is a controlled assessment and it requires 20 hours of guided learning in class with teacher supervision.

Below is a more detailed breakdown of the course:

**Part 1: 40%, External examination on the following topics...**

**Computer systems**
Topics covered are: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns.

**Part 2: 40%, External examination on the following topics...**

**Computational thinking, algorithms and programming**
Topics covered are: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, Data representation.
<table>
<thead>
<tr>
<th><strong>Part 3: 20%, Externally set tasks</strong></th>
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<tr>
<td><strong>Programming project</strong></td>
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<tr>
<td>The project includes the following: Programming techniques, Analysis, Design, Development, Testing and evaluation and conclusions</td>
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<td>Pupils who study this course will learn to program using Python which is a high level programming language.</td>
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<tr>
<th><strong>STUDENT GROUPING</strong></th>
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<tr>
<td>Mixed ability groups</td>
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<tr>
<th><strong>HOW IT WILL BE ASSESSED</strong></th>
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<tbody>
<tr>
<td>Part 1 and Part 2 are externally assessed.</td>
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<tr>
<td>Part 3 (NEA) marked and moderated internally and then sample also externally moderated.</td>
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<tr>
<th><strong>HOW IS THE COURSE TAUGHT</strong></th>
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<tr>
<td>The course is taught using a range of different strategies including student led activities, group work, paired work and whole class interactive activities.</td>
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<th><strong>HOMEWORK</strong></th>
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<tbody>
<tr>
<td>Homework will be set in line with the school homework policy.</td>
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<tr>
<th><strong>TEXT BOOKS/MATERIALS/VISITS</strong></th>
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<tr>
<td>Visits will happen throughout the year.</td>
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AIMS OF THE TEXTILES DEPARTMENT
Textiles is part of the Design and Technology faculty where pupils combine practical and technological skills with creative thinking to design and make products.

- They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas and products, challenging expectations where appropriate
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, emotional and environmental issues
- Pupils develop confidence in using practical skills. They apply their creative thinking and learn to innovate

Within Textile Design GCSE we aim:
- To develop imagination and equip students to express themselves creatively
- To develop self-confidence and raise self-esteem through the study of the subject
- To foster a love of Textiles both as critic and creator
- To enable students to understand and appreciate the educational, historical, social and cultural role of the subject
- To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live

COURSE DESCRIPTION UNITS/MODULES
Component 1 Personal Portfolio
This is comprised of two projects based around the overarching theme of Natural Forms. Responses should demonstrate knowledge and understanding through the development and exploration of ideas, researching primary and contextual sources, experimenting with media, materials and techniques and presenting a personal response.

Component 2 Externally Set Assignment
Work should include preparatory studies showing a portfolio of development work. A personal response is created during a 10 hour practical examination based on the ESA thematic starting point.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Component 1 Coursework (60%)
Two theme based sketchbooks with portfolio studies which are internally assessed and externally moderated.

Component 2 Externally Set Assignment (40%)
Externally set theme comprising research with developed portfolio studies and a final piece created in a 10 hour exam which is internally marked and externally moderated.
Homework is set in accordance with the School Homework Policy. It is set for pupils to extend, experiment and explore their ideas further. An after school intervention session is run each week allowing pupils to access specialist tools, materials and equipment. GCSE pupils are also able to use the facilities during lunchtime ‘Catch-up’ sessions.

<table>
<thead>
<tr>
<th>HOW IS THE COURSE TAUGHT</th>
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<tr>
<td>The course is taught in line with AQA assessment objectives to ensure that students fulfil all criteria.</td>
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<tr>
<td><strong>AO1:</strong> Develop ideas through investigations, demonstrating critical understanding of sources</td>
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<td><strong>AO2:</strong> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</td>
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<td><strong>AO3:</strong> Record ideas, observations and insights relevant to intentions as work progresses</td>
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<tr>
<td><strong>AO4:</strong> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</td>
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<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tr>
<td>All students have access to the main school library and also the specialist Textiles research books within the department.</td>
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Students will have the opportunity to work with a range of media and materials including drawing, painting, collage, photography and print making. Through to batik, sublimation printing, CAD/CAM and a range of traditional sewing and construction techniques. Students will have the opportunity to attend visits to galleries and museums which link with their work.
Aims of the Design and Technology Department

In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

Course Description - Units/Modules

This new GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart is the development of cookery skills.

- Written exam 50% of final marks – A mixture of multiple choice and written answers.
- A food investigation where students demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients. 25% of final marks.

A food preparation assessment where students’ knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition is related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a three hour timeslot, planning in advance how this will be achieved. 25% of final marks.

Student Grouping

Mixed ability groups

How It Will Be Assessed

NEA1 and NEA2 externally set, internally marked then moderated. Written exam externally assessed.

Homework

Homework will be set in line with the school homework policy.
### HOW IS THE COURSE TAUGHT

**Food Preparation and Nutrition**

In Year 11 the focus will then be on the completion of the two internal assessments and the preparation for the written exam. These will be completed using the knowledge of food, ingredients and the science of cooking and practical skills acquired in Year 10.

### TEXT BOOKS/MATERIALS/VISITS

AQA GCSE Food Preparation and Nutrition, A. Tull and G. Littlewood, Illuminate Publishing