



2026-2027

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A PLACE TO LEARN

# Key Stage 4 SUBJECT INFORMATION GUIDE



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**This guide was produced in April 2026**

Changes to the subject courses outlined may happen if we believe it to be in the best interests of student achievement.



2026-2027

# SUBJECT INFORMATION GUIDE

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**CORE SUBJECT**

# ENGLISH GCSE

Name of Course: **GCSE English Language and Literature**

Examination Board: **AQA**

Specification Code: **8700 / 8702**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term</b>	<b>Literature Paper 1:</b> Set text - A Christmas Carol  Language - Language Development T1	<b>HA/HA:</b> Perceptively analyses the writer's use of language and structure  <b>M:</b> Clearly explores the writer's use of language and structure  <b>LA/LA:</b> Explained approach to language and structure
<b>Spring Term</b>	<b>Literature Paper 2:</b> Set text - Blood Brothers  <b>Language Paper 1:</b> Section A - Exploring texts	Example question  Standard four part question  In 'Follower' how does the poet present attitudes towards a parent?  Standard 4 part question
<b>Summer Term</b>	<b>Literature Paper 2:</b> Poetry - Anthology - Family cluster - Love and relationships  <b>S&amp;L Endorsement</b> Debating  <b>Language Paper 1:</b> Creative writing - Fantasy	How does Shakespeare present Lady Macbeth in the play as a whole?  Compare how the poets present attitudes to childhood in 'Walking Away' and in ONE other poem from the anthology
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term</b>	<b>Literature Paper 1:</b> Set text - Macbeth  <b>Language Paper 1 section A &amp; B:</b> Language Comprehension	<b>HA/HA:</b> Perceptively analyses the writer's use of language and structure  <b>M:</b> Clearly explores the writer's use of language and structure
<b>Spring Term</b>	<b>Literature Paper 2:</b> Poetry Romantic Cluster  <b>Language Paper 2 section A &amp; B:</b> Language Comprehension	<b>LA/LA:</b> Explained approach to language and structure  Example question  4 part question
<b>Summer Term</b>	<b>Literature Paper 2:</b> Set text - Blood Brothers, A Christmas Carol, Macbeth  <b>Language Paper 2 section A:</b> Non-Fiction Writing Project  <b>S&amp;L Endorsement</b> Speaking and Listening	Use an image as a stimulus for writing (Section B)  Section A for both  GCSE examination  Literature Poetry paper

<b>YEAR 11</b> <b>Autumn Term</b>	<b>Literature</b> <b>Language</b>	<b>Bespoke</b>	<b>ASSESSMENT</b> Walking / Talking Mock with specimen paper Walking / Talking Mock with specimen paper Walking / Talking Mock with specimen paper Walking / Talking Mock with specimen paper
<b>Spring Term</b>	<b>Poetry / unseen</b> <b>A Christmas Carol</b> <b>Blood Brothers</b> <b>Macbeth</b>	<b>Language</b> <b>Paper 1 &amp; 2</b>	
<b>Summer Term</b>	<b>Revision</b>		

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

**Shakespeare:** Students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**The 19th-century novel:** Students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Modern texts:** Students will answer one essay question from a choice of two on Blood Brothers.

**Poetry:** Students will answer one comparative question on one named poem printed on the paper and one other poem from the **Love and Relationships** anthology cluster.

**Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### HOMework/REVISION

- ◆ Students can access past paper questions online and will be set homework to complete questions and can independently work through past paper exam questions.
- ◆ Independent research through 'flip-learning' for students to research every lesson.
- ◆ Students are encouraged to use Google classroom where departmental revision, class work and homework can be accessed.
- ◆ Some students will be expected to attend targeted revision sessions. Students and parents will be informed when these sessions will take place.
- ◆ Students are encouraged to use **BBC Bitesize**, **Seneca** and **GCSEPod** for independent research and revision.

## **METHOD OF ASSESSMENT**

The GCSE English course has 4 terminal exams, 2 for Language and 2 for Literature:

<b>Language Paper 1</b>	Explorations in Creative Reading and Writing	50%
<b>Language Paper 2</b>	Writers' Viewpoints and Perspectives	50%
<b>Literature Paper 1</b>	Shakespeare and the 19th Century Novel	40%
<b>Literature Paper 2</b>	Modern Texts and Poetry	60%

## **HOW PARENTS /CARERS CAN HELP**

- ◆ Ensure all core **texts have been purchased** and that they have been read at least twice.
- ◆ All exams are closed text. Help by testing knowledge and understanding of key quotes on character and themes.
- ◆ Purchase a revision guide for English Language and Literature and use independent websites for research e.g. Google Classroom, BBC Bitesize and GCSEPod.
- ◆ Encourage students to use revision guides and independent research and test students understanding of topics.
- ◆ Practice the exam questions from online and in the revision guide with your son, time him to complete the questions within the time frame.
- ◆ Read extracts from 19th century to modern literature. How has the writer used language and structure for effect?

## **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE**

**PLEASE SPEAK TO: Ms Parkins / Ms Akhmed [headofenglish@challneyboys.co.uk](mailto:headofenglish@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.



# **A PLACE TO LEARN**

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CORE SUBJECT

# MATHEMATICS GCSE

Name of Course: **Mathematics**

Examination Board: **Edexcel**

Specification Code: **1MA1**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

YEAR 9	TOPIC	ASSESSMENT
<b>AUTUMN 1</b>	Calculations, checking and rounding Indices, roots, reciprocals and hierarchy of operations Factors, multiples and primes Standard form and surds Algebra: the basics Setting up, rearranging and solving equations Sequences	END OF TERM ASSESSMENT
<b>AUTUMN 2</b>	Averages and range Representing and interpreting data Scatter graphs Fractions Percentages Ratio and proportion	END OF TERM ASSESSMENT
<b>SPRING 1</b>	Polygons, angles and parallel lines Pythagoras' Theorem and trigonometry	END OF TERM ASSESSMENT
<b>SPRING 2</b>	Graphs: the basics and real-life graphs Linear graphs and coordinate geometry Quadratic, cubic and other graphs Perimeter, area and circles	
<b>SUMMER 1</b>	3D forms and volume, cylinders, cones and spheres Accuracy and bounds Transformations Constructions, loci and bearings	END OF TERM ASSESSMENT
<b>SUMMER 2</b>	Solving quadratic and simultaneous equations Inequalities REVIEW OF CHALLENGING TOPICS	

MATHEMATICS

YEAR 10	TOPIC	ASSESSMENT
<b>AUTUMN 1</b>	Probability Multiplicative reasoning Similarity and congruence in 2D and 3D Graphs of trigonometric functions	END OF TERM ASSESSMENT
<b>AUTUMN 2</b>	Further trigonometry Collecting data Cumulative frequency, box plots and histograms	END OF TERM ASSESSMENT
<b>SPRING 1</b>	Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Circle theorems	END OF TERM ASSESSMENT
<b>SPRING 2</b>	Circle geometry Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof	END OF TERM ASSESSMENT
<b>SUMMER 1</b>	Vectors and geometric proof	END OF YEAR ASSESSMENT
<b>SUMMER 2</b>	REVIEW OF CHALLENGING TOPICS	
YEAR 11	TOPIC	ASSESSMENT
<b>AUTUMN 1</b>	Reciprocal and exponential graphs; Gradient and area under graphs Direct and inverse proportion	FORTNIGHT EXAMS
<b>AUTUMN 2</b>	REVIEW OF TOPICS	FORTNIGHT EXAMS AND FORECAST EXAM
<b>SPRING 1 &amp; 2</b>	REVIEW OF TOPICS AND PAST PAPER PRACTICE	FORECAST EXAM
	REVIEW OF TOPICS AND PAST PAPER PRACTICE	FORECAST EXAM
<b>SUMMER 1</b>	GCSE EXAM	GCSE EXAM

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

#### Students should be able to:

- ◆ Accurately recall facts, terminology and definitions.
- ◆ Use and interpret notation correctly.
- ◆ Accurately carry out routine procedures or set tasks requiring multi-step solutions.
- ◆ Make deductions, inferences and draw conclusions from mathematical information.
- ◆ Construct chains of reasoning to achieve a given result.
- ◆ Interpret and communicate information accurately.
- ◆ Present arguments and proofs.
- ◆ Assess the validity of an argument and critically evaluate a given way of presenting information.

- ◆ Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.
- ◆ Make and use connections between different parts of mathematics.
- ◆ Interpret results in the context of the given problem.
- ◆ Evaluate methods used and results obtained.
- ◆ Evaluate solutions to identify how they may have been affected by assumptions made.

### HOMEWORK/REVISION

- ◆ Students can access past paper questions online at [exdexcel.com](http://exdexcel.com).
- ◆ Students will be set homework regularly on **MathsWatch** to complete.
- ◆ Students are encouraged to work Independently on **Mathswatch.vle**.
- ◆ Some students will be expected to attend targeted revision sessions. Students and parents will be informed when these sessions will take place.
- ◆ Students will practice past papers in class.

### METHOD OF ASSESSMENT

New GCSE Assessment at the end of Year 11

**Paper 1:** Written examination papers | No calculator is allowed  
1 hour and 30 minutes | 80 marks available

**Paper 2:** Written examination papers | Calculator is allowed  
1 hour and 30 minutes | 80 marks available

**Paper 3:** Written examination papers | Calculator is allowed  
1 hour and 30 minutes | 80 marks available

### HOW PARENTS /CARERS CAN HELP

- ◆ Show interest through constructive questioning and asking them to explain the work.
- ◆ Ensure they do homework including the online work.
- ◆ Attend school regularly.
- ◆ Plan study time and use it to revise fully.
- ◆ Practise past papers at home.

**IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO: Mr M Haroon** Head of Department [MHaroon@challneyboys.co.uk](mailto:MHaroon@challneyboys.co.uk) or **I Hussain** [IHussain@challneyboys.co.uk](mailto:IHussain@challneyboys.co.uk)

Alternatively please contact the school office to arrange an appointment.

# A PLACE TO LEARN

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**CORE SUBJECT**

# SCIENCE GCSE DOUBLE AWARD

Name of Course: **Science Trilogy (Double Award)**

Examination Board: **AQA**

Specification Code: **8464**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	Cell biology Organisation Bioenergetics Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Energy Electricity Particle model of matter	Set practical assessment Written task - 6 mark Questions Module exams
<b>YEAR 10</b>	<b>TOPIC</b> Infection and response Homeostasis and response Inheritance variation and evolution Chemical changes Energy changes The rate and extent of chemical change Atomic structure Forces Waves	<b>ASSESSMENT</b> Set practical assessment Written task - 6 mark Questions Module exams
<b>YEAR 11</b>	<b>TOPIC</b> Ecology Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources Magnetism and electromagnetism	<b>ASSESSMENT</b> Set practical assessment Written task - 6 mark Questions Module exams

SCIENCE

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Scientific practical skills.
- ◆ Understanding of the scientific world and how to apply it to real life examples and models.
- ◆ Scientific literacy skills that may be applied to other subjects and life skills.
- ◆ Maths skills such as tables, graphs and rearranging equations.

### HOMEWORK/REVISION

- ◆ Every student is expected to purchase a revision guide and use it regularly to support learning and revision.
- ◆ Every student is expected to use the Online textbook/**KayScience** to review learning taken place in class and to read/study content for the next lesson.
- ◆ Homework tasks will be a variety of activities including **KayScience** to support recall and consolidation of taught topics

### METHOD OF ASSESSMENT

**6 written examinations at the end of Year 11 broken down into:**

- ◆ 2 x Biology (Biology Paper 1 and 2)
- ◆ 2 x Chemistry (Chemistry Paper 1 and 2)
- ◆ 2 x Physics (Physics Paper 1 and 2)

**Each paper is worth 70 marks and will be 1 hour 15 minutes long.**

- ◆ 21 set practicals to be assessed over the course in class.

### HOW PARENTS /CARERS CAN HELP

- ◆ Ensure that your son has the correct revision guide and that he uses it to read and review the work carried out in class as well as reading ahead in the course.
- ◆ Encourage your son to use **BBC Bitesize**, **GCSEPod** and **KayScience** to access useful tutorials, videos and presentations to help him with his studies.
- ◆ Help your son to organise his time well so he is able to complete his homeworks and study tasks in a timely manner.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr Z Haque** Head of Department [zhaque@challneyboys.co.uk](mailto:zhaque@challneyboys.co.uk)

Or please contact the school office to arrange an appointment.

# A PLACE TO LEARN

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SCIENCE

**CORE SUBJECT**

# SCIENCE GCSE TRIPLE AWARD

Name of Course: **Separate Sciences (Triple Science)**

Examination Board: **AQA**

Specification Code: **Biology 8461 | Chemistry 8462 | Physics 8463**

## PROGRAMME OF STUDY

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	Cell biology Organisation Bioenergetics Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Energy Electricity Particle model of matter	Set practical assessment Written task - 6 mark Questions Module exams
<b>YEAR 10</b>	<b>TOPIC</b> Infection and response Homeostasis and response Inheritance variation and evolution Chemical changes Energy changes The rate and extent of chemical change Atomic structure Forces Waves	<b>ASSESSMENT</b> Set practical assessment Written task - 6 mark Questions Module exams
<b>YEAR 11</b>	<b>TOPIC</b> Ecology Organic chemistry Chemical analysis Key ideas (Biology Only) Chemistry of the atmosphere Using resources Magnetism and electromagnetism Space physics (physics only)	<b>ASSESSMENT</b> Set practical assessment Written task - 6 mark Questions Module exams

SCIENCE

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Scientific practical skills.
- ◆ Understanding of the scientific world and how to apply it to real life examples and models.
- ◆ Scientific literacy skills that may be applied to other subjects and life skills.
- ◆ Maths skills such as tables, graphs and rearranging equations.

### HOMEWORK/REVISION

- ◆ Every student is expected to purchase a revision guide and use it regularly to support learning and revision.
- ◆ Every student is expected to use the Online textbook/**KayScience** to review learning taken place in class and to read/study content for the next lesson.
- ◆ Homework tasks will be a variety of activities including **KayScience** to support recall and consolidation of taught topics

### METHOD OF ASSESSMENT

**6 written examinations at the end of Year 11 broken down into:**

- ◆ 2 x Biology (Biology Paper 1 and 2)
- ◆ 2 x Chemistry (Chemistry Paper 1 and 2)
- ◆ 2 x Physics (Physics Paper 1 and 2)

**Each paper is worth 100 marks and will be 1 hour 45 minutes long.**

- ◆ 28 set practicals to be assessed over the course in class.

### HOW PARENTS /CARERS CAN HELP

- ◆ Ensure that your son has the correct revision guide and that he uses it to read and review the work carried out in class as well as reading ahead in the course.
- ◆ Encourage your son to use **BBC Bitesize**, **GCSEPod** and **KayScience** to access useful tutorials, videos and presentations to help him with his studies.
- ◆ Help your son to organise his time well so he is able to complete his homeworks and study tasks in a timely manner.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr Z Haque** Head of Department [zhaque@challneyboys.co.uk](mailto:zhaque@challneyboys.co.uk)

Or please contact the school office to arrange an appointment.

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**CREATIVE SUBJECTS**

# ART GCSE

Name of Course: **Art and Design** (Fine Art)

Examination Board: **AQA**

Specification Code: **8202**

## PROGRAMME OF STUDY (With Controlled Assessment)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 1</b>	Developing basic skills.	Quality of work/exam grading.
<b>Term 2</b>	Food project & still life.	Quality of work/exam grading.
<b>Term 3</b>	Food project & still life.	Quality of work/exam grading. Against AQA Assessment Objectives
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 1</b>	Fantastic and Strange project, focussing on a variety of artists and techniques.	Portfolio of work - personal response.
<b>Term 2</b>	Fantastic and Strange project.	Portfolio of work - personal response.
<b>Term 3</b>	Fantastic and Strange project/mock exam. Start of Exotic wildlife project.	Portfolio of work - personal response. Against AQA Assessment Objectives
<b>YEAR 11</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Sept - Dec</b>	Exotic life / mock exam-building a working portfolio.	Portfolio of work 5 hour mock (Unit 1).
<b>January</b>	Externally set exam.	Portfolio of work 10 hour exam over 2 days (Unit 2). Against AQA Assessment Objectives

### SKILLS AND TECHNIQUES STUDENTS WILL BE EXPECTED TO LEARN

◆ Observational drawing skills , working independently, evaluating work, painting using watercolour paints, gouache, acrylic, colour mixing and blending, shading and tonal techniques, composition skills, stencil cutting, how to analyse the work of artists and designers.

◆ Digital artist research pages and annotations, focussing on specific vocabulary in accordance to AQA specifications.

◆ Knowledge on the use of water colour pencils, oils pastels, paints, graphite, charcoal, ink, scratch art, tonal pencils, fine-liners and water, collage, soft pastels, acrylic paints, pattern building, grid drawings and colour mixing.

ART  
ART  
ART

### **HOMEWORK/REVISION**

- ◆ Students are expected to engage with all their digital tasks set on Google Classroom.
- ◆ Students are encouraged to explore the Google Arts and Culture website to research artists and discover a range of techniques.

### **METHOD OF ASSESSMENT**

- ◆ 60% is based on controlled assessment, which is set and marked internally.
- ◆ 40% is an externally set assignment, which is set and marked internally.
- ◆ Students will be tracked on a regular basis for each piece of coursework they complete.
- ◆ Both elements will then be externally moderated.

### **HOW PARENTS /CARERS CAN HELP**

- ◆ Ensure students attend any after school classes to complete their work.
- ◆ Regularly check Google Classroom for any outstanding digital tasks.
- ◆ Regularly check the department tracker via **Google Classroom**.

### **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO: Ms Kovacs [ikovacs@challneyboys.co.uk](mailto:ikovacs@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

ART



**A PLACE  
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CREATIVE SUBJECTS

# GRAPHICS GCSE

Name of Course: **Art and Design** (Graphic Communication)

Examination Board: **AQA**

Specification Code: **8203**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 1</b>	Hand and digital drawing skills. Understanding line, shape, texture, pattern, tone and colour. Designer research using Adobe Photoshop.	Portfolio of evidence. Internally assessed against AQA assessment objectives.
<b>Term 2</b>	Digital drawing using drawing tablets.	Portfolio of evidence. Internally assessed against AQA assessment objectives.
<b>Term 3</b>	Further Photoshop skills, layers, adjustment layers effects and filters.	Portfolio of evidence. Internally assessed against AQA assessment objectives.
<b>YEAR 10</b>		
<b>Term 1</b>	Typography project.  Learn how to create different compositions using a body of text and image.  Learn how to develop a final outcome inspired by designers.	Portfolio of evidence (coursework). Ideally assessed against AQA assessment objectives.
<b>Term 2</b>	Mock Exam Project. A project theme will be given to students.  Learn a range of methods to create observational drawing / design / illustration.  Learn how to research and produce work inspired by 2-3 designers.  Learn how to use Adobe Illustrator.	Portfolio of evidence (coursework). Trial exam time allocated if possible (5 hours). Ideally assessed against AQA assessment objectives.
<b>Term 3</b>	Start of new project.  Use a range of media and techniques.  Develop a range of design ideas independently using their best medium.	Portfolio of evidence (coursework). Ideally assessed against AQA assessment objectives.

GRAPHICS

<b>YEAR 11</b> <b>September - December</b>	Continue project.	<b>ASSESSMENT</b>  Portfolio of evidence (Coursework).  5 hour trial exam. Internally assessed against AQA assessment objectives.
<b>January - May</b>	Externally set assignment.  Students must work independently to produce a project that meet all of the assessment criteria.	Portfolio of evidence (Exam Coursework).  Internally assessed against AQA assessment objectives. 10 hour exam over 2 days. Then all coursework, exam coursework and exam moderated by exam board

**SKILLS AND TECHNIQUES STUDENTS WILL BE EXPECTED TO LEARN**

- ◆ Communication Graphics and illustration.
- ◆ Learn how to use Adobe Photoshop and Adobe Illustrator.

**INDEPENDENT LEARNING**

- ◆ Students are expected to work independently at home or after school to complete work.

**METHOD OF ASSESSMENT**

- ◆ 60% internally set assessment
- ◆ 40% external assignment set by the Exam Board
- ◆ Both elements internally assessed
- ◆ both elements are moderated by the Exam Board

**HOW PARENTS /CARERS CAN HELP**

- ◆ Ensure students are regularly working independently on their coursework.
- ◆ A suitable computer at home is desirable, but not essential.

**IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE**

**PLEASE SPEAK TO: Mr Ali [sali@challneyboys.co.uk](mailto:sali@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

**A PLACE  
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**CREATIVE SUBJECTS**

# PHOTOGRAPHY GCSE

Name of Course: **Art and Design** (Photography)

Examination Board: **AQA**

Specification Code: **8206**

## PROGRAMME OF STUDY (With Controlled Assessment)

YEAR 9	TOPIC	ASSESSMENT
<b>Term 1</b>	Building the Basics - Camera skills and Image Editing	Ongoing Digital Sketchbook/ Portfolio - Assessed against each 'skill' used.  Against AQA Assessment Objectives.
<b>Term 2</b>	Application of skills to recreate the work and styles of professional photographers. Past explore themes have been 'Identity', 'Fantastic' and 'Change'.	
<b>Term 3</b>	Mock GCSE Project.	
YEAR 10	TOPIC	ASSESSMENT
<b>Term 1</b>	Unit 1: Extended Project - theme changes every year. Recent themes have been 'Reflections' and 'Fragments'.	Portfolio of work - personal response, 60% of final grade.  Against AQA Assessment Objectives.
<b>Term 2</b>	Experimenting with techniques and processes.	
<b>Term 3</b>	Refining personal ideas and creating a final piece.	
YEAR 11	TOPIC	ASSESSMENT
<b>Sept - Dec</b>	Independent Mock Exam - AQA previous exam titles. Externally set exam project.	Portfolio of work - 5 hour mock
<b>January</b>		Portfolio of work - 10 hour exam over 2 days - 60% of final grade.

### SKILLS AND TECHNIQUES STUDENTS WILL BE EXPECTED TO LEARN

- ◆ The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography.
- ◆ Awareness of intended audience or purpose for their chosen area(s) of Photography the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
- ◆ Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography.
- ◆ Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

### HOMEWORK/REVISION

- ◆ Homework will be set on a regular basis and individualised where applicable.
- ◆ Students are expected to work on coursework from home. They have access to an online database of tutorials and guides.

### METHOD OF ASSESSMENT

- ◆ 60% is based on controlled assessment, which is set and marked internally.
- ◆ 40% is an externally set assignment, which is set and marked internally.
- ◆ Students will be tracked weekly and given AQA raw marks for each piece of coursework they complete.
- ◆ Both elements will then be externally moderated.

### HOW PARENTS /CARERS CAN HELP

- ◆ Ensure students attend any after school classes to complete their work.
- ◆ Regularly check **Google Classroom** for weekly tasks set and ensure students complete in time for their next lesson.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr Donovan [mdonovan@challneyboys.co.uk](mailto:mdonovan@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

*‘High achievement and  
access for all are our  
shared responsibilities’*

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PHOTOGRAPHY

CREATIVE SUBJECTS

# MUSIC GCSE

Name of Course: **GCSE in MUSIC**  
Examination Board: **WJEC Eduqas**  
Specification Code: **601/8131/X**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

YEAR 9	TOPIC	ASSESSMENT
<b>Term 1</b>	Solo Performance Understanding composition Musical Forms and Devices	Performance recording Internally assessed RAG rated
<b>Term 2</b>	Ensemble Performance Understanding Composition Music for Ensemble	Composition submission Internally assessed RAG rated
<b>Term 3</b>	Solo Performance Understanding composition Film Music	Performance recording Internally assessed RAG rated
YEAR 10	TOPIC	ASSESSMENT
<b>Term 1</b>	Ensemble Performance Understanding Composition Popular Music	Composition submission Internally assessed with working GCSE grade
<b>Term 2</b>	Solo Performance Understanding composition Musical Forms and Devices	Performance recording Internally assessed with working GCSE grade
<b>Term 3</b>	Composition Submission Music for Ensemble and Film Music	Composition PORTFOLIO submission Internally assessed with working GCSE grade Year 10 Music appraising exam
YEAR 11	TOPIC	ASSESSMENT
<b>Term 1</b>	Set Composition Submission Solo and Ensemble Performance Submission Popular Music	Performance PORTFOLIO submission Internally assessed with working GCSE grade Year 11 Music Mock appraising exam
<b>Term 2</b>	Appraising music, Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music	Composition PORTFOLIO submission Internally assessed with working GCSE grade

MUSIC

### **SKILLS STUDENTS WILL BE EXPECTED TO LEARN**

Music GCSE will broaden your musical experience and interests, develop imagination and foster creativity. You will be taught how to read music and play an instrument (or use music technology). You will need to commit to regular practice (on an instrument or music technology) and attend one music enrichment session on a weekly basis.

### **PERFORMING PORTFOLIO**

Students must perform for between 4-6 minutes. This is a Non-exam assessment: internally assessed, externally moderated 30% of qualification, 72 marks.

### **COMPOSITION PORTFOLIO**

Students will compose music during the course. The total duration of compositions is 3-6 minutes. This is a Non-exam assessment: internally assessed, externally moderated 30% of qualification, 72 marks.

### **APPRAISING**

Students will complete a written examination: 1 hour 15 minutes. 40% of qualification 96 marks. This examination will assess knowledge and understanding of music through the following four areas of study: Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music.

### **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO:**

**Mr P Daggett, Head of Music, [pdaggett@challneyboys.co.uk](mailto:pdaggett@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.



**A PLACE  
TO LEARN**

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CREATIVE SUBJECTS

# DRAMA GCSE

Name of Course: **GCSE Drama**

Examination Board: **AQA**

Specification Code: **8261**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

YEAR 9	TOPIC	ASSESSMENT
<b>Autumn 1</b>	Introduction to Drama & The Ensemble	Group tableaux sequence demonstrating clear spatial awareness and narrative.
<b>Autumn 2</b>	Physical & Vocal Fundamentals	A narrated mime performance showcasing deliberate physical and vocal choices.
<b>Spring 1</b>	Storytelling & Narrative Structure	Small group devising based on a simple fairy tale, using narration and marking the moment.
<b>Spring 2</b>	Responding to Stimuli	Devised scene interpreting a specific poem (e.g., The Highwayman).
<b>Summer 1</b>	Introduction to Script Work	Cold-reading and basic blocking of a short scene.
<b>Summer 2</b>	Page to Stage	Memorized, paired performance of a short extract (e.g., from Willy Russell's Blood Brothers).
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn 1</b>	Melodrama & Exaggeration	GA classic Melodrama scene focusing on exaggerated physical and vocal skills.
<b>Autumn 2</b>	Commedia dell'arte & Physical Comedy	Devised Commedia routine utilising a specific Lazzi.
<b>Spring 1</b>	Text in Action & Stanislavski	Written paragraph identifying a character's objective, paired with a naturalistic reading of a scene.
<b>Spring 2</b>	Contemporary Text Exploration	Polished performance of a contemporary duologue.
<b>Summer 1</b>	Theatre in Education	Group planning and presentation of a TiE concept targeting younger students.
<b>Summer 2</b>	Issue-Based Drama	Final performance of the TiE piece, followed by a peer-evaluation of its effectiveness.

DRAMA

<b>YEAR 11</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn 1</b>	The Set Text & The Designer	Designing a set or costume concept for a specific scene from the chosen text, with a short written justification.
<b>Autumn 2</b>	Live Theatre Evaluation & Brecht	A written mock-question evaluating an actor's performance in a digital or live theatre production (e.g., National Theatre Live).
<b>Spring 1</b>	Mock Devising Project (Part 1 - Creation)	Submission of the "Initial Response" draft for their Devising Log.
<b>Spring 2</b>	Mock Devising Project (Part 2 - Performance & Evaluation)	Group performance of the devised piece, followed by the submission of the final evaluation section of their Devising Log.
<b>Summer 1</b>	<b>GCSE exam</b>	<b>GCSE exam</b>

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Students will study texts that support their understanding and confidence in GCSE English Literature.
- ◆ Gaining self-confidence and vital communication and performance skills that will help in all areas of life.
- ◆ Applying knowledge and understanding when making, performing and responding to drama.
- ◆ Exploring performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- ◆ Developing a range of theatrical skills and apply them to create performance.
- ◆ Working collaboratively to generate, develop and communicate ideas.
- ◆ Developing as creative, effective, independent and reflective students who are able to make informed choices in process and performance.
- ◆ Contributing as an individual to a theatrical performance.
- ◆ Reflecting on and evaluate their own work and that of others.
- ◆ Developing an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- ◆ Adopting safe working practices.

### HOMEWORK & REVISION

- ◆ Students will need to complete any homework tasks and assignments set particularly in preparation for performances and practical elements.
- ◆ Students may be required to attend rehearsals and extra practices during intervention sessions
- ◆ Students will be able to access past papers and revision materials to support them in their formal exam element.

## **METHOD OF ASSESSMENT**

### **Component 1:** Understanding Drama

Written exam: 1 hour and 45 minutes

Open book

80 marks

40% of GCSE

### **Component 2:** Devising Drama (practical)

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

### **Component 3:** Texts in Practice (practical)

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

40 marks in total

20% of GCSE

## **HOW PARENTS /CARERS CAN HELP**

- ◆ Show interest through constructive questioning and asking them to explain the work
- ◆ Ask students to practice their lines / performances elements
- ◆ Ensure they complete their homework
- ◆ Attend school regularly and any required interventions
- ◆ Plan study time and use it to revise fully
- ◆ Practise past papers at home.

## **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE**

**PLEASE SPEAK TO: Mrs N Quick [nquick@challneyboys.co.uk](mailto:nquick@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

# **A PLACE TO LEARN**

**DRAMA**

DESIGN & ENGINEERING

# ENGINEERING GCSE

Name of Course: **GCSE Design and Technology**

Examination Board: **AQA**

Specification Code: **8552**

## PROGRAMME OF STUDY

### YEAR 9

Term 1

#### TOPIC

**Design & Communication** – focus on developing an understanding of the iterative design process through a mini design project to a problem centric brief

#### ASSESSMENT

Design Portfolio following the development of a engineered product to solve a real world problem

Term 2

**Materials Technology** – metals, polymers & Ceramic properties/ processing.

Skills based assessment through mini projects based on gaining a theoretical understanding of materials and systems

Term 3

**Systems & Control;** electronic, pneumatic & mechanical theory

### YEAR 10

Term 1

**Manufacturing processes** – develop a theoretical understanding of industrial manufacture through skill based tasks  
Controlled Assessment (60%)

Practical assessment of manufacturing skill through focused tasks

Term 2

**Designing & Communicating** – development of an engineered product to meet a set brief from exam board

Controlled Assessment Portfolio - monitoring and tracking throughout project

Term 3

Concept modelling and testing of design using CAD/CAM & rapid prototyping

Assessment breakdown:  
**AO1** – Communicate (30%)  
**AO2** – Apply (55%)  
**AO3** – Evaluate (15%)

### YEAR 11

Term 1

**Controlled Assessment**  
**NEA:** Part B – practical manufacture of a mechanical/electrical product

Controlled Assessment practical development

Term 2

**Controlled Assessment**  
**NEA:** Part B - testing/evaluating product outcome against spec. & investigating new technologies

**Paper 1:** External Assessment  
Written Paper – 2 hours –  
75 marks – 50%

Term 3

**NEA:** Exam Preparation – theory based learning focused on exam technique and content

**Paper 1:** Consists of two sections, Product Study section and a section on Manufacturing

ENGINEERING

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ actively engage in the processes of engineering to develop as effective and independent learners.
- ◆ understand the contribution that engineering makes to society and the economy.
- ◆ develop an awareness and appreciation of commercial and industry issues as well as emerging technologies in the context of engineering.
- ◆ develop and use a range of transferable skills when designing and making engineered products, to enable them to become effective and independent learners.
- ◆ develop an awareness and understanding of environmental issues and Sustainable development.
- ◆ develop applied engineering skills as a foundation for future learning and progression.
- ◆ apply their knowledge and understanding of engineering by using skills of evaluation and problem-solving.

### HOMEWORK/REVISION

- ◆ Use of theory tasks to underpin exam knowledge required for exam.
- ◆ Attendance after-school to ensure controlled assessment targets are met.
- ◆ **www.MrBillington.com, Google Classroom** access

### METHOD OF ASSESSMENT

- ◆ 50% Controlled Assessment – internally marked & externally moderated (100 marks).
- ◆ 50% examination – 2 hour written paper (100 marks).

### HOW PARENTS /CARERS CAN HELP

- ◆ Ensure you son attends any after school intervention sessions.
- ◆ Download Solidworks CAD software for use at home.
- ◆ Ensure your son uses his revision guide and **BBCBitesize** on a regular basis.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr A Billington [abillington@challneyboys.co.uk](mailto:abillington@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

# A PLACE TO LEARN

ENGINEERING

**HUMANITIES**

# RELIGIOUS STUDIES GCSE

Name of Course: **Religious Studies (Full Course)**

Examination Board: **AQA**

Specification Code: **8062**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	<b>Unit 1a:</b> Christianity Beliefs <b>Unit 2a:</b> Islam Beliefs <b>Unit 1b:</b> Christianity Practices <b>Unit 2b:</b> Islam Practises	100% Exam to be taken at the end of Year 10.
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	<b>Theme A:</b> Relationships and Families <b>Theme B:</b> Religion and Life <b>Theme D:</b> Religion, Peace and Conflict - Christianity and Islam <b>Theme E:</b> Religion, Crime and Punishment - Christianity and Islam  All topics will be examined from a Christian and Islamic perspective.	100% Exam to be taken at the end of Year 10.

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- ◆ Express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
- ◆ Adopt an enquiring, critical and reflective approach to the study of religion.
- ◆ Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- ◆ Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
- ◆ Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world.
- ◆ Reflect on and develop their own values, opinions and attitudes in light of their learning.

## HOMWORK/REVISION

- ◆ Students are expected to purchase a revision guide and revise key topics weekly.
- ◆ Students can access past paper questions online and will be set homework to complete questions and can independently work through past paper exam questions.
- ◆ Independent research through 'flip-learning' for students to research every lesson - use **Show My Homework**.
- ◆ Students are encouraged to use **Google Classroom, Senca Learning** where departmental revision, class work and homework can be accessed.
- ◆ Some students will be expected to attend targeted revision sessions. Students and parents will be informed when these sessions will take place.
- ◆ Students are encouraged to use **BBC Bitesize** and **GCSEPod** for independent research and revision.

## METHOD OF ASSESSMENT

The AQA GCSE in Religious Studies consists of 2 units.

### Paper 1

Christianity Beliefs **25%** | Christianity Practises **25%**

Islam Beliefs **25%** | Islam Practises **25%**

**100% Exam** | 24 marks per topic | 6 marks for SPAG

**Total:** 102 marks | **Time:** 1 hour 45 mins

### Paper 2

Relationships and Families **25%** | Religion & Life **25%**

Religion, Peace and Conflict **25%** | Religion, Crime and Punishment **25%**

**100% Exam** | 24 marks per topic | 3 marks for SPAG

**Total:** 99 marks | **Time:** 1 hour 45 mins

## HOW PARENTS /CARERS CAN HELP

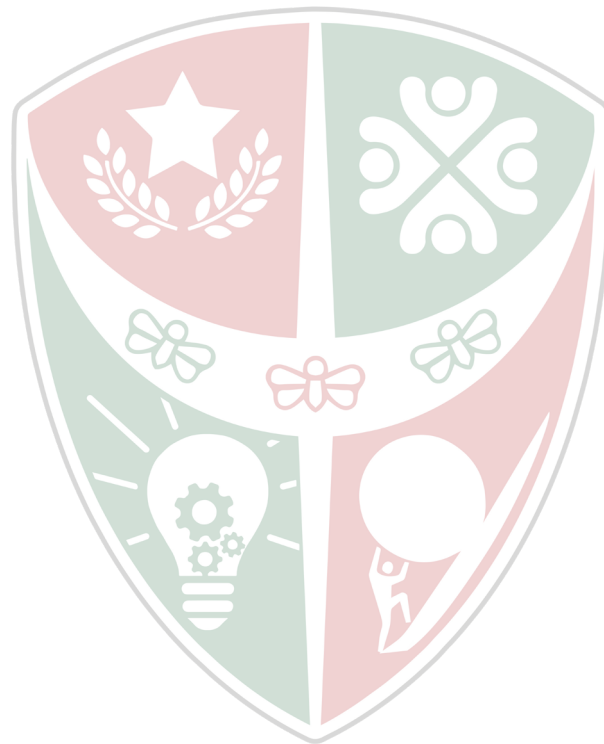
- ◆ Parents/ Carers will be informed immediately that a student is not making the expected progress or has not completed an assessment.
- ◆ Purchase a revision guide from the school for Religious Studies and use independent websites for research e.g. **Google Classroom, BBC Bitesize, GCSEpod**, etc.

- ◆ Encourage students to use the revision guide and independent research and test students understanding of topics.
- ◆ Practice the exam questions from online and in the revision guide with your son, time him to complete the questions within the time frame.
- ◆ Encourage your son to make notes or mind-map key topics. Use the different colours to make links between the different topics.
- ◆ Check weekly your sons 'flip-learning' homework of independent research is completed using **Show My Homework**.

**IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO:**

**Mr R Butler** [rbutler@challneyboys.co.uk](mailto:rbutler@challneyboys.co.uk)

Or please contact the school office to arrange an appointment.



**A PLACE  
TO LEARN**

RELIGIOUS STUDIES

HUMANITIES

# GEOGRAPHY GCSE

Name of Course: **GCSE Geography**

Examination Board: **AQA**

Specification Code: **8035** QAN code: **601/8410/3**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b> Paper 1	<b>TOPIC</b> <b>Living with the physical environment</b>	<b>ASSESSMENT</b> <b>Written exam:</b> 1 hour 30 minutes (In Year 11)
	<p><b>3.1.1 Section A:</b> The challenge of natural hazards</p> <p><b>3.1.2 Section B:</b> The living world</p> <p><b>3.1.3 Section C:</b> Physical landscapes in the UK</p>	<p>88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))</p> <p>35% of GCSE</p> <p>Question types: multiple-choice, short answer, levels of response, extended prose</p>
<b>YEAR 10</b> Paper 2	<p><b>TOPIC</b> <b>Challenges in the human environment</b></p> <p><b>3.2.1 Section A:</b> Urban issues and challenges</p> <p><b>3.2.2 Section B:</b> The changing economic world</p> <p><b>3.2.3 Section C:</b> The challenge of resource management</p>	<p><b>ASSESSMENT</b> Written exam: 1 hour 30 minutes (In Year 11)</p> <p>88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))</p> <p>35% of GCSE</p> <p>Question types: multiple-choice, short answer, levels of response, extended prose</p>
<b>YEAR 11</b> Paper 3	<p><b>TOPIC</b> <b>Geographical applications</b></p> <p><b>3.3.1 Section A:</b> Issue evaluation (pre-release material)</p> <p><b>3.3.2 Section B:</b> <b>Fieldwork</b></p> <p><b>Geographical skills</b> <b>3.4 Geographical skills</b></p>	<p><b>ASSESSMENT</b> Written exam: 1 hour 30 mins (In Year 11)</p> <p>76 marks (including 6 marks for SPGST)</p> <p>30% of GCSE</p> <p>Question types: multiple-choice, short answer, levels of response, extended prose</p>

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Lessons taught by experienced experts in Geography with a vast knowledge of the subject.
- ◆ About Traffic sustainability in an Urban Environment & Evaluating Coastal Sea Defences for the 2 Field Studies.
- ◆ To explore case studies within each unit of work.
- ◆ Issue Evaluation of current geographical topics such as Global Warming or the proposed tunnel underneath Stonehenge.
- ◆ Cartographic.
- ◆ Graphical Skills of presenting data.
- ◆ Statistical Skills.

### HOMEWORK/REVISION

- ◆ **GCSEPod.**
- ◆ Revision Guides.
- ◆ Example papers.
- ◆ **Google Classroom** assignments and tasks.
- ◆ **Senca Learning.**
- ◆ **Internet Geography.**
- ◆ **Cool Geography.**

### METHOD OF ASSESSMENT

- ◆ Exams in Year 11 - Unit: 1-3.
- ◆ Practice exams in Year 9 and 10.
- ◆ 2 fieldtrips, to London and Southend, in Year 9 & 10 (compulsory).

### HOW PARENTS /CARERS CAN HELP

- ◆ Supervising and supporting revision via **GCSEpod**, **coolgeography.co.uk** and revision guides.
- ◆ Timing practice questions at home.
- ◆ Being aware of your son's log in details to **Google Classroom.**
- ◆ Teacher/student class assignments.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr A Oraeki** Subject Lead Geography  
**aoraeki@challneyboys.co.uk** Or please contact the school office to arrange an appointment.

# A PLACE TO LEARN

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HUMANITIES

# HISTORY GCSE

Name of Course: **GCSE History**

Examination Board: **AQA**

Specification Code: **8145**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

YEAR 9	TOPIC	ASSESSMENT
	Paper 1: <b>Understanding the Modern World</b> Section A (Period Study): Unit 1b Germany 1890-1945  Paper 1: <b>Understanding the Modern World</b> Section B (Wider World Depth Study): Conflict and Tension 1918-1939 - The Inter War Years	Final Written Examination (Six Compulsory Questions)  Final Written Examination (Four Compulsory Questions)
YEAR 10	<b>TOPIC</b> Paper 2: <b>Shaping the Nation</b> (Thematic Study): 2A Britain, Health and the People c1000- Present Day  Paper 2: <b>British Depth Study</b> including the historical environment: Elizabethan England: c1568-1603	<b>ASSESSMENT</b> Final Written Examination (Four Compulsory Questions)  Final Written Examination (Four Compulsory Questions)
YEAR 11	<b>TOPIC</b> Revision and exam practice of all topics	2 final examinations in the summer term and several practice exams

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Essay writing.
- ◆ Evaluating sources.
- ◆ Analysing and evaluating sources.
- ◆ Revision techniques.
- ◆ Constructing an argument and debating skills.
- ◆ Analysing an historical site in context.

### HOMEWORK/REVISION

- ◆ **GCSEPod** and **Seneca** – all students should have a log in.
- ◆ Retrieval Booklets that every student is given in Year 9, 10 and 11.
- ◆ Documentaries and historical films relevant to the topics.
- ◆ All extra work is set on **Google Classroom**.

### METHOD OF ASSESSMENT

- ◆ Final Examination. Two exam papers with two sections each.

### HOW PARENTS /CARERS CAN HELP

- ◆ Supporting and supervising revision through the use of Retrieval Booklets, **Seneca** and **GCSEPod**, testing their knowledge.
- ◆ If you are to purchase a book to support with a students work, we recommend Dale Banham's books. However, these are not necessary to achieving an outstanding grade in history and only to be bought for extra support.
- ◆ Supporting students with SPAG and extended writing.
- ◆ Supporting students with handwriting practice where relevant.
- ◆ All homework is set on google classroom, being on the guardian summaries is great help to know what the students need to do each week at home.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Miss S Tariq**, History Co-Ordinator,  
[stariq@challneyboys.co.uk](mailto:stariq@challneyboys.co.uk) or please contact the school office to arrange an appointment.

*'High achievement and  
access for all are our  
shared responsibilities'*

**A PLACE  
TO LEARN**

**HUMANITIES**

# POLITICS & LAW GCSE

Name of Course: **Citizenship Studies**

Examination Board: **Edexcel**

Specification Code: **1CS0**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	<b>UNIT 1:</b> Introduction to Politics <b>UNIT 2:</b> Democracy <b>UNIT 3:</b> Political Parties <b>UNIT 4:</b> Elections <b>UNIT 5:</b> Political Theory	100% of final exam to be taken in Year 11.  Mock tests will be frequent.
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	GCSE Content Begins: <b>TOPIC A:</b> Living together in the UK <b>TOPIC B:</b> Democracy at work in the UK <b>TOPIC C:</b> Law and Justice	100% of final exam to be taken in Year 11.  Mock tests will be frequent.
<b>YEAR 11</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	GCSE Content Continues. <b>TOPIC D:</b> Power and Influence <b>TOPIC E:</b> Taking Citizenship Action Assessment.	Two final examination in the summer term in addition to frequent mock exams.  Question types: multiple-choice, short answer, source-based questions, extended answer.

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Develop a broad understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole.
- ◆ Demonstrate their understanding of the relationships between theory and practice.
- ◆ Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.
- ◆ Use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions.
- ◆ use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.

## HOMEWORK/REVISION

- ◆ Revise Pearson Edexcel (9-1) Citizenship Studies: Revision Guide and Workbook (This is available for £9.99 on Amazon, WHSmith or similar retailers).
- ◆ Retrieval Booklets given to all students in Politics and Law.
- ◆ Past papers.
- ◆ **Google Classroom** assignments.

## METHOD OF ASSESSMENT

- ◆ Exams in Year 11.
- ◆ Practice exams in Year 9 and 10.
- ◆ Research project which will then be assessed in Year 11 exam.
- ◆ Coursework in Year 11 is focused on making improvements to the community.

## VISITS/ ENRICHMENT

- ◆ Year 10 Trip to Houses of Parliament.
- ◆ Year 10 Trip to the Criminal Court of Justice.
- ◆ Year 11 Trip to Luton Sixth Form.

## HOW PARENTS /CARERS CAN HELP

- ◆ All parents / carers will be informed immediately that a student is not making expected progress or has not completed homework.
- ◆ Supervising and supporting revision.
- ◆ Timing practice questions at home.
- ◆ Accepting and then regularly checking the Guardian Summaries from **Google Classroom**.

## IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE

**PLEASE SPEAK TO: Mr B Small**, Co-ordinator of Politics and Law,  
**BSmall@challneyboys.co.uk** or please contact the school office to arrange an appointment. All parents / carers will be informed immediately that a student is not making expected progress or has not completed homework.

# A PLACE TO LEARN

POLITICS & LAW

MODERN FOREIGN LANGUAGES

# FRENCH GCSE

Name of Course: **French**  
Examination Board: **EDEXCEL**  
Specification Code: **French 9-1 1FR0**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

YEAR 9	TOPIC	ASSESSMENT
	<p><b>Module 1:</b> Tu as du temps à perdre? (Do you have time to spare?)</p> <ul style="list-style-type: none"> <li>Hobbies</li> </ul> <p><b>Module 2:</b> Mon clan, mon tribu (My clan, my tribe)</p> <ul style="list-style-type: none"> <li>Family</li> <li>Friends</li> <li>Making plans</li> </ul> <p><b>Module 3:</b> Ma vie scolaire (My school life)</p> <ul style="list-style-type: none"> <li>Subjects</li> <li>School rules</li> <li>Languages</li> </ul> <p><b>Module 4:</b> En pleine forme (In good health)</p> <ul style="list-style-type: none"> <li>Food</li> <li>Living well</li> <li>Looking after yourself</li> </ul>	<p>100% Final exam assessment.</p> <p>Half-termly assessments throughout the year.</p>
YEAR 10	<p><b>Module 5:</b> Numero vacances (Holidays)</p> <ul style="list-style-type: none"> <li>Dream holidays</li> <li>Hotels</li> <li>Travelling</li> </ul> <p><b>Notre Planete (Our planet)</b></p> <p><b>Module 6:</b> Environmental issues and initiatives</p> <p><b>Module 7:</b> Mon petit coin monde à moi (My small corner of the world)</p> <ul style="list-style-type: none"> <li>Dream home</li> <li>Local area</li> </ul>	<p>100% Final exam assessment.</p> <p>Half-termly assessments throughout the year.</p> <p>Mock exams.</p>

FRENCH



### METHOD OF ASSESSMENT

The course is assessed as 100% final exam. There are 4 exam papers:

**Paper 1 Speaking;** students take a speaking exam in April of Year 11 which involves a read aloud task, a role play, a picture description and a longer conversation and reading aloud.

**Paper 2 Listening;** students listen to an audio and answer questions.

**Paper 3 Reading and Understanding;** students elicit information from reading texts and also translate a passage from French into English.

**Paper 4 Writing;** students are expected to translate phrases and a short passage of text from English to French, followed by extended writing in French up to 200 words.

### HOW PARENTS /CARERS CAN HELP

Parents/Carers can encourage their son to use **Languagenut** regularly to learn vocabulary. They can also reiterate the importance of a language qualification.

**IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO: Mrs S Brewer [SBrewer@challneyboys.co.uk](mailto:SBrewer@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.



**A PLACE  
TO LEARN**

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COMPUTING

# COMPUTER SCIENCE GCSE

Name of Course: **GCSE (9-1) Computer Science**

Examination Board: **OCR**

Specification Code: **J277 (from 2020)**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term 1</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.1 Systems architecture</li> <li>• 1.2 Memory and storage (1.2.1 &amp; 1.2.2)</li> </ul>	Class Test on Components 1.1 to 1.2
<b>Autumn Term 2</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.2 Memory and storage (1.2.3 &amp; 1.2.5)</li> </ul>	Class Test on Components 1.1 to 1.2
<b>Spring Term 1</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.3 Computer networks, connections and protocols</li> </ul>	Class Test on Components 1.1 to 1.3
<b>Spring Term 2</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.4 Network security</li> </ul>	Class Test on Components 1.1 to 1.4
<b>Summer Term 1</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.5 System software</li> </ul>	Class Test on Components 1.1 to 1.5
<b>Summer Term 2</b>	<b>Component 01:</b> Computer Systems <ul style="list-style-type: none"> <li>• 1.6 Ethical, legal, cultural and environmental impacts of digital technologies</li> </ul>	Component 01 - Mock Exam (Components 1.1 to 1.6)
<hr/>		
<b>YEAR 10</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term 1</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> </ul>	Class Test on Components 1.1 to 2.1
<b>Autumn Term 2</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming <ul style="list-style-type: none"> <li>• 2.2 Programming Fundamentals</li> </ul>	Class Test on Components 1.1 to 2.2
<b>Spring Term 1</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming <ul style="list-style-type: none"> <li>• 2.2 Programming Fundamentals</li> </ul>	Class Test on Components 1.1 to 2.2
<b>Spring Term 2</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming <ul style="list-style-type: none"> <li>• 2.2 Programming Fundamentals</li> </ul>	Class Test on Components 1.1 to 2.3
<b>Summer Term 1</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming <ul style="list-style-type: none"> <li>• 2.4 Boolean Logic</li> </ul>	Class Test on Components 1.1 to 2.4

<b>Summer Term 2</b>	<b>Component 02:</b> Computational Thinking, Algorithms and Programming • 2.5 Programming languages and Integrated Development Environments	Component 01 - Mock Exam (Components 1.1 to 1.6)  Component 02 - Mock Exam (Components 2.1 to 2.5)
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<b>YEAR 11</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term 1</b>	<b>Practical Programming Skills</b> Design / Write / Test / Refine	Class Test
<b>Autumn Term 2</b>	<b>Practical Programming Skills</b> Design / Write / Test / Refine	Class Test
<b>Spring Term 1</b>	<b>Practical Programming Skills</b> Design / Write / Test / Refine	Class Test
<b>Spring Term 2</b>	<b>Revision Component 01:</b> Computer Systems	
<b>Summer Term 1</b>	<b>Revision Component 02:</b> Computational thinking, algorithms and programming	
<b>Summer Term 2</b>		<p><b>J277/01: Computer systems</b> Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p><b>J277/02: Computational thinking, algorithms and programming</b> Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p>

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding, but to engage learners and get them thinking about real world applications.

### OCR's GCSE (9–1) in Computer Science will encourage learners to:

- ◆ understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- ◆ analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- ◆ think creatively, innovatively, analytically, logically and critically.
- ◆ understand the components that make up digital systems, and how they communicate with one another and with other systems.
- ◆ understand the impacts of digital technology to the individual and to wider society.
- ◆ apply mathematical skills relevant to Computer Science.

COMPUTER SCIENCE

## **HOMEWORK/REVISION**

Students will be given homework/revision to extend their learning once every two weeks.

## **METHOD OF ASSESSMENT**

### **J277/01: Computer systems**

**Written paper: 1 hour and 30 minutes | 50% of total GCSE | 80 marks**

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

### **J277/02: Computational thinking, algorithms and programming**

**Written paper: 1 hour and 30 minutes | 50% of total GCSE | 80 marks**

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

## **HOW PARENTS /CARERS CAN HELP**

Parents/Carers will be informed immediately that a student is not making the expected progress or has not completed the coursework.

### **Support Materials for ICT/Computer Science revision:**

- ◆ All resources used in our department are available on the Google shared drive
- ◆ Additionally, students could use the following websites for revision:  
[www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/](http://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/)  
[www.teach-ict.com/2016/GCSE\\_Computing](http://www.teach-ict.com/2016/GCSE_Computing)
- ◆ **GCSEPod** - Notes are available in audio and visual formats for your son to access at any time.
- ◆ **BBC Bitesize**

### **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE YOU NEED TO SPEAK TO:**

**Mr J Ahmed [jahmed@Challneyboys.co.uk](mailto:jahmed@Challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

# **A PLACE TO LEARN**

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**COMPUTING**

# INFORMATION TECHNOLOGY (Tech Award)

Name of Course: **ICT Cambridge Nationals Level 1 & 2 Creative iMedia**

Examination Board: **OCR**

Specification Code: **J834**

## PROGRAMME OF STUDY (With Controlled Assessment Dates)

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Autumn Term 1</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 1: The media industry	Class Test Ongoing Teacher Marking/Feedback
<b>Autumn Term 2</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 1: The media industry	Class Test Ongoing Teacher Marking/Feedback
<b>Spring Term 1</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 2: Factors influencing product design	Class Test Ongoing Teacher Marking/Feedback
<b>Spring Term 2</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 3: Pre-production planning	Class Test Ongoing Teacher Marking/Feedback
<b>Summer Term 1</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 3: Pre-production planning	Class Test Ongoing Teacher Marking/Feedback
<b>Summer Term 2</b>	<b>Unit R093: Creative iMedia in the media industry</b> Topic Area 4: Distribution considerations	Class Test Ongoing Teacher Marking/Feedback
<b>YEAR 10</b>		
<b>Autumn Term 1</b>	<b>Unit R094: Visual identity and digital graphics</b> Topic Area 1: Develop visual identity	On going marking and feedback
<b>Autumn Term 2</b>	<b>Unit R094: Visual identity and digital graphics</b> Topic Area 1: Develop visual identity	Internal Moderation R094 -Topic Area 1 On going marking and feedback

CREATIVE iMEDIA

<b>Spring Term 1</b>	<b>Unit R094: Visual identity and digital graphics industry</b> Topic Area 2: Plan digital graphics for products	External Exam R093 - Creative iMedia in the media industry
<b>Spring Term 2</b>	<b>Unit R094: Visual identity and digital graphics</b> Topic Area 2: Plan digital graphics for products	On going marking and feedback Internal Moderation R094 - Topic Area 2
<b>Summer Term 1</b>	<b>Unit R094: Visual identity and digital graphics</b> Topic Area 3: Create visual identity and digital graphics	On going marking and feedback Internal Moderation R094 - Topic Area 3
<b>Summer Term 2</b>	<b>Unit R094: Visual identity and digital graphics</b> Topic Area 3: Create visual identity and digital graphics	On going marking and feedback Internal Moderation R094 - Topic Area 4 External Moderation R094
<b>YEAR 11</b>		
<b>Autumn Term 1</b>	<b>Unit R097: Interactive digital media</b> Topic Area 1: Plan interactive digital media	On going marking and feedback
<b>Autumn Term 2</b>	<b>Unit R097: Interactive digital media</b> Topic Area 1: Plan interactive digital media	Internal Moderation R097 - Topic Area 1 On going marking and feedback
<b>Spring Term 1</b>	<b>Unit R097: Interactive digital media</b> Topic Area 2: Create interactive digital media	Internal Moderation R097 - Topic Area 2 On going marking and feedback
<b>Spring Term 2</b>	<b>Unit R097: Interactive digital media</b> Topic Area 2: Create interactive digital media	Internal Moderation R097 - Topic Area 3 On going marking and feedback
<b>Summer Term 1</b>	<b>Unit R097: Interactive digital media</b> Topic Area 3: Review interactive digital media	Internal Moderation R097 - Topic Area 4 On going marking and feedback
<b>Summer Term 2</b>	<b>Unit R097: Interactive digital media</b>	External Moderation R097

## SKILLS STUDENTS WILL BE EXPECTED TO LEARN

The OCR Cambridge Nationals in Creative iMedia has been designed to teach digital design skills and to enable young people to use digital tools to express their creativity in an informed and responsible way. It aims to equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use, and to support future learning and exploit opportunities in the creative digital industries. The qualification has been developed to reflect the increasing use of creative digital computing in everyday life, with a greater emphasis on creative design and development.

### THIS QUALIFICATION AIMS TO:

- ◆ equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use.
- ◆ enable young people to use digital tools as a means of expression to inform, persuade and entertain.
- ◆ foster young people's creativity and develop their independent learning skills.
- ◆ challenge young people to reflect on what they produce and to strive for excellence
- ◆ increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights.
- ◆ equip young people with professional, real-world skills in planning, project management and communication.
- ◆ give young people the knowledge, understanding and skills they need to support future learning and exploit opportunities in the creative digital industries.

### HOMEWORK/REVISION

- ◆ Students will be given homework/revision to extend their learning once every fortnight.

### METHOD OF ASSESSMENT

#### The OCR Cambridge National in Creative iMedia:

- ◆ is made up of 3 units:
  - One externally assessed unit comprising a practical exam set and marked by OCR (40%)
  - Two internally assessed, externally moderated units (60%)

The Summative Project is the means by which students create a synoptic piece of work. There is one Summative Project for each unit, each based on a brief. Summative Project Briefs are set by OCR, administered and marked by the centre and moderated by OCR.

### HOW PARENTS /CARERS CAN HELP

Parents/Carers will be informed immediately that a student is not making the expected progress or has not completed the coursework.  
Support Materials for ICT/Computing revision.

- ◆ All resources used in our department are available on the Google Drive and Google Classroom.
- ◆ Additionally, students could use the following website for revision:
  - [www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-le-el-1-2-award-certificate-j807-j817/](http://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-le-el-1-2-award-certificate-j807-j817/)
  - [www.teach-ict.com](http://www.teach-ict.com)
- ◆ **GCSEPOD** - Notes are available in audio and visual formats for your son to access at any time.
- ◆ **BBC Bitesize**

**IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE YOU NEED TO SPEAK TO:**

**Mr J Ahmed [jahmed@Challneyboys.co.uk](mailto:jahmed@Challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

*‘High achievement and  
access for all are our  
shared responsibilities’*

**A PLACE  
TO LEARN**

**BUSINESS STUDIES**

# BUSINESS GCSE

Name of Course: **GCSE Business**

Examination Board: **AQA**

Specification Code: **8132**

YEAR 9	TOPIC	ASSESSMENT
	<ol style="list-style-type: none"> <li>Business in the real world</li> <li>Influences on business</li> <li>Business operations</li> <li>Human Resources</li> </ol>	Baseline assessment Exam style questions Recruitment role plays Flipped learning Key assessments
<b>YEAR 10</b>	<ol style="list-style-type: none"> <li>Business in the real world</li> <li>Influences on business</li> <li>Business operations</li> <li>Human Resources</li> <li>Marketing</li> <li>Finance</li> </ol>	Baseline assessment Exam style questions Finance role plays Flipped learning Key assessments Exam papers
<b>YEAR 11</b>	Recap of units 1-6 Paper 1 and Paper 2 preparation	Exam style questions every week 100% exam at end of year Mock papers

## SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Engage in the study of Business and Economics to develop as effective and independent learners.
- ◆ Use a critical approach to distinguish between fact and opinion, build arguments and make informed judgements about Business case studies.
- ◆ Develop and apply knowledge, understanding and skills to contemporary issues in local, national and global business contexts.
- ◆ Consider the extent to which business and economic activity can be ethical and sustainable.
- ◆ Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks on local businesses.
- ◆ Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions when answering essay-based questions.

BUSINESS

## **HOMWORK/REVISION**

- ◆ Use independent websites for research e.g. **GCSEPod**, **BBC Bitesize**, **Seneca** and **Tutor2U**.
- ◆ Access and submit homework through **Google Classroom**.
- ◆ Use the GCSE Revision guide issued by the Department.
- ◆ Access past paper questions through Google classroom or the AQA website.
- ◆ Some targeted students will attend revision sessions following Key assessments.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.

## **METHOD OF ASSESSMENT**

**Paper 1** Influences of operations and HRM on business activity 50%.

**Paper 2** Influences of marketing and finance on business activity 50%.

**Written Exams:** 1 hr 45 minutes = 90 marks.

## **VISITS/ENRICHMENT**

- ◆ Year 9 Visit from local entrepreneurs.
- ◆ Year 10 trip to Dragon's Den event, Bank of England, and visit from local entrepreneurs.

## **HOW PARENTS /CARERS CAN HELP**

- ◆ Use independent websites for research e.g. **GCSEPod**, **BBC Bitesize**, **Tutor2U**, **Carousel** and **Seneca**.
- ◆ Access and submit homework through **Google Classroom**.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.
- ◆ Parents/carers will be informed if a student is not making the expected progress in lessons.

## **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE**

**PLEASE SPEAK TO: Miss N Zulfiqar** [nzulfiqar@challneyboys.co.uk](mailto:nzulfiqar@challneyboys.co.uk)

Or please contact the school office to arrange an appointment.



**A PLACE  
TO LEARN**

**BUSINESS STUDIES**

# BUSINESS ENTERPRISE (Tech Award)

Name of Course: **BTEC Level 1/2 Enterprise Tech Award**

Examination Board: **Pearson**

Specification Code: **603/7063/4**

<b>YEAR 9</b>	<p><b>TOPIC</b></p> <p><b>Component 1: Exploring Enterprises</b></p> <ul style="list-style-type: none"> <li>Examine the characteristics of enterprises</li> <li>Explore how market research helps enterprises to meet customer needs and understand competitor behaviour</li> <li>Investigate the factors that contribute to the success of an enterprise.</li> </ul> <p><b>1. Business in the real world</b></p> <p><b>2. Influences on business</b></p>	<p><b>ASSESSMENT</b></p> <p>Baseline assessments</p> <p>Entrepreneur presentations</p> <p>Exam style questions</p>
<b>YEAR 10</b>	<p><b>Component 1: Exploring Enterprises</b></p> <ul style="list-style-type: none"> <li>Examine the characteristics of enterprises</li> <li>Explore how market research helps enterprises to meet customer needs and understand competitor behaviour</li> <li>Investigate the factors that contribute to the success of an enterprise.</li> </ul> <p><b>Component 2: Planning for Pitching an Enterprise Activity</b></p> <ul style="list-style-type: none"> <li>Explore ideas and plan for a micro-enterprise activity</li> <li>Pitch a micro-enterprise activity</li> <li>Review own pitch for a micro-enterprise activity.</li> </ul>	<p>Baseline assessments</p> <p>Entrepreneur presentations</p> <p>Exam style questions</p> <p>Controlled assessments</p> <p>End of year exam</p>
<b>YEAR 11</b>	<p><b>Component 3: Promotion and Finance for Enterprise</b></p> <ul style="list-style-type: none"> <li>Promotion</li> <li>Financial records</li> <li>Financial Planning and Forecasting</li> </ul>	<p>Baseline assessments</p> <p>Entrepreneur presentations</p> <p>Exam style questions</p> <p>Controlled Assessment</p> <p>Exam</p> <p>Exam resit</p>

ENTERPRISE

### SKILLS STUDENTS WILL BE EXPECTED TO LEARN

- ◆ Engage in the study of Business and Economics to develop as effective and independent learners.
- ◆ Use a critical approach to distinguish between fact and opinion, build arguments and make informed judgements about Business case studies.
- ◆ Develop and apply knowledge, understanding and skills to contemporary issues in local, national and global business contexts.
- ◆ Consider the extent to which business and economic activity can be ethical and sustainable.
- ◆ Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks on local businesses.
- ◆ Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions when answering essay-based questions.

### HOMEWORK/REVISION

- ◆ Use independent websites for research e.g. **GCSEPod**, **BBC Bitesize** and **Tutor2U**.
- ◆ Access and submit homework through Google Classroom.
- ◆ Access past paper questions through Google classroom.
- ◆ Some targeted students will attend revision sessions following Key assessments.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.
- ◆ Complete "flipped learning" homework.

### METHOD OF ASSESSMENT

**Component 1:** Controlled assessment.

**Component 2:** Controlled assessment.

**Component 3:** External Exam.

**Written Exams:** 2 hours = 60 marks.

### VISITS/ENRICHMENT

- ◆ Year 9 trip to Museum of Brands.
- ◆ Year 10 trip to EasyJet.

### HOW PARENTS /CARERS CAN HELP

- ◆ Use independent websites for research e.g. **GCSEPod**, **BBC Bitesize** and **Tutor2U**.
- ◆ Access and submit homework through Google Classroom.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.
- ◆ Check "flipped learning" homework.
- ◆ Support your son in completing coursework.
- ◆ Parents/carers will be informed if a student is not making the expected progress in lessons.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO:

**Miss N Zulfiqar** [nzulfiqar@challneyboys.co.uk](mailto:nzulfiqar@challneyboys.co.uk)

Or please contact the school office to arrange an appointment.



ENTERPRISE

**BUSINESS STUDIES**

# ECONOMICS GCSE

Name of Course: **OCR GCSE (9-1) Economics**

Examination Board: **OCR**

Specification Code: **J205**

<b>YEAR 9</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
	<b>Topic 1</b> Introduction to Economics. <b>Topic 2</b> The Role of Markets and Money.	Baseline assessment Exam style questions Flipped learning Key assessments
<b>YEAR 10</b>	<b>Recap of topics 1-2</b> <b>Topic 3</b> Economic Objectives and the Role of Government <b>Topic 4</b> International Trade and the Global Economy.	Baseline assessment Exam style questions Flipped learning Key assessments Exam papers
<b>YEAR 11</b>	Recap of topics 1-4 Exam preparation	Exam style questions every week 100% exam at end of year Mock papers

**SKILLS STUDENTS WILL BE EXPECTED TO LEARN**

- ◆ Engage in the study of Business and Economics to develop as effective and independent learners.
- ◆ Use a critical approach to distinguish between fact and opinion, build arguments and make informed judgements about Business case studies.
- ◆ Develop and apply knowledge, understanding and skills to contemporary issues in local, national and global business contexts.
- ◆ Consider the extent to which business and economic activity can be ethical and sustainable.
- ◆ Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks on local businesses.
- ◆ Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions when answering essay-based questions.

ECONOMICS

### **HOMEWORK/REVISION**

- ◆ Use independent websites for research e.g. **Tutor2U**.
- ◆ Access and submit homework through **Google Classroom**.
- ◆ Use the GCSE Revision guide issued by the Department.
- ◆ Access past paper questions through Google classroom or the AQA website.
- ◆ Some targeted students will attend revision sessions following Key assessments.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.

### **METHOD OF ASSESSMENT**

**Paper 1** Introduction to Economics **50%**

**Paper 2** National and International Economies **50%**

1 hour, 30 minutes - 80 marks each.

### **VISITS/ENRICHMENT**

- ◆ Year 9 trip to Museum of Brands. Visit from local entrepreneurs.
- ◆ Year 10 trip to Dragon's Den event, Bank of England, and visit from local entrepreneurs.

### **HOW PARENTS /CARERS CAN HELP**

- ◆ Use independent websites for research e.g. **BBC Bitesize** and **Tutor2U**.
- ◆ Access and submit homework through **Google Classroom**.
- ◆ Use Google classroom to watch Business-related news and enter online discussion forums.
- ◆ Parents/carers will be informed if a student is not making the expected progress in lessons.

### **IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE**

**PLEASE SPEAK TO: Miss H Khan [hkhan-2@challneyboys.co.uk](mailto:hkhan-2@challneyboys.co.uk)**

Or please contact the school office to arrange an appointment.

ECONOMICS



**A PLACE  
TO LEARN**

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**PHYSICAL EDUCATION**

# NCFE HEALTH & FITNESS (Tech Award)

Name of Course: **NCFE Level 1 / Level 2 Technical Award in Health and Fitness**

Examination Board: **NCFE**

Specification Code: **603/7007/5**

**YEAR 9**

**Autumn 1**

**TOPIC**

**Content Area 1:** Structure & functions of the body systems

- 1.1 - Skeletal system
- 1.2 - Functions of the skeletal system
- 1.3 - Types of bones
- 1.4 - Types of joints
- 1.5 - Joint actions
- 1.6 - Structure of the synovial joint

**ASSESSMENT**

- Half-termly assessments
- On going marking and feedback
- Exam style questions

**Autumn 2**

**Content Area 1:** Structure & functions of the body systems

- 1.7 - Structure of the spine
- 1.8 - Posture
- 2.1 - Types of muscles
- 2.2 - Structure of the muscular system
- 2.3 - Muscle movement and contraction
- 2.4 - Muscle contractions

**Spring 1**

**Content Area 1:** Structure & functions of the body systems

- 2.5 - Muscle fibre types
- 3.1 - Structure & function of the respiratory system
- 3.2 - Diffusion and gaseous exchange
- 3.3 - Respiratory measurements
- 3.4 - Respiratory changes

**Spring 2**

**Content Area 1:** Structure & functions of the body systems

- 4.1 - Structure and function of blood vessels
- 4.2 - Blood redistribution
- 4.3 - Structure of the heart
- 4.4 - The cardiac cycle
- 4.5 - Cardiovascular measurements
- 4.6 - Blood pressure
- 4.7 - Energy systems

HEALTH & FITNESS

**YEAR 9**

**Summer 1**

**TOPIC**

**Content Area 2:** Effects of health and fitness activities on the body

- 2.1 - Short term effects if exercise
- 2.1 - Long term effects if exercise

**Content Area 3:** Health and fitness and the components of fitness

- 3.1 - Understanding Health and fitness
- 3.2 - Health related fitness
- 3.3 - Skill related fitness

**Summer 2**

**Content Area 4:** Principles of Training

- 4.1 Understanding the principles of training
- 4.2 Principles of overload

**YEAR 10**

**Autumn 1**

**TOPIC**

**Content Area 5:** Testing and developing components of fitness

- 5.1 - Health-related fitness tests
- 5.2 - Skill related fitness tests
- 5.3 - Using data
- 5.4 - Validity and reliability

**ASSESSMENT**

- Half-termly assessments
- On going marking and feedback
- Exam style questions

**Autumn 2**

**Content Area 5:** Testing and developing components of fitness

- 5.5 - Training methods

**Spring 1**

**Content Area 5:** Testing and developing components of fitness

- 5.6 - Heart rate and training zones
- 5.7 - Repetition and sets

**Spring 2**

**Content Area 6:** Impact of lifestyle on health and fitness

- 6.1 - Activity levels
- 6.2 - Diet
- 6.3 - Rest and recovery
- 6.4 - Other factors

**Summer 1**

**Content Area 7:** Health and fitness analysis and goal setting

- 7.1 - Health and fitness analysis tools
- 7.2 - Collecting, using, analysing and evaluating data
- 7.3 - Goal setting

**Content Area 8:** The structure of a health and fitness training programme

- 8.1 - The components of a health and fitness programme
- 8.2 - Health and safety

**ASSESSMENT**

Half-termly assessments  
On going marking and feedback  
Exam style questions  
Mock Exams

HEALTH & FITNESS

<p><b>YEAR 10</b> <b>Summer 2</b></p>	<p><b>TOPIC</b></p> <ul style="list-style-type: none"> <li>• <b>Content Area 8:</b> The structure of a health and fitness training programme</li> <li>• 8.3 - The session plan</li> <li>• 8.4 - Warm-up/cool-down</li> <li>• 8.5 - Main activity session</li> <li>• 8.6- Reviewing the activity session</li> <li>• 8.7 - Timescales and goal setting</li> </ul>	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Half-termly assessments</li> <li>• On going marking and feedback</li> <li>• Exam style questions</li> <li>• Mock Exams</li> </ul>
<p><b>YEAR 11</b></p>	<p><b>TOPIC</b></p> <p><b>Recap of units 1-8</b></p> <p><b>Final non-exam assessment (coursework) in Autumn 2</b></p> <p><b>Final examined assessment in Summer 1</b></p>	<p><b>ASSESSMENT</b></p> <p><b>Final Assessment</b></p> <ul style="list-style-type: none"> <li>• Coursework - 60%</li> <li>• Examination - 40%</li> </ul>

**SKILLS STUDENTS WILL BE EXPECTED TO LEARN**

- ◆ **Content Area 1:** Structure & functions of the body systems
- ◆ **Content Area 2:** Effects of health & fitness activities on the body
- ◆ **Content Area 3:** Health & fitness and the components of fitness
- ◆ **Content Area 4:** Principles of training
- ◆ **Content Area 5:** Testing & developing components of fitness
- ◆ **Content Area 6:** Impact of lifestyle on health & fitness
- ◆ **Content Area 7:** Applying health & fitness analysis and setting goals
- ◆ **Content Area 8:** Structure of a health & fitness program and how to prepare safely

**HOMEWORK/REVISION**

- ◆ To access past paper questions on NCFE website and independently work through questions then mark using the mark schemes.
- ◆ Access the shared Google Drive.
- ◆ Purchase key text material and read through in preparation to the course beginning.
- ◆ Use of **GoogleClassroom** and **BBC Bitesize** for independent research.

**METHOD OF ASSESSMENT**

- ◆ **In Year 11 students will be assessed via:**
  - 60% non-examined assessment (coursework)
  - 40% examined assessment

### HOW PARENTS /CARERS CAN HELP

- ◆ Access NCFE website and download and answer past paper questions.
- ◆ Independently use websites for research **Google Classroom**.
- ◆ Ensure all core texts have been purchased and read through.
- ◆ Encourage students to buy revision guides and support independent research.

### IF YOU HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE PLEASE SPEAK TO:

**Mr B Whitehead** [BWhitehead@challneyboys.co.uk](mailto:BWhitehead@challneyboys.co.uk)

Alternatively please contact the school office to arrange an appointment.

*‘High achievement and  
access for all are our  
shared responsibilities’*

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# NOTES

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**Mr Mark Mailer**

