

Kents Hill Park School

# Options Process



Pupil information booklet 2026

## **INTRODUCTION**

The transition from Key Stage 3 to Key Stage 4 is an important time in your education.

In Key Stage 3, you have followed a range of subjects which has been guided by the National Curriculum. In Key Stage 4, you will be given more choice in the courses you study to meet your individual needs, aspirations and interests. The Key Stage 4 curriculum lays the foundations for Post-16 education, life-long learning, and the world of work.

At such an important stage in your education, you need to have every opportunity to discuss choices and their implications for Years 10 and 11. Throughout the Spring Term, you will have the opportunity to consult with your teachers and parents and complete research into differing career paths. A series of assemblies outlining the choices available will be delivered. This will be followed up by your tutor in PHSE lessons. At any stage of the process, teachers are available for individual consultations. It is extremely important that you are guided to select courses that suit your academic strengths thus maximising your success. Therefore, we may find that some option selections need further discussion.

It is vital that we all work together to enable you to make the right choices for your Year 10/11 courses of study.

## **KENTS HILL PARK SCHOOL KEYSTAGE 4 CURRICULUM INTENT**

Kents Hill Park School seeks to provide a rich, knowledge-led curriculum at every stage and phase of the pupils' academic journey. Our curriculum supports all learners and has the highest expectations of each and every pupil.

The curriculum supports our vision that pupils should know the best that has been thought and said. Importance is placed on knowledge being delivered in a well-sequenced, cumulative and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what we expect pupils to know at each stage of their learning.

Our curriculum is more than simply regurgitating knowledge and learning by rote. It is about connecting ideas, concepts, and knowledge to allow our pupils to develop their confidence, independence, and forward-thinking characteristics. We endeavour to enable our pupils to be:

**Confident:** in themselves, their abilities, their beliefs, and their place.

**Independent:** in thought, action, identity, belief and learning.

**Forward-thinking:** in outlook and attitude; always hopeful and ambitious of what they and others can do.

The all-through nature of our school further supports this process and pupils will learn and develop knowledge and skills as soon as they join us.

Literacy plays a key role in our curriculum and increasing and developing the use and acquisition of a wider and deeper vocabulary.

To complement the school curriculum, we offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.

### WHAT IS DISTINCTIVE ABOUT OUR CURRICULUM?

- Powerful, knowledge-rich subjects
- We publish the knowledge that pupils need to master in each subject every term. This helps pupils and parents when they need to revise.
- Additional time for pupils who need support with numeracy & literacy
- We are unashamedly academic, and as a result we want pupils to know a lot. We know that by knowing a lot in a variety of different subjects, our pupils can apply this knowledge to genuine creativity and critical thinking skills.

### THE KEYSTAGE 4 CORE CURRICULUM

All pupils will follow examination courses in English Language, English Literature, Mathematics and Science.

In addition to this, pupils will follow non-examination courses in PSHCE, Religious Education and Physical Education.

### OPTION SUBJECTS

All pupils are required to choose **either** GCSE History or GCSE Geography.

Additional choice(s) can be made from the subject below:

- GCSE Art and Design
- GCSE Computer Science
- GCSE Business Studies
- GCSE French
- GCSE Geography
- GCSE History
- Cambridge Nationals Sport Studies
- GCSE Photography (Limited number of places)
- GCSE Religious Studies
- GCSE Spanish
- NCFE Level 1-2 Design & Production

In addition to the above choices some pupils will be **invited** to choose:

- Triple science (Single sciences)
- Entry pathway option (Non-GCSE)

## CAREERS

A young person's career is their pathway through learning and work. Kents Hill Park School is committed to providing a planned programme of careers education for all pupils including impartial information, advice and guidance. All pupils will take part in a planned programme of activities during KS4 to help them make choices that are right for them, and to help them to manage their careers throughout their lives. Careers guidance refers to a coherent programme of activities that inform, inspire, and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

### OUR CAREERS PROGRAMME WILL:

- Provide explicit links to the curriculum via careers learning within subject areas.
- Provide impartial and up to date information through close working with careers professionals, employers, and Further Education and Higher Education institutions.
- Raise aspirations and promote equality.
- Challenge stereotyping, and deal with prejudice and discrimination, by celebrating diversity and using skills of assertiveness and negotiation to encourage pupils to widen their careers ideas.
- Reflect the changing nature of today's and tomorrow's world of work.

## CURRICULUM PATHWAYS

We will **recommend** one of 3 pathways for you to follow. Each pathway will offer a broad and balanced curriculum for you to follow.

### Purple Pathway (This pathway is only available to invited pupils)

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You choose 3 additional subjects from the free choice list
- It is **strongly recommended** that you choose Triple Science (single sciences)
- It is **strongly recommended** that you choose a modern foreign language

Humanities Option (5)	Free Choice Pupils choose 3 from the list below <i>Each option has a timetable allocation of 5 periods.</i>
Geography History	Art & Design Business Studies Computing Science Design & Production French Geography History Music Technology Photography Physical Education Religious Studies <b>Science (Triple) by invitation</b> Spanish

### Example Pathways

#### **A pupil who shows aptitude and ability in Science**

English Lang, English Lit, Mathematics, Science triple (1 choice), Spanish/French, History, Art

#### **A pupil who shows aptitude and ability in languages and humanities.**

English Lang, English Lit, Mathematics, Science Trilogy, Spanish/French, Geography, History, PE.

#### **A pupil who shows an aptitude and ability in STEM subjects**

English Lang and Lit, Mathematics, Science Trilogy, History, Spanish/French, Computer Science, Business Studies.

## Blue Pathway

- You will need to choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.
- You choose 3 additional subjects from the free choice list.

Humanities Option (5)	Free Choice Pupils choose 3 from the list below <i>Each option has a timetable allocation of 5 periods.</i>	
Geography History	Art & Design Business Studies Computing Science Design & Production French Geography	History Music Technology Photography Physical Education Religious Studies Spanish

### Example Pathways

#### A pupil who shows aptitude and ability in practical and aesthetic subjects.

English Lang, English Lit, Mathematics, Science Trilogy, Geography, Art, Spanish/French, Pe.

#### A pupil who shows aptitude and ability in humanities subjects.

English Lang, English Lit, Mathematics, Science Trilogy, History, Religious Studies, Spanish/French, Geography.

## Orange Pathway (This pathway is only available to invited pupils)

- You will not study a language
- You will study trilogy science (double)
- You will attend the Entry Pathway option (non-examination).
- You must choose either Geography or History. You will be able to choose a second Humanities subject if you wish to do so from the free choice option.

Humanities Option (5)	1 Choice (5)	Free Choice Pupils choose 2 from the list below <i>Each option has a timetable allocation of 5 periods.</i>	
Geography History	Entry Pathway	Art & Design Business Studies Computing Science Design & Production Geography	History Music Technology Photography Physical Education Religious Studies

### Example Pathways

#### A pupil who shows aptitude and ability in practical and aesthetic subjects.

English Lang, English Lit, Mathematics, Science Trilogy, Entry Pathway, History, Art, Pe.

#### A pupil who shows aptitude and ability in humanities subjects.

English Lang, English Lit, Mathematics, Science Trilogy, Entry Pathway, Geography, History, Business Studies.

# Kents Hill Park GCSE Options



### Subjects Offered in Key Stage 4 at Kent Hill Park School

<b>PAGE</b>	<b>Subject Area</b>	<b>Exam Board</b>
7	Art & Design	Eduqas
9	Business Studies	AQA
11	Computing Science	Edexcel
13	Design & Production	NCFE
15	English Language and Literature	Eduqas
17	Entry Pathways	Eduqas
18	French	Edexcel
20	Geography	AQA
22	History	AQA
24	Maths	AQA
26	Music Technology	NCFE
28	Physical Education	CNAT OCR
30	Photography	Educas
32	Religious Studies	OCR
34	Science Trilogy	AQA
36	Science Triple	AQA
38	Spanish	Edexcel

## Curriculum Overview

Vibrant and dynamic, this course will give you the freedom to study Art and Design in ways that inspire and bring out the best in you.

Art & Design is a course that encourages exploration and specifically expects work to be created that is both personal and meaningful in its response.

## Who should consider this subject

Pupils who wish to be inspired, challenged, and motivated, no matter what their level of ability with creative and engaging lessons. The qualification provides scope for innovation and development and will be tailored to the individual needs of our pupils.

We will provide pupils with a range of creative, exciting, and stimulating opportunities to develop and explore their personal interests in art and design. The study and creation of art & design is strongly linked to mental health benefits and provides an opportunity to self-reflect as each component is expected to be personal and meaningful to the artist.

This is a coursework heavy subject and should be considered by pupils who are well motivated to meet deadlines and can work to specific time scales. Personal time management and organisational skills are key.

## Component 1: Portfolio

The portfolio will comprise of an artwork project that is completed over time in and out of school.

Pupils will select a project title from a range on offer and are therefore able to ensure they study a theme or issue which is both personal and meaningful to them as an individual.

Project work can be presented as sketch books, mounted sheets, as a journal or digitally.

The final outcome for component 1 will be completed under supervision over one day (5 hours) during the year eleven mock art exam. The marks available for component 1 make up 60% of the total GCSE grade.

## Component 2: Externally set assignment

In the January of Year Eleven the externally set assignment 'exam paper' will be released.

This has a variety of starting points for each pupil to choose from. They must each choose one.

Pupils may discuss their starting points with the teacher. Preparatory work may be presented in any format such as mounted sheets, sketchbooks, journals, design proposals, models, digital or non-digital presentations.

The final outcome for component 2 will be completed under supervision over two days (10 hours) during the final art exam in May of year eleven. During this art exam pupils will have access to their preparatory work but must not add to it or change it. The full ten hours must be spent on their component 2 final outcome.

Component 2 makes up the remaining 40% of the marks available to make up the final GCSE grade.

## Equipment needed

Although all equipment required will be provided by school, it is important that pupils have access to a range of equipment at home. As well as being a course that has high demands on personal time management skills, it also makes high demands on pupils' skills of personal organisation.

Pupils will need pens, pencils and paints at home in order to complete homework to meet coursework deadlines. These will all be available to purchase through school or can be easily acquired on the high street or online.

We are happy to support pupils further with advice on any specific equipment that would support their line of enquiry. It is important that all pupils are able to 'capture images' that they can develop into artwork so a camera or camera phone will be extremely useful.

### Enrichment opportunities

To ensure a wide range of sources enrich pupils' study of art & design, they should explore galleries and museums and any sites that complement their personal projects. Photoshoots and 'on location' sketches will provide images to be further developed throughout personal projects.

### How can parents/carers help their children

Parents and carers will be able to support with motivating pupils to work at home on their projects and provide them with opportunities to visit relevant locations.

Parents can help pupils in the planning of photoshoots that generate images.

Pupils then go on to develop in their artwork from their own photography. Ensure pupils source and store art equipment securely. Promote the philosophy that no artwork should be cast aside- all work should be kept to show the art project 'journey'.

Do not allow pupils to bin anything they create because they do not like it. It is not a requirement for pupils to 'like' their own work. All work will be considered in the curation of both component 1 and 2.

### Useful resources and course links

The Arty Teacher	Theartyteacher.com
Talkart podcast	Available wherever you get your podcasts
My Modern Met	Mymodernmet.com
Colossal	Thisiscolossal.com

### Future pathways

<b>Education</b> Art & Design A level Photography A level Design & Technology A Level Art Foundation course	<b>Careers</b> Photographer Graphic designer Curator Art therapist	to name but a few!
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### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	Introductory project- hone skills, consider our approach to organising experimentation and research, investigate what 'personal and meaningful' looks like in an art project.
Spring Year 10	Component 1 titles presented- one chosen by each pupil. Begin gathering images to use as starting points, researching and planning photoshoots.
Summer Year 10	Continue work on component 1; experimenting with a range of media and developing ideas.
Autumn Year 11	Plan a variety of outcomes and develop one to be realised in a 2 day art exam. Component 1 completed.
Spring Year 11	Component 2 starting points released Jan 2 <sup>nd</sup> .
Summer Year 11	Final exam early May- coursework must be complete before this date.

### Who to contact for further information

Mrs Morley-Smith, Subject leader for Art [emorley@kenthillpark.school](mailto:emorley@kenthillpark.school)

*Pupils cannot choose both Art & Design and Photography.*

## Curriculum Overview

Pupils apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Pupils develop an understanding of how these contexts impact on business behaviour.

The AQA specification requires pupils to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity.
- apply business concepts to familiar and unfamiliar contexts.
- develop problem solving and decision-making skills relevant to business.
- investigate, analyse and evaluate business opportunities and issues.
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### Subject Content:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

## Who should consider this subject

Any pupil who is interested in pursuing an education path or career in business, finance or retail will find business studies interesting and of benefit.

Pupils choose to study GCSE Business Studies because they are interested in the world around them and may want a career in business. Pupils also study business because they enjoy problem solving and working with others, taking part in industrial visits and want to develop their research skills. Many pupils progress to study business at Post 16.

## Assessment Method

Pupils will sit 2 examination papers both papers are 1 hours and 45 minutes long and each accounts for 50% of the GCSE.

Paper 1: Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity:

- Business in the real world
- Influences on business
- Marketing and Finance

### Equipment needed

Although it will be useful, a personal desktop computer or laptop is not essential for the course. The school facilities are open at lunchtimes for pupils to use and many pupils stay behind after school to complete work.

The exam board will publish a pupil revision guide and pupil workbook.

### Enrichment opportunities

There will be the opportunity for pupils to develop enterprise and business skills as part of enterprise and career activities in school. Relevant trips and activities will be developed as part of the curriculum.

### How can parents/carers help their children

Parents/carers can encourage pupils to revise and recap key information for their prescribed content. They could also encourage pupils to make revision tools – mind maps, posters, flashcards etc. as they go along.

### Useful resources and course links

Course Specification : <https://www.aqa.org.uk/subjects/business/gcse/business-8132>

### Future pathways

#### Education

College courses including Finance, Marketing, Business Management, Human resources.  
Apprenticeships  
Level 3 BTEC in Business Studies  
A level Business Studies  
University Degrees in Business related subjects.

#### Careers

Business studies support many career fields including Marketing, Finance, Retail, Business Management and Human resources. It will also be beneficial in support the running of small and self employed businesses.

### Who to contact for further information

Miss P Laxman, Subject Leader for Business Studies [plaxman@kentshillpark.school](mailto:plaxman@kentshillpark.school)

## Curriculum Overview

This up-to-date qualification reflects the fast-changing world of Computer Science. It helps pupils to develop the computational skills they need for an exciting digital future beyond the classroom with:

- an exciting, practical focus on real-life programming, developing skills relevant to the future
- innovative, practical, future-looking onscreen assessments

## Who should consider this subject

Any pupil planning on studying computing related courses in further or higher education or considering a career in a STEM subject would find this course useful. Pupils with an interest in computer programming and how computers are built and work will find computer science will also enjoy the course. 50% of the assessment is computer programming using Python.

**Anyone considering this course should have a strong interest in computer programming and a good understanding of basic mathematics. A target GCSE grade of 4 in maths would be recommended. Pupils should be willing to practice Python programming outside of school lessons.**

### Paper 1: Principles of Computer Science

**Written examination: 1 hour and 30 minutes**  
**50% of the qualification**

This paper will assess 5 topic areas

**Topic 1: Computational thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

**Topic 2: Data** – understanding of binary, data representation, data storage and compression.

**Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.

**Topic 4: Networks** – understanding of computer networks and network security.

**Topic 5: Issues and impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### Paper 2: Application of Computational Thinking

**Onscreen examination: 2 hours**  
**50% of the qualification**

#### Content overview

This paper will assess problem solving with programming in Python.

#### Assessment overview

Pupils will be given a series of programming tasks to complete. The tasks are set by the examination board.

Pupils will complete this assessment onscreen using Python.

This practical paper requires pupils to design, write, test and refine programs in order to solve problems.

## Equipment needed

Although it will be very useful, a personal desktop computer or laptop is not essential for the course. However, much of the course and homework is on a computer.

The school facilities are open at lunchtimes for pupils to use and many pupils stay behind after school to complete work if they do not have access at home.

The exam board publish a pupil revision guide and pupil workbook.

### Enrichment opportunities

Pupils will have the opportunity to participate in several computing competitions and complete their iDEA Silver award. There will be educational visits to Bletchley Park and the National Computer museum.

Pupils will be encouraged to complete online research and explore resources available on coding websites including CodeClub and GitHub.

### How can parents/carers help their children

Parents/carers could encourage their children to practice their coding skills at home using Python .

Parents could quiz and test their children on the knowledge found in knowledge organisers and Revision booklets as well as using online resources such as Seneca.

### Useful resources and course links

GCSE Computing Science (Edexcel)	<a href="https://tinyurl.com/y6u5578x">https://tinyurl.com/y6u5578x</a>
BBC Bitesize Computing Studies	<a href="https://tinyurl.com/y7lr26y">https://tinyurl.com/y7lr26y</a>
Computer Science Guru	<a href="https://tinyurl.com/ydyzhm4z">https://tinyurl.com/ydyzhm4z</a>
Python programming software	<a href="https://www.python.org/">https://www.python.org/</a>

### Future pathways

#### Education

College courses including Digital Technologies  
T level in Digital skills  
Apprenticeships  
Level 3 BTEC or A Level Computer Science  
A level Computer Science

#### Careers

Computer support  
Digital and cyber security  
Networking management  
Software programming or web development  
System/data analyst

### Curriculum Overview

Term	Course Content Summary : Knowledge and Skills
Autumn Year 10	Programming, variables, datatypes, flow charts. Binary Arithmetic, ASCII, Boolean, Two's complement, Shifts, Stored program concepts
Spring Year 10	Programming - loops and branching, one dimensional lists, functions, procedures, subprograms. Fetch – decode – executor, computer storage, peripheral management, Operating systems, and file management.
Summer Year 10	Reading and writing files, authentication, merge and sort, string processes, turtle programming. Cyber security, malware, social engineering, data protection, networking and the internet.
Autumn Year 11	Programming – Local and global variables, time, problem solving, bubble and binary search and sort, problem solving Environmental impact of computing, low level and high-level languages, TCP/IP and packet switching.
Spring Year 11	Programming – Data structures, trace tables and errors, testing data, string manipulation. Bitmaps, sound, compression, personal data and legislation.
Summer Year 11	External Examinations

### Who to contact for further information

Mrs F McGarvie, Subject Lead for Computer Science [fmgarvie@kentshillpark.school](mailto:fmgarvie@kentshillpark.school)

# Design & Production

## Level 1-2 Technical Award

Exam Board

NCFE

### Curriculum Overview

The NCFE V Certs are designed in collaboration with employers to ensure they equip individuals with the skills the workforce needs.

They empower pupils with industry-relevant skills and knowledge appropriate to a range of growing sectors.

V Certs are combined Level 1 and Level 2, to recognise the achievements of pupils of all abilities. They're graded from Level 1 Pass, Merit, Distinction, through to Level 2 Pass, Merit, Distinction, Distinction\*, which is the equivalent to GCSE grades 8.5-1.

From arts and crafts to postmodernism – our new Creative Design and Production V Cert will allow pupils to explore the history of design, whilst learning the key principles of design, materials and production.

### Who should consider this subject

Pupils that want to pursue careers that involve troubleshooting, problem solving and especially designing prototypes should take this course. Design and Production creates pupils who are able to become independent and resilient learners, finding solutions to problems and designing new and innovative products.

### Component 1: Technical knowledge & understanding – culminating in an exam worth 40%

V Cert Technical Awards are designed to be delivered over two years. The first year of delivery is entirely dedicated to teaching and learning, with all summative assessments taking place in the final year of study. The Creative Design and Production V Cert Technical Award is assessed by Non-Exam Assessment (60%) and Examined Assessment (40%).

### Component 2: Non-Exam Assessment (NEA) also known as *coursework* is worth 60%

Pupils will design and make a prototype model.

Pupils will identify and investigating design possibilities producing a design brief and specification. From this, pupils will generate design ideas, developing design ideas, culminating in realisation of design ideas. Throughout, pupils will analysing & evaluate their designs, evolving them using the iterative design process.

Pupils will produce a prototype and a portfolio of evidence.

### Equipment needed

All materials required will be provided by school. Each pupil will need to ensure they have their personal equipment in school every day in order to access lessons.

Pupils will be required to work on their projects outside of school this will require good organisational skills.

### Enrichment opportunities

School trip to the design museum in London. Enrichment visit to local industries such as Red Bull.

Visits from professionals currently working in industry.

Design competitions.

## How can parents/carers help their children

The internet and video channels such as YouTube provide ample resources in how products are made and give lots of insight into the design, manufacture and use of tools, equipment and machinery, whether it be hand-made or on an industrial scale.

Pupils will need to be curious and proactive in realising their design. Pupils could also watch programs such as Dragons Den and predict which products will be successful or not. For example, why products such as Levi Roots *Reggae Reggae Sauce* has been so successful. On the other hand, who could have anticipated the success of fidget spinners?

## Future pathways

### Education

Post 16 creative subjects:  
Design & Technology, Art & Design, Graphics  
Communication, Engineering, Architecture

### Careers

Art & Design ~ graphic designer, sculptor, gallery curator  
IT & The Internet ~ games developer, software programmer, network engineer, web designer  
Fast Consumer Goods ~ mechanical engineer, product designer, market researcher  
Construction ~ tradesperson, architect, construction manager  
Manufacturing ~ manufacturing engineer, manufacturing manager

## Curriculum Overview\* \*this is a guideline of the programme of study suggested by the examination board

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	<b>Paper and Boards</b> The learner will understand the Arts & Crafts design movements using paper and boards to design and make models using a variety of processes and techniques. This will lead into the Art Nouveau design movement and designing and making an Art Nouveau inspired lamp shade.
Spring Year 10	<b>Plastics and Polymers</b> The learner will understand the Art Deco design movement using plastic to create a stained glass effect and use design production disciplines, including digital design and manufacture processes to design a mobile phone stand inspired by the Bauhaus Design movement
Summer Year 10	<b>Trial NEA</b> The learner will understand the Modernism, Memphis and Postmodernism design movements and will research, design, plan and make a wooden toy. The learner will learn the importance of working in response to design brief requirements. They will understand design proposals and how these are created. The learner will also understand the importance of communication skills and modification of a design solution in response to feedback.
Autumn Year 11	Students utilise all their knowledge, skills and understanding to complete their trial NEA project. The final NEA will be introduced, following publication, in this term.
Spring Year 11	Students will need to complete the research, designing, planning, making and evaluation of their project: NEA coursework.
Summer Year 11	Revision and final exam.

## Who to contact for further information

Mr Abrams (Head of Design & Technology) [jabrams@kenthillpark.school](mailto:jabrams@kenthillpark.school)

### Curriculum Overview

English Language and Literature **are compulsory at GCSE**. Pupils will therefore undertake one GCSE for English language and one GCSE for English literature.

The WJEC Eduqas GCSEs in English language and literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. Pupils will read a wide range of texts, fluently and with good understanding. The GCSEs provide pupils with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential.

In addition, it enables pupils to listen to and understand spoken language, and use spoken Standard English effectively.

For English literature, the prescribed texts will be taught to pupils across Year 10 and 11, during lesson time. Pupils will then answer the questions relevant to the texts they have studied.

#### English Language Paper Breakdown:

**Paper 1:** 20<sup>th</sup> Century Literature Reading and Creative Prose Writing. **40% of the qualification: Written examination of 1 hour 45 minutes.**

**Section A:** Reading (20%) – Assesses understanding of one prose extract of literature from the 20th century, through a range of structured questions.

**Section B:** Creative writing (20%) – Four task titles to choose from, all focused around narrative and descriptive writing. Pupils are asked to select and complete one creative writing task.

**Paper 2:** 19<sup>th</sup> and 21<sup>st</sup> Century Non-fiction Reading and Transactional/Persuasive Writing.

60% of the qualification: Written examination of 2 hours.

**Section A:** Reading (30%) – Assesses understanding of two non-fiction extracts, one from the 19th century, the other from the 21<sup>st</sup> century – through a range of structured questions.

**Section B:** Writing (30%) – Two task titles. Pupils must complete both tasks. Both writing tasks focus on transactional/persuasive writing.

#### English Literature Paper Breakdown:

**Paper 1:** Shakespeare and Poetry. **40% of the qualification: Written examination of 2 hours.**

**Section A: Shakespeare (20%) - One extract question and one essay question based on the reading of a Shakespeare text selected from a prescribed list.**

**Section B: Poetry (20%) - Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.**

**Paper 2:** Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry.

60% of the qualification: Written examination of 2 hours and 30 minutes.

**Section A: Post-1914 Prose/Drama (20%) - One source-based question on a post 1914 prose/drama text selected from a prescribed list.**

**Section B: 19<sup>th</sup> Century Prose (20%) - One source-based question on a 19<sup>th</sup> century prose text selected from a prescribed list.**

**Section C: Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century (20%) - Two questions on unseen poems, one of which involves comparison.**

#### Equipment needed

- Pupils can, if they are able and wish to, purchase copies of the prescribed texts studied in lessons. They are then able to make notes on their copies and revise easily at home.
- If this is not possible, copies will be provided for the pupils to read and study in lessons, by the department, but these will need to be kept in school and pupils will not be able to make notes on them. They will be needed for future year groups.

- Copies of the anthology of poetry will be provided for each pupils, by the exam board.
- An **optional** extra, that can support study, are revision guides for the prescribed texts. They can be purchased from CGP books.

### Enrichment opportunities

As with KS3, pupils will have access to study support sessions to access revision of core skills and knowledge taught across lessons.

Pupils will broaden their knowledge and enhance their understanding of their core/prescribed texts through:

- Wider reading that links to themes and ideas related to their prescribed texts.
- Access and exposure to performances of prescribed texts where relevant.

### How can parents/carers help their children

Parents/carers can encourage pupils to revise and recap key information for their prescribed texts. They could also encourage pupils to make revision tools – mind maps, posters, flashcards etc. as they go along. These revision tools could cover and include information on: plot, character, setting, themes, key quotations, writers' methods etc.

### Useful resources and course links

CGP books – for study guides – WJEC Eduqas books	<a href="https://www.cgpbooks.co.uk/secondary-books/gcse/english">https://www.cgpbooks.co.uk/secondary-books/gcse/english</a>
BBC Bitesize – English Language	<a href="https://www.bbc.co.uk/bitesize/examspecs/zpxh82p">https://www.bbc.co.uk/bitesize/examspecs/zpxh82p</a>
BBC Bitesize – English Literature	<a href="https://www.bbc.co.uk/bitesize/examspecs/zw9mycw">https://www.bbc.co.uk/bitesize/examspecs/zw9mycw</a>

### Future pathways

#### Education

**A level options** – English (language and literature), English language or English literature independently.  
**University courses, including but not limited to** – English, English Literature, English and Creative Writing, Drama and English, English and Education Studies.

#### Careers Pathways

Primary or Secondary school teacher	Arts Administrator
Author	Events management
Journalism	Advertising
Publishing	

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Year 10 Study	<p>Pupils will study knowledge and skills in the following areas, during Year 10:</p> <p><b>Literature components -</b></p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup> Century Prose text.</li> <li>• Post-1914 Drama text.</li> <li>• Thematic/grouped study of poems from their anthology.</li> </ul> <p><b>Language components -</b></p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century Literature Reading.</li> <li>• 19<sup>th</sup> and 21<sup>st</sup> Century Non-fiction Reading.</li> <li>• Creative Prose Writing.</li> <li>• Transactional/Persuasive Writing.</li> </ul>
Year 11 Study	<p>Pupils will study knowledge and skills in the following areas, during Year 11:</p> <ul style="list-style-type: none"> <li>• Shakespeare play text.</li> </ul> <p>They will also then recap and revise the topics listed below, in preparation for their exam –</p> <p><b>Literature components -</b></p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup> Century Prose text.</li> <li>• Post-1914 Drama text.</li> <li>• Thematic/grouped study of poems from their anthology.</li> </ul> <p><b>Language components -</b></p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century Literature Reading.</li> <li>• 19<sup>th</sup> and 21<sup>st</sup> Century Non-fiction Reading.</li> <li>• Creative Prose Writing.</li> <li>• Transactional/Persuasive Writing.</li> </ul>

### Who to contact for further information

Mrs Haines, *Head of English*, [shaines@kenthillpark.school](mailto:shaines@kenthillpark.school)

## Curriculum Overview

The Entry Pathways option provides an opportunity for pupils to improve their basic literacy and numeracy. They will also develop skills for life and work. Pupils work towards either a Certificate or an Award in Additional English and Independent Living, building skills and confidence as they study. Alongside modules in reading and writing narratives, for example, pupils will also work more practically and vocationally on modules such as food preparation, budgeting and planning.

## Who should consider this subject

The Entry Pathways option is intended for those pupils who will have difficulty completing additional GCSE courses. It may be suitable for some pupils who have special educational needs (SEN). Pupils may access any additional support they receive during this time so that it does not interfere with their other courses.

The Entry Pathways Curriculum option may also be appropriate for pupils who find it difficult to complete work at home. They may lack the time or the confidence to complete coursework and homework tasks because of their SEN or because they are a carer for another member of the family. They might also need additional time to complete the work they are set to do in class.

## Assessment Method

This is a non-exam course and will, therefore, be assessed through on-going coursework tasks as continuous assessment.

Pupils are assessed on each module separately, collecting points that lead to a whole qualification.

## Equipment needed

Teachers provide a workbook and the course materials.

## Future pathways

### Education

College courses in a range of subjects at level 2 and 3.

### Careers

This course offers a firm foundation of workplace skills, such as organisation and communication, and reinforces functional skills that will help in many careers.

## How can parents/carers help their children

Parents/carers can encourage pupils to discuss their work and to understand the skills they are developing by completing tasks. Parents/ carers can also support pupils by helping with planning or researching.

## Who to contact for further information

Mrs C Randell – [crandell@kenthillpark.school](mailto:crandell@kenthillpark.school)

## Curriculum Overview

This excellent qualification contains all the practical and theoretical skills pupils need to use the Spanish language in an increasingly international world. This course gives pupils the opportunity to learn many transferable skills which are useful in a wide range of careers, such as the ability to communicate clearly, both in spoken and written contexts, confidence in public speaking and the use of problem-solving strategies. It will also add an international dimension to their choice of GCSE subjects, which is something many employers and higher education providers value highly. It will broaden both the horizons and minds of pupils, allowing them to learn more about the countries where the language is spoken, the cultures found there, and the people who speak it.

## Who should consider this subject?

Anyone who has studied French in years 7-9 is well placed to study this GCSE course. Ideally, pupils will have a real interest in and enthusiasm for the subject. Pupils will have a solid grounding in the basics of the language and already know a lot of the vocabulary and grammar needed for GCSE. Pupils who have an interest in travel and international career options in the future, or who would like to study languages or international relations in further or higher education will enjoy this course. Pupils considering this subject should already have a strong understanding of the grammar and vocabulary covered previously to enable them to progress as the complexity of the language increases during the course. All must be willing to speak and read the language aloud in lessons and in smaller group situations.

### Paper 1: Speaking (25%)

This paper assesses the ability to communicate and interact effectively in speech for a variety of purposes.

**Foundation 7-9 mins Higher 10-12 mins**

Task 1: Read a passage aloud and answer 2 short unprepared questions.

Task 2: Role play in a transactional setting.

Task 3: Picture description, answer 2 short unprepared questions and follow-on conversation on the topic shown in the photos.

### Paper 2: Listening and understanding (25%)

This paper focuses on understanding and responding to spoken language.

**Foundation: 45 mins Higher: 60 mins**  
**5 mins reading time included**

Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Dictation – transcribe words and longer phrases correctly.

### Paper 3: Reading and understanding (25%)

This paper focuses on understanding and responding to different types of written language.

**Foundation: 45 mins Higher: 60 mins**

Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Translation into English – translate short phrases (Foundation) or a paragraph (Higher) from French into English.

### Paper 4: Writing (25%)

This paper covers communicating effectively in writing for a variety of purposes.

**Foundation: 1 hour 15 mins**

**Higher: 1 hour 20 mins**

Picture task (Foundation tier only) - describe a photo

Two writing responses (both tiers, with a choice of two options for each question)

Translation into French (both tiers)

## Equipment needed

Pupils must have their own bilingual French dictionary. We suggest a copy for use at home, and one to be kept at school if possible.

### Enrichment opportunities

Pupils will be offered the opportunity to attend a trip to France for them to experience using the language in real life situations and to experience the French culture up close.

### How can parents/carers help their children

Parents/carers can encourage their children to practice their French skills at home using online and school provided resources, and by simply asking them about what they are studying. Parents could also quiz and test their children on the knowledge found in knowledge organisers and vocabulary lists.

### Useful resources and course links

GCSE French Edexcel	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html</a>
Pearson ActiveLearn	<a href="https://pearsonactivelearn.com/app/Home">https://pearsonactivelearn.com/app/Home</a>
BBC Bitesize GCSE French	<a href="https://www.bbc.co.uk/bitesize/subjects/z4dqxnb">https://www.bbc.co.uk/bitesize/subjects/z4dqxnb</a>
Languages Online revision activities	<a href="https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html">https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html</a>
Seneca	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
Duolingo app	Download from Android or Apple app store (free)
GCSE POD French	<a href="https://members.gcsepod.com/login/form?pupil">https://members.gcsepod.com/login/form?pupil</a>

### Future pathways

#### Education

A-level French  
All university courses in languages, interpreting, International relations.

#### Careers

Academic researcher	International salesperson
Professor	Lawyer
Interpreter/Translator	Import/Export manager
Political risk analyst	Author
Secondary school teacher	
International diplomat	

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	Our free time, sports activities and going out. Our personal identity, friends and friendships and describing people and talking about role models.
Spring Year 10	Our school life, learning languages and how we were as children. Healthy living, including food, mental health, lifestyle illnesses and accidents.
Summer Year 10	Talking about holidays, staycations and festivals. Activities and opinions and how to book holiday accommodation.
Autumn Year 11	Our planet and how we can support the environment, new technologies. Describing our home and region, giving and understanding directions, shopping.
Spring Year 11	Future plans and aspirations, career paths, volunteering and travel.
Summer Year 11	External Examinations

### Who to contact for further information

Mrs Holland *Subject leader of Languages* [lholland@kentshillpark.school](mailto:lholland@kentshillpark.school)

## Curriculum Overview

Pupils will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Throughout the course pupils will build upon their geographical skills through the use of maps, graphs and photographic interpretation.

## Who should consider this subject

Any pupil who is interested in the content they have previously studied at key stage 3. This course is designed to look at the modern world and how the changes are both positive and challenging. The course is 100% exam although paper 3 is based more on your geographical skills rather than content.

## Paper 1: Living with the physical environment

Written examination – 1 hour 30 minutes.  
35% of the GCSE qualification

**Topic 1: The challenges of natural hazards** – This paper will cover the cause and challenges created by both tectonic and weather hazards. It will cover earthquakes, hurricanes and Climate change.

**Topic 2: The living world** – Highlighting how ecosystems around the world survive as well as the challenges and opportunities the people within them face.

**Topic 3: Physical landscape of the UK** – To take a closer look at the nation we live in through a physical geography perspective. The natural processes and features of UK rivers and coasts.

## Paper 2: Challenges in the human environment

Written examination – 1 hour 30 minutes.  
35% of the GCSE qualification

**Topic 1: Urban issues and challenges** – This paper looks at the issues and solutions created by urbanisation in both NEEs and HICs.

**Topic 2: The Changing economic world** – Identifying the differing levels of development across the world and focussing on two examples of economic growth.

**Topic 3: The challenge of resource management** – Looking deeper into the resources available in the UK including, food, water and energy. The paper requires a deeper understanding of one type of resource.

## Paper 3 – Geographical applications

Written examination – 1 hour 30 minutes 30% of the GCSE qualification

**Topic 1: Issue evaluation** - This section contributes a critical thinking and problem-solving element and will be based on one of the topics from paper 1 or 2. A pre-release document will be available prior to the exam.

**Topic 2: Fieldwork** – Pupils will take part in a human and a physical fieldtrip and this paper assess the techniques and understanding they gained during this.

## Equipment needed

Pupils will require general school equipment to complete the course.  
Textbooks will be available to use within the school however the exam board has published the relevant revision guides to accompany the course.

## Enrichment opportunities

As well as support offered weekly in humanities club, the pupils will all undertake compulsory fieldwork focussing on two landscapes. The first is an urban area and the second will be either the UK coastline or a UK river.

## How can parents/carers help their children

Parents could regularly test pupils on the knowledge organisers, particularly on the case studies that will be covered. It is also helpful to discuss issues in the news as well as locating places on maps to gain a spatial awareness of the world.

### Useful resources and course links

BBC bitesize - Geography	<a href="https://www.bbc.co.uk/bitesize/subjects">https://www.bbc.co.uk/bitesize/subjects</a>
Cool Geography	<a href="http://www.coolgeography.co.uk/">http://www.coolgeography.co.uk/</a>
Internet Geography	<a href="https://www.internetgeography.net/gcse-geography-revision/">https://www.internetgeography.net/gcse-geography-revision/</a>

### Future pathways

<p><b>Education</b></p> <p>A Level Geography A Level Geology Apprenticeships</p> <p>Eventually this GCSE can lead to a wide range of Apprenticeships and university courses.</p>	<p><b>Careers</b></p> <p>As well as the jobs directly linked to Geography such as a town planner, surveyor or environmental consultant, the subject opens up many doors. Some jobs you may not have thought of are;</p> <ul style="list-style-type: none"> <li>• Journalist</li> <li>• Environmental lawyer</li> <li>• Emergency planner</li> <li>• Landscape architect</li> </ul>
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### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	<p><b>Urban issues</b> – The causes of urbanisation and the differences across the world in general, followed by a closer look into two examples. Each will cover what urbanisation has taken place, why and how they are managing the changes.</p> <p><b>Living World</b> – Challenges and opportunities of Hot deserts and tropical rainforests. The examples covered in this topic will be the Thar deserts in India and the tropical rainforests of Malaysia. For each separate biome there will be a focus on the natural processes followed by the human interaction with nature.</p>
Spring Year 10	<p><b>Physical landscapes</b> – A study of the UK's physical landscape and how it has changed over time. This then concentrates on the ever-changing coasts and rivers around the UK. Both the physical nature of the landscape and the human interaction will be studied.</p> <p><b>Fieldwork</b> will be carried out during this term. After the fieldwork has been carried out, pupils will complete a write up of each section of the investigation to prepare for the exam.</p>
Summer Year 10	<p><b>Physical landscapes</b> – A study of the UK's physical landscape and how it has changed over time. This then concentrates on the ever-changing coasts and rivers around the UK. Both the physical nature of the landscape and the human interaction will be studied.</p> <p><b>Fieldwork</b> will be carried out during this term. After the fieldwork has been carried out, pupils will complete a write up of each section of the investigation to prepare for the exam.</p>
Autumn Year 11	<p><b>Changing economic world</b> – Economic development will look at how the UK and Nigeria have both developed over time. It will investigate the methods of development as well as the consequences.</p> <p><b>The challenge of natural hazards</b> – Earthquakes, Hurricanes and climate change. For each of the hazards there will be a clear focus on the cause and effect. These effects and the human responses will differ depending on level of development. For each hazard there will be a case study for both an LIC and an HIC</p>
Spring Year 11	<p><b>Resource management</b> – Studying how the UK manages the uneven availability of resources, looking at food, water and energy.</p>
Summer Year 11	<p>Paper 3 <b>pre-release</b> – Content unknown until release but will be based around a previous compulsory topic.</p>

### Who to contact for further information

Mrs E Horton (Head of Humanities) [ehorton@kenthillpark.school](mailto:ehorton@kenthillpark.school)

## Curriculum Overview

This qualification is designed to encourage pupils to study different aspects of the past, so they can engage with key issues such as conflict, understanding what drives change and how the past influences the present. These themes are studied through a range of time periods from the reign of Elizabeth in 1568 up to the political changes in Asia in 1975. History gives the pupils the opportunity to think analytically as they learn about the key events that have shaped the world they live in.

## Who should consider this subject

History would be suitable to pupils which are enjoying the subject at key stage 3 as the content will use what they have learnt to build upon and deepen their understanding.

### Paper 1: Understanding the modern world

Written examination – 2 hours  
50% of GCSE qualification

**Period Studies – 1890-1945 Germany** – This will focus on how the country developed as a democracy and then the events that turned it into a dictatorship led by Adolf Hitler. It will also consider the effect of the depression in Germany leading to the rise of the Nazi Party and the changes experienced under their rule.

**Depth Studies – 1950 – 1975 Asia** – It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. Alongside this there will be a closer look into how key individuals played a role in shaping the region.

### Paper 2: Shaping the nation

Written examination – 2 hours  
50% of GCSE qualification

**Thematic Studies – Health and people c1000 to present day.** The focus is to investigate how medicine and health has changed throughout this time period, looking at the key factors that lead this change.

**Depth Studies – Elizabethan England 1568 – 1603.** 10% of this paper will be examined on a specific site in depth. This site will be as specified and will be changed annually. The remainder will look at the last 35 years of Elizabeth’s reign, analysing what life was like as well as looking into the problems Elizabeth faced in England and abroad.

## Equipment needed

Pupils will need the general lesson equipment for this qualification. There will be textbooks provided within school however the exam board will produce the relevant revision guides which you may choose to buy independently.

## Enrichment opportunities

Dependent on the Specific site in the Elizabethan depth study there will be an opportunity to visit the site to gain a deeper understanding of its importance during Elizabeth’s reign.

## How can parents/carers help their children

Parents can help throughout the course by encouraging their children to watch and discuss the news on a regular basis. It is helpful for them to gain and understanding of how global politics can affect them on a range of scales. They can also make wider reading available to them giving them a chance to read about key events of the past.

## Useful resources and course links

Studywise	<a href="https://studywise.co.uk/gcse-revision/history/">https://studywise.co.uk/gcse-revision/history/</a>
BBC bitesize (History)	<a href="https://www.bbc.co.uk/bitesize/subjects">https://www.bbc.co.uk/bitesize/subjects</a>
Revision world	<a href="https://revisionworld.com/">https://revisionworld.com/</a>
Seneca (History)	<a href="https://senecalearning.com/en-GB/blog/gcse-history-revision-guide/">https://senecalearning.com/en-GB/blog/gcse-history-revision-guide/</a>

## Future pathways

### Education

- A Level History
- Apprenticeships
- Undergraduate degrees such as History
- International relations
- Politics
- Law

### Careers

There are many jobs available to history pupils.

- Journalist
- Civil Service administrator
- Solicitor
- Archivist
- Curator

## Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	<p>Paper 1 – Asia</p> <p>This wider world depth study enables you to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.</p>
Spring Year 10	<p>Paper 1 – Germany</p> <p>This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. You will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. You will also look at the role of key individuals, such as Adolf Hitler, and groups, such as the Nazi Party, in shaping change and the impact the developments had on them.</p>
Summer Year 10	<p>Paper 2- Elizabethan England</p> <p>This depth study focuses on the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign such as the Spanish Armada and the arrival of Mary, Queen of Scots. You will also have the opportunity to study life during Elizabethan times and the religious divisions that Elizabeth had to navigate the country through. This study will also require you to carry out a site study of a historic environment which links to your understanding of the Elizabethan period.</p>
Autumn Year 11	Paper 2-Elizabethan England / Health and the people
Spring Year 11	<p>Paper 2 - Health and the people</p> <p>This thematic study will enable you to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. You will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p>
Summer Year 11	Revision and examination

## Who to contact for further information

Ms Victoria Fullwood - Head of History [vfullwood@kenthillpark.school](mailto:vfullwood@kenthillpark.school)

## Curriculum Overview

Maths is for everyone. It is diverse, engaging and essential in equipping pupils with the right skills to reach their future destination, whatever that may be. The study of mathematics provides a foundation for understanding the world and making a positive contribution to society.

There are 5 topic areas within mathematics and the weighting of these are set out in the table below:

	Foundation Tier (%)	Higher Tier (%)
<b>Number</b>	25	15
<b>Algebra</b>	20	30
<b>Ratio</b>	25	20
<b>Geometry</b>	15	20
<b>Probability and statistics</b>	15	15

### Paper 1

Written exam: 1 hour 30 minutes  
80 marks  
non-calculator  
33⅓% of the GCSE

### Paper 2

Written exam: 1 hour 30 minutes  
80 marks  
calculator allowed  
33⅓% of the GCSE

### Paper 3

Written exam: 1 hour 30 minutes  
80 marks  
calculator allowed  
33⅓% of the GCSE

Content from any part of the specification may be assessed in a mix of question styles, from short, single-mark questions to multi-step problems.

The mathematical demand increases as a pupil progresses through the paper.

## Equipment needed

Pupils will be required to have the following in every lesson and for the final exams: a black pen, pencil, ruler marked with metric measurements, pair of compasses, clear protractor and a scientific calculator (we strongly recommend any of the following Casio calculators: fx83GT CW or fx85GT CW)

## Enrichment opportunities

Pupils will be able to attend weekly maths enrichment sessions which allow them the opportunity to take part in external mathematical events such as the Maths Challenge, discover links between art and maths or attempt mathematical puzzles.

## How can parents/carers help their children

Parents/carers can encourage pupils to revise and recap key skills in small manageable chunks.  
Parents/carers could also encourage pupils to make revision tools – mind maps, posters, flashcards etc.  
Towards the end of the course they can help time pupils sitting past papers/questions and mark their work  
Whilst there are lots of different maths revision guides to buy there is also lots of high quality free materials available online and we would recommend using these.

## Useful resources and course links

Sparx Maths	<a href="https://sparxmaths.uk/">https://sparxmaths.uk/</a>
Corbett Maths	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>
5-a-day GCSE 9-1	<a href="https://corbettmaths.com/5-a-day/gcse/">https://corbettmaths.com/5-a-day/gcse/</a>
Mr Barton Maths	<a href="http://www.mrbartonmaths.com/pupils/gcse/">http://www.mrbartonmaths.com/pupils/gcse/</a>
GCSE Maths Takeaway	<a href="http://www.mrbartonmaths.com/pupils/legacy-gcse/gcse-maths-takeaway.html">http://www.mrbartonmaths.com/pupils/legacy-gcse/gcse-maths-takeaway.html</a>

## Future pathways

**Education** – Having a GCSE in maths is a minimum for all post 16 education or training. You will need to continue to study GCSE maths until you either pass or leave education. The pathways below are example of what you could move onto if you enjoyed GCSE Maths, although there are hundreds more potential options:

- **Apprenticeships** – Engineering, Digital and IT, Business and Finance
- **A level options** – Maths, Physics, Chemistry, Further Maths
- **University courses** – Mathematics, Physics, Engineering, Computer Science, Economics

**Careers** – Having a GCSE in Maths is a requirement for most jobs. The careers below are relevant to those who choose to study Maths at University

- Primary or Secondary school teacher
- Banker
- Accountant
- Sports Analyst
- Software Engineer
- Researcher
- GCHQ

## Curriculum Overview

Term	Course Content Summary: Knowledge and Skills	
	Foundation	Higher
Year 10 Study	<p><b>Number:</b> number properties, fractions, decimals, percentages, rounding, standard form</p> <p><b>Algebra:</b> basic algebra, coordinates and linear graphs, sequences, real life graphs, equations, indices</p> <p><b>Ratio:</b> ratio and proportion</p> <p><b>Geometry:</b> angles, scale diagrams, bearings, perimeter and area, circumference and area, properties of polygons, transformations, congruency and similarity, 2D representations of 3D shapes, measures, constructions and loci</p> <p><b>Probability &amp; Statistics:</b> collecting and representing data, basic probability, statistical measures</p>	<p><b>Number:</b> number properties, fractions, decimals, percentages, rounding, standard form, surds</p> <p><b>Algebra:</b> basic algebra, coordinates and linear graphs, sequences, real life graphs, equations, indices</p> <p><b>Ratio:</b> ratio and proportion</p> <p><b>Geometry:</b> angles, scale diagrams, bearings, perimeter and area, circumference and area, properties of polygons, transformations, congruency and similarity, 2D representations of 3D shapes, measures, constructions and loci</p> <p><b>Probability &amp; Statistics:</b> collecting and representing data, basic probability, statistical measures</p>
Year 11 Study	<p><b>Algebra:</b> quadratics, inequalities, simultaneous equations, algebra and graphs, sketching graphs, solving quadratics, quadratic graphs</p> <p><b>Ratio:</b> direct and inverse proportion, growth and decay</p> <p><b>Geometry:</b> volume, Pythagoras, trigonometry, vectors</p> <p><b>Probability &amp; Statistics:</b> probability, scatter graphs</p>	<p><b>Algebra:</b> quadratics, numerical methods, equation of a circle, further equations and their graphs, inequalities, simultaneous equations, sketching graphs, transforming functions, pre-calculus and area under a curve, algebraic fractions</p> <p><b>Ratio:</b> direct and inverse proportion, growth and decay, gradients and rates of change</p> <p><b>Geometry:</b> volume, Pythagoras, trigonometry, vectors, sine and cosine rules, circle theorems</p> <p><b>Probability &amp; Statistics:</b> probability, scatter graphs</p>

## Who to contact for further information

Miss Yates Director of Maths [eyates@kenthillpark.school](mailto:eyates@kenthillpark.school)

Mr Risebrow Head of Maths [jrisebrow@kenthillpark.school](mailto:jrisebrow@kenthillpark.school)

# Music Technology

## Level 1-2 Technical Award

Exam Board

NCFE

### Curriculum Overview

The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to music technology that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the music industry or progress onto further study.

### Who should consider this subject

This course is suitable for anyone with an interest in the technological elements of music.

This course will focus more on the work covered behind the scenes by a studio/live sound engineer, record producer, music technician, or other related career areas.

Some Content Areas will involve group work so this needs to be something you are comfortable with.

This course provides an excellent opportunity for those who have a keen interest in music but may not wish to be assessed on performance (no performing is required on this course).

The coursework (NEA) element of the course is a large part of the course. You will need to be able to work to deadlines and work with a reasonable amount of independence.

### Component 1: Technical knowledge & understanding – EXAM worth 40%

Written examination, 1 hour 30 minutes duration with a mixture of multiple-choice, short-answer and extended response questions based on information learnt across all 'Content Areas'.

The will take place in the summer exam window in Year 11.

### Component 2: Non-Exam Assessment (NEA) also known as coursework is worth 60%

This will take 17 hours to complete (within lessons).

The NEA will assess your ability to draw together your knowledge, understanding and skills from across all 'Content Areas'.

Year 10 will consist of learning content, and the NEA will take place in Year 11.

A different NEA brief will be released every September.

### Equipment needed

All materials required will be provided by school. Each pupil will need to ensure they have their personal equipment in every lesson.

### Enrichment opportunities

Pupils will have the opportunity to use a range of software and hear from those in the industry.

### How can parents/carers help their children

The internet and video channels such as YouTube provide lots of support.

### Future pathways

#### Education

Post 16 creative subjects  
Level 3 Music Technology  
A Level in Music

#### Careers

Learners could progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the music industry through a variety of occupations that are available within the industry, such as producer, technician and arranger.

## Curriculum Overview\* \*this is a guideline of the programme of study suggested by the examination board

The course is made up of 5 content areas:

- 1 - Music Tech and Music Business
- 2 - The Digital Audio Workstation
- 3 - Musical Elements, Style and Tech
- 4 - Sound Creation
- 5 - Multitrack Recording

### Example content during the course:

Learn to use Logic to create musical content & editing techniques.

Set up recording equipment and using the studio to create a multitrack recording.

Mix and manipulating audio material.

Learn about Music in film/tv.

Create music material to suit the given genre.

Learn about standard practices in the Music Industry.

### Who to contact for further information

Miss Yates, Assistant Headteacher [eyates@kenthillpark.school](mailto:eyates@kenthillpark.school)

# Physical Education

## Level 1-2 Technical Award

Exam Board

CNAT OCR

### Curriculum Overview

This CNAT course offers pupils the opportunity to develop their knowledge and understanding of theory based Physical Education (PE) as well as developing various practical elements. The pupils will study a number of theory topics such as, Sport and the Media which is an assignment-based unit, Contemporary issues in Sport, which is an exam-based unit, Sports Leadership and Developing Practical Skills which are practical based unit.

While the course is predominantly theory based; pupils will have the opportunity to develop their practical skills in preparation for their practical assessment. Pupils will be assessed in 2 sports from a pre-determined list.

### Who should consider this subject

Any pupils that are planning to study PE or Sport related courses in further education or those considering a career relating to PE or Sport would benefit from this course and find it useful.

In addition to this, our course would be useful for any pupils that have a strong interest in PE and the controversial issues surrounding sport and are also committed to classroom-based learning, as the majority of this course is classroom based. Pupils will also need to show a strong commitment to extra-curricular activities alongside the continued retention of theory-based knowledge in preparation for their written exam.

### Module 1: Sport and the Media

Written assignment: 20% of overall grade.

#### Content overview

TA1 – Types of Media

TA2 – Positive Effects of Media on Sport

TA3 – Negative Effects of Media on Sport

#### Assignment overview

Each Topic Area is worth a different number of marks which are split into 3 mark bands, MB1, MB2 and MB3.

### Module 2: Performance and leadership in sports activities

Written Assignment & Practical Assessment: 40% of overall grade.

#### Content overview

TA1 – Key concepts of performance

TA2 – Applying practice methods to support improvement in a sporting activity

TA3 – Organising and planning a sports activity session.

TA4 – Leading a sports activity session

TA5 - Reviewing your own performance in planning and leading a sports activity session

#### Assessment overview

Each TA is worth a different number of marks which are split into 3 mark bands, MB1, MB2 and MB3.

### Exam: Contemporary Issues in sport

Written examination set and marked by OCR. The paper will last 1.5 hours and is worth 70 marks in total.

Pupils will be assessed on a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport, the role of high-profile sporting events and national governing bodies in advancing sports.

The exam covers 4 topic areas:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting major sporting events for a city or country
- The role national governing bodies play in the development of their sport.

During the exam pupils will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

### Equipment needed

Kents Hill Park PE kit will be required for all practical units.

If pupils choose to be assessed in an activity not covered as part of the normal PE curriculum at Kents Hill Park, they may have to provide specialist equipment and be prepared to submit video evidence of their performance/s. The exam board will publish a pupil revision guide and pupil workbook.

### Enrichment opportunities

Pupils will have the opportunity to participate in as many sports clubs as they like to help improve their practical and analysis of performance skills. There will also be a dedicated PE theory club for pupils to improve their theoretical knowledge and exam-based skills.

### How can parents/carers help their children

Parents/carers could encourage their children to practice their chosen sports/activities at home or by joining a club outside of school. Parents could quiz and test their children on the knowledge found in knowledge organisers and topic booklets.

### Useful resources and course links

Cambridge Nationals (OCR) <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

### Future pathways

#### Education

A Level Physical Education

Level 3 BTEC Physical Education

#### Careers

Sports Scientist, Professional Sportsperson, Sports

Coach/Consultant, Diet and Fitness Instructor

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn/Spring Year 10	<b>Developing sport skills:</b> Pupils try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities, ready for practical assessment in either 2 team sports, 2 individual sports or 1 team and 1 individual sport.
Spring/Summer Year 10	<b>Sport leadership:</b> Pupils learn will develop the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Following this they will review and evaluate their own performance. <b>Sport and the media:</b> Pupils explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.
Autumn/ Spring Year 11	<b>Sport and the media:</b> Pupils explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.
Spring/Summer Year 11	<b>Contemporary issues in sport:</b> Pupils explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole, beyond simply providing entertainment.

### Who to contact for further information

Miss S Humphrey – Head of Physical Education

# Photography GCSE

Exam Board

EDUQAS

## Curriculum Overview

Photography is a practical and creative subject which explores visual literacy, design elements and composition presentation through the medium of photography. Pupils will learn how to take photos, edit them and create a range of artistic and functional outcomes. In undertaking this course pupils will learn about specific photographers, composition inspiration and photo editing software. Pupils will learn to develop their ideas through documenting their personal experimentation and working towards final outcomes that they critically evaluate. The course also has a heavy emphasis on industry and endeavours to make strong links with possible career opportunities.

## Who is should consider this subject?

Pupils wishing to develop into confident risk takers, comfortable with exploring design opportunities within the sphere of photography with a creative flair should consider this GCSE. Photography will develop vital skills such as critical understanding, research and presentation skills. These are transferable skills that are in high demand in a wide range of careers.

### Component 1: Portfolio

Set in the January of Year Ten, this project will be set by the school and will be an opportunity to explore a range of techniques. Pupils will be required to document the journey of their project from starting point to final outcome so that the portfolio can be assessed in its entirety.

Pupils will be required to work on this in and outside of school ensuring their portfolio is up to date and demonstrated that all assessment objectives have been met. This project ends with a one day exam during which their final outcome for component one must be completed.

### Component 2: Assignment- project 2

Set in the January of Year Eleven, this will be your final project and will consist of ten weeks work. Pupils will need to select one starting point from a wide range set by the exam board.

The requirements are identical to component one in regard to assessment objectives. The project will end with a two day in school assessment within which time pupils create their final outcomes realising the design ideas they have created.

## Equipment needed

All equipment required will be provided by school. Each pupil will need to ensure they have their personal equipment in school every day to access lessons. On top of regular school equipment, pupils will work with specialist photography equipment and software. Pupils will benefit from having equipment at home to take their own photos- camera phones and photo editing apps will be beneficial.

Pupils will be required to work on projects outside of school this will require good organisational skills.

## Enrichment opportunities

School trip to the design museum in London.  
Visits from professionals currently working in industry.  
Photography competitions.  
Visits to MK College.

### How can parents/carers help their children

Pupils would benefit from visiting museums and exhibitions relating to photography. The course aims for each individual pupil to follow their own personal line of enquiry; this means that pupils will each have their own focus and area of interest. Parents/carers can help facilitate this exploration by supporting pupils with photoshoots in locations that complement their area of interest.

Any visits to museums/exhibitions/galleries would also supplement pupil research. Taking an interest in all forms of visual literacy from posters, album covers, leaflets, to magazine covers would be beneficial in helping pupils understand the vast scope of photography within society.

### Useful resources and course links

The Art of Architecture documentaries. Sky Arts (Currently free to access for everyone)

Dezeen <https://www.dezeen.com/>

The Arty Teacher- Photography section- <https://theartyteacher.com/photographers-themes/>

### Future pathways

#### Education

Post 16 creative subjects- Art & Design, Design Technology, Photography, Graphics Communication, Graphics design, Graphical illustration.

#### Careers

Designing  
Marketing  
Advertising  
Transferable skills such as problem solving, communication skills and research/presentation skills are in high demand across a wide range of careers.

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	Mini projects exploring specialist photography equipment and graphic software packages.
Spring Year 10	Component 1- portfolio. Choose a starting point from a list provided by school
Summer Year 10	Explore and document development and exploration to complete portfolio 1.
Autumn Year 11	Create a final outcome for portfolio 1. Focus on interior design/visual literacy/graphics communication/bespoke design briefs. 5 hours over 1 day in school, in a computer room under exam conditions.
Spring Year 11	Choose from selection of Final Assessment Project titles set by EDUQAS. Begin final project. 10 hours taught in school. Work on project outside of school/in own time.
Summer Year 11	Final outcome creation- 10 hours over 2 days in school in a computer room under exam conditions.

### Who to contact for further information

Mrs Morley-Smith - [emorley-smith@kenthillpark.school](mailto:emorley-smith@kenthillpark.school)

*Pupils cannot choose both Art & Design and Photography.*

## Curriculum Overview

This qualification gives pupils the opportunity to study both religious and non-religious views of different teachings and practices to formulate their own opinions from a wide range of information sources. The aim of the course is to question the influences of society through scriptures and texts, both religious and otherwise to develop well informed, educated arguments.

## Who should consider this subject

Religious education GCSE is suitable for pupils who have previously enjoyed learning about their own and others' faiths but also if they are interested in understanding the different aspects of society and the influences that shapes the community they live in.

### Paper 1: Beliefs and teachings and practices - Christianity

Written examination – 1 hour  
25% of qualification

**Beliefs and teachings** – This looks at the importance of the Christian beliefs and teachings as well as the issues raised within the religion and society.

Throughout there will be an emphasis on the sacred text and the differing views within Christianity.

**Practices** – This part of the paper focusses on how the beliefs and teachings of the religion are practiced in society and communities.

### Paper 2: Beliefs and teachings and practices - Islam

Written examination – 1 hour  
25% of qualification

**Beliefs and teachings** – This looks at the importance of the Islamic beliefs and teachings as well as the issues raised within the religion and society. Throughout there will be an emphasis on the sacred text and the differing views within Islam.

**Practices** - This part of the paper focusses on how the beliefs and teachings of the religion are practiced in society and communities.

### Paper 3: Religion, philosophy and ethics in the modern world from a religious perspective

Written examination – 2 hours                      50% of qualification

For this two hour paper pupils will study Christianity through four different themes;

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

## Equipment needed

Pupils will need the general lesson equipment for this qualification. There will be textbooks provided within school however the exam board will produce the relevant revision guides which you may choose to buy independently.

## Enrichment opportunities

During the course we intend to include external speakers for each of the religions as well as possible visits to the relevant places of worship. This will enable the pupils to see the teachings and practices in action.

## How can parents/carers help their children

Parents can help their children by discussing events in the news. Encourage pupils to think about the different viewpoints on an event and to think about their stand point. If you or your friends and family practice a particular religion, take time to talk about their views and practices with your child to make them familiar with as many religions as possible.

### Useful resources and course links

BBC bitesize	<a href="http://www.bcbitesize.com">www.bcbitesize.com</a>
Studywise	<a href="http://www.studywise.co.uk">www.studywise.co.uk</a>
OCR website (Religious education)	<a href="https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/">https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/</a>
Revision world	<a href="https://revisionworld.com/gcse-revision">https://revisionworld.com/gcse-revision</a>

### Future pathways

<p><b>Education</b></p> <p>A Level Religious education  A Level Philosophy and ethics  Apprenticeships  Undergraduate degrees in a range of subjects.</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Advice worker.</li> <li>• Archivist.</li> <li>• Charity officer.</li> <li>• Civil Service administrator.</li> <li>• Community development worker.</li> <li>• Editorial assistant.</li> <li>• Newspaper journalist.</li> <li>• Social worker.</li> </ul>
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### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	<b>Christianity – Beliefs and teachings.</b> Understanding Christian beliefs about the characteristics of God, the story of creation, evil and Jesus.
Spring Year 10	<b>Islam – Beliefs and teachings</b> – Gaining knowledge of the core beliefs of Islam, the nature of Allah and the Islamic views on life after death. <b>The existence of God</b> – Understanding why people question the existence of God and the nature of a Christian God.
Summer Year 10	<b>The existence of God</b> – An opportunity to discuss philosophical questions about the existence of God, the presence of evil in the world and other key debates. <b>Religion, peace and conflict</b> – Investigating the presence of violence through the just war theory as well as peace making concepts and the idea of forgiveness in religion.
Autumn Year 11	<b>Christianity – Practices</b> – Studying how Christians practice their religion and the role of the church through events such as baptism and marriage. <b>Islam – Practices</b> – Studying how Muslims practice their beliefs through festivals and both private and public worship. There will be a key focus on the five pillars and the importance of the practices.
Spring Year 11	<b>Relationships and families - Dialogue within and between religious and non-religious beliefs and attitudes</b> – Gives pupils the opportunity to discuss the philosophical and ethical issues between different religious groups such as freedom of speech, equality in society and freedom to practice.
Summer Year 11	<b>Revision and examination</b>

### Who to contact for further information

Mr N Bates, Subject leader of Religious Studies <a href="mailto:nbates@kentshillpark.school">nbates@kentshillpark.school</a>
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## Curriculum Overview

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course. GCSE Combined Science (Trilogy) is a double GCSE taken by the majority of pupils. It builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages pupils to explore, explain, theorise and model in science and develops a critical approach to scientific evidence.

Pupils develop key skills in:

- Working scientifically
- Maths and literacy
- Practical work

## Who should consider this subject

Science is compulsory at GCSE. Trilogy science GCSE is Double Award **Science** (also known as 'Combined **Science**'). Pupils study all three **sciences** (Biology, Chemistry and Physics) and are awarded two **GCSE** grades based on their overall performance across all three **science** subjects.

There are six exam papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the written papers will assess knowledge and understanding from the distinct topic areas.

Each paper is 70 marks.

Each exam paper contributes to 16.7% of the GCSE

### Paper 1: Trilogy Science

1 hour and 15 minute exams per paper

Biology

1. Cell Biology
2. Organisation
3. Infection & Response
4. Bioenergetics

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure

### Paper 2: Trilogy Science

1 hour and 15 minute exams per paper

Biology

5. Homeostasis & response
6. Inheritance, variation & evolution
7. Ecology

Chemistry

6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.

Physics

5. Forces
6. Waves
7. Magnetism & Electromagnetism

## Equipment needed

You will **need the** following **equipment**, a pen, pencil, rubber, ruler, protractor, a pair of compasses and a scientific calculator.

CGP Revision guide books and works books to use alongside each lesson.

## Enrichment opportunities

Pupils will have the opportunity to participate in STEM activities, attend Open University talks and workshops. There will be outreach programmes organised with the Parks Trust and the Ogden Trust for the pupils to be involved in during their lessons, to support the pupils learning further. Pupils will be encouraged to enter competitions and complete STEM awards.

There will be educational visits to the Open University and the Science museum.

Pupils will be encouraged to complete the free courses available from Open Learn on the Open University website.

### How can parents/carers help their children

Parents/carers could encourage their children to review the work that was learnt in class at home and use their revision guide and work book to consolidate their learning. Encourage pupils to discuss their understanding of key concepts. Parents could quiz and test their children on the knowledge found in knowledge organisers and topic booklets.

### Useful resources and course links

Free courses available from the Open University website: Open Learn	<a href="https://www.open.edu/openlearn/science-maths-technology">https://www.open.edu/openlearn/science-maths-technology</a>
Kerboodle	<a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>
BBC Bitesize GCSE	<a href="https://www.bbc.co.uk/bitesize/subjects/zp266yc">https://www.bbc.co.uk/bitesize/subjects/zp266yc</a>
AQA GCSE Combined Science (trilogy) specification	<a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>
CGP AQA GCSE Combined Science Revision Guide (Grade 9-1)	<a href="https://www.amazon.co.uk/New-Grade-GCSE-Combined-Science">https://www.amazon.co.uk/New-Grade-GCSE-Combined-Science</a>
Grade 9-1 AQA GCSE: Combine science. Exam practice workbook Biology workbook	<a href="https://www.amazon.co.uk">https://www.amazon.co.uk</a>

### Future pathways

#### Education

A level Biology, Chemistry and Physics  
 BSc Biochemistry  
 BSc Biological sciences  
 BSc Pharmaceutical science  
 BSc Physics  
 Medicine  
 Pharmacy  
 Psychology  
 Veterinary science

#### Careers

Engineering  
 Medicine  
 Dentistry  
 Optometry  
 Pharmacy  
 Scientific research  
 Teaching  
 Nursing  
 Veterinary nurse or doctor

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	Bioenergetics, , Chemical changes, Atomic structure & Periodic table (chemistry)
Spring Year 10	Atomic structure (physics), Homeostasis and response, The rate and extent of chemical change, Waves
Summer Year 10	Ecology , Energy changes, Organic chemistry (work experience)
Autumn Year 11	Inheritance, variation & evolution, Chemical analysis, Forces, Magnetism & Electromagnetism
Spring Year 11	Chemistry of the atmosphere, Using resources, Revision, Exam practice
Summer Year 11	Revision, Exam practice, GCSE Exams

### Who to contact for further information

Mr H Holmes, Head of Physics [holmes@kenthillpark.school](mailto:holmes@kenthillpark.school)  
 Mrs N Henwood, Head of Chemistry [nhenwood@kenthillpark.school](mailto:nhenwood@kenthillpark.school)

## Curriculum Overview

This qualification is linear. Linear means that pupils will sit all their exams at the end of the course. GCSE Triple builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages pupils to explore, explain, theorise and model in science and develops a critical approach to scientific evidence.

Pupils develop key skills in: Working scientifically - Maths and literacy - Practical work

## Who should consider this subject

Science is compulsory at GCSE. Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where pupils study all three sciences (Chemistry, Biology and Physics) and achieve three GCSEs.

By studying triple Science at GCSE level you will cover more content, so you'll be better prepared if you want to take science A-levels. Pupils who take separate GCSE science are also more likely to get higher grades in A-level sciences.

There are six exam papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the written papers will assess knowledge and understanding from the distinct topic areas.

Each paper is 100 marks.

Each exam paper contributes to 50% of the GCSE

### Paper 1: Triple Science

1 hour and 45 minute exams per paper

Biology

1. Cell Biology
2. Organisation
3. Infection & Response
4. Bioenergetics

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure

### Paper 2: Triple Science

1 hour and 45 minute exams per paper

Biology

5. Homeostasis & response
6. Inheritance, variation & evolution
7. Ecology

Chemistry

6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.

Physics

5. Forces
6. Waves
7. Magnetism & Electromagnetism

## Equipment needed

You will **need the** following **equipment**, a pen, pencil, rubber, ruler, protractor, a pair of compasses and a scientific calculator.

CGP Revision guide books and works books to use alongside each lesson.

## Enrichment opportunities

Pupils will have the opportunity to participate in STEM activities, attend Open University talks and workshops. There will be outreach programmes organised with the Parks Trust and the Ogden Trust for the pupils to be involved in during their lessons, to support the pupils learning further. Pupils will be encouraged to enter competitions and complete STEM awards.

There will be educational visits to the Open University and the Science museum.

Pupils will be encouraged to complete the free courses available from Open Learn on the Open University website.

### How can parents/carers help their children

Parents/carers could encourage their children to review the work that was learnt in class at home and use their revision guide and work book to consolidate their learning. Encourage pupils to discuss their understanding of key concepts. Parents could quiz and test their children on the knowledge found in knowledge organisers and topic booklets.

### Useful resources and course links

Free courses available from the Open University website: Open Learn	<a href="https://www.open.edu/openlearn/science-maths-technology">https://www.open.edu/openlearn/science-maths-technology</a>
AQA GCSE Biology, Chemistry and Physics specifications	<a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
CGP AQA GCSE Triple Science Revision Guide books(Grade 9-1)	<a href="https://tinyurl.com/yaa3b5j6">https://tinyurl.com/yaa3b5j6</a> (Biology) <a href="https://tinyurl.com/y8y7ubmh">https://tinyurl.com/y8y7ubmh</a> (Chemistry) <a href="https://tinyurl.com/ycpdkkpd">https://tinyurl.com/ycpdkkpd</a> (Physics)

### Future pathways

#### Education

A level Biology, Chemistry and Physics  
BSc Biochemistry  
BSc Biological sciences  
BSc Pharmaceutical science  
BSc Physics  
Medicine  
Pharmacy  
Psychology  
Veterinary science

#### Careers

Engineering  
Medicine  
Dentistry  
Optometry  
Pharmacy  
Scientific research  
Teaching  
Nursing  
Veterinary nurse or doctor

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	Bioenergetics, , Chemical changes, Atomic structure & Periodic table (chemistry)
Spring Year 10	Atomic structure (physics), Homeostasis and response, The rate and extent of chemical change, Waves
Summer Year 10	Ecology , Energy changes, Organic chemistry (work experience)
Autumn Year 11	Inheritance, variation & evolution, Chemical analysis, Forces, Magnetism & Electromagnetism
Spring Year 11	Chemistry of the atmosphere, Using resources, Revision, Exam practice
Summer Year 11	Revision, Exam practice, GCSE Exams

### Who to contact for further information

Mr H Holmes, Head of Physics [holmes@kenthillpark.school](mailto:holmes@kenthillpark.school)  
Mrs N Henwood, Head of Chemistry [nhenwood@kenthillpark.school](mailto:nhenwood@kenthillpark.school)

## Curriculum Overview

This excellent qualification contains all the practical and theoretical skills pupils need to use the Spanish language in an increasingly international world. This course gives pupils the opportunity to learn many transferable skills which are useful in a wide range of careers, such as the ability to communicate clearly, both in spoken and written contexts, confidence in public speaking and the use of problem-solving strategies. It will also add an international dimension to their choice of GCSE subjects, which is something many employers and higher education providers value highly. It will broaden both the horizons and minds of pupils, allowing them to learn more about the countries where the language is spoken, the cultures found there, and the people who speak it.

## Who should consider this subject?

Anyone who has studied Spanish in years 7-9 is well placed to study this GCSE course. Ideally, pupils will have a real interest in and enthusiasm for the subject. Pupils will have a solid grounding in the basics of the language and already know a lot of the vocabulary and grammar needed for GCSE. Pupils who have an interest in travel and international career options in the future, or who would like to study languages or international relations in further or higher education will enjoy this course. Pupils considering this subject should already have a strong understanding of the grammar and vocabulary covered previously to enable them to progress as the complexity of the language increases during the course. All must be willing to speak and read the language aloud in lessons and in smaller group situations.

### Paper 1: Speaking (25%)

This paper assesses the ability to communicate and interact effectively in speech for a variety of purposes.

**Foundation 7-9 mins    Higher 10-12 mins**

Task 1: Read a passage aloud and answer 2 short unprepared questions.

Task 2: Role play in a transactional setting.

Task 3: Picture description, answer 2 short unprepared questions and follow-on conversation on the topic shown in the photos.

### Paper 2: Listening and understanding (25%)

This paper focuses on understanding and responding to spoken language.

**Foundation: 45 mins Higher: 60 mins**  
**5 mins reading time included**

Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Dictation – transcribe words and longer phrases correctly.

### Paper 3: Reading and understanding (25%)

This paper focuses on understanding and responding to different types of written language.

**Foundation: 45 mins    Higher: 60 mins**

Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.

Section B: Translation into English – translate short phrases (Foundation) or a paragraph (Higher) from Spanish into English.

### Paper 4: Writing (25%)

This paper covers communicating effectively in writing for a variety of purposes.

**Foundation: 1 hour 15 mins**

**Higher: 1 hour 20 mins**

Picture task (Foundation tier only) - describe a photo

Two writing responses (both tiers, with a choice of two options for each question)

Translation into Spanish (both tiers)

## Equipment needed

Pupils must have their own bilingual Spanish dictionary. We suggest a copy for use at home, and one to be kept at school if possible.

### Enrichment opportunities

Pupils will be offered the opportunity to attend a trip to Spain during KS4 in order for them to experience using the language in real life situations and to experience the Spanish culture up close.

### How can parents/carers help their children

Parents/carers can encourage their children to practice their Spanish skills at home using online and school provided resources, and by simply asking them about what they are studying. Parents could also quiz and test their children on the knowledge found in knowledge organisers and topic booklets.

### Useful resources and course links

GCSE Spanish Edexcel	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a>
Pearson ActiveLearn	<a href="https://pearsonactivelearn.com/app/Home">https://pearsonactivelearn.com/app/Home</a>
BBC Bitesize GCSE Spanish	<a href="https://www.bbc.co.uk/bitesize/subjects/z4dqxb">https://www.bbc.co.uk/bitesize/subjects/z4dqxb</a>
Languages Online revision activities	<a href="https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html">https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html</a>
Seneca	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
Duolingo app	Download from Android or Apple app store (free)
GCSE POD Spanish	<a href="https://members.gcsepod.com/login/form?pupil">https://members.gcsepod.com/login/form?pupil</a>

### Future pathways

#### Education

A-level Spanish  
All university courses in languages, interpreting, International relations.

#### Careers

Academic researcher	International salesperson
Professor	Lawyer
Interpreter/Translator	Import/Export manager
Political risk analyst	Author
Secondary school teacher	
International diplomat	

### Curriculum Overview

Term	Course Content Summary: Knowledge and Skills
Autumn Year 10	My world, use of media and technology, arranging to go out with friends and describing a terrible weekend. Talking about holidays, where we went and stayed, activities and festivals.
Spring Year 10	Our personal identity, our family, friends, and role models. Health and wellbeing, food, lifestyle, describing illnesses and injuries.
Summer Year 10	Our home and region, describing how our region has changed, shopping and where we would like to live in the future.
Autumn Year 11	School and studying, subjects, rules and opinions, what would we change? Our planet, natural disasters and environmental problems, helping the environment
Spring Year 11	Future aspirations and plans, further study, jobs and careers and opportunities with languages
Summer Year 11	External Examinations

### Who to contact for further information

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