



St Margaret's C.E. Academy

YEAR 9

SUBJECT INFORMATION BOOKLET

2018

Dear Parents/Carers

Choices for Year 9

Thank you if you were able to attend the Year 9 Options Evening last month. As we explained at that evening, your son is now approaching an important point of the compulsory part of his secondary education, and the time has therefore come to begin to choose the subjects that he would like to study in Year 9.

This year for the first time we have introduced an Options process for students entering Year 9. There is one main reason for this and that is the Key Stage 4 exam reforms. There will be greater content, demand and more rigorous questioning for all subjects. In response to these changes, we will need to give GCSE subjects more time, and one of the ways in which we are doing this is by allowing some subjects to begin teaching their GCSE course in Year 9. This means that careful consideration needs to be made as to which subjects your son may wish to study in the future.

The transition from Key Stage 3 to Key Stage 4 is an important one, and we are committed to helping your son make that transition smoothly and successfully. In order to do this, your son will need to make the right choices for his studies in Year 9. To support that decision-making process, we have strengthened the Careers advice that is available to pupils.

You will receive two documents to support you and your son as you consider the options available to you. This letter sets out the choices that need to be made, and provides a form for you to communicate back to us what your choices are; in addition, a booklet sets out details for each course on offer.

If you have any questions about the GCSE Choices process, please don't hesitate to contact myself or a colleague:

- subject-specific questions, such as your son's suitability for a course, or detailed questions about course requirements *etc*, are best referred to your son's subject teacher or to the relevant Head of Department. May I take this opportunity to remind you that there is a Year 8 Parents' Consultation Evening from 3:45pm on Tuesday 4th April;
- questions about our Careers Education and Guidance programme are best addressed to the colleague who leads this area of our work, *viz* Mr G McLean;
- if you would like any advice about what adaptations we can make to the process if your son has special educational needs (or is disabled), please contact our SEND Co-ordinator, Mrs K Pritchard;
- questions about the Option Choices process should be referred to one of our Vice-Principals, Mr S Slater, who oversees it; and
- any pastoral matters may, as always, be referred to your son's Head of Year, Mr R Kingston.

Since this is the first time we have run an options process in Year 8, I would be grateful for any feedback you may have, so that we can make the process even better next year.

With my best wishes as you approach this important stage in your son's education,

Yours faithfully,



Stephen Brierley
Principal

Timetable for choice

**Tuesday 16th January
6.00 pm**

**Options Evening
The Options Choice Subject Information
Booklet and Option Form Booklet will
be made available at this meeting**

Wednesday 21st February

**Year 8 Parent Consultation Evening
From 3.45pm to 6.45pm**

Friday 23rd March

**Final date for submission of the Year 8 Options
Form**

Summer Term

**Confirmation of option choices
sent to pupils and parents**

Careers Education and Guidance

Careers Manager: G. McLean

Careers Education and Guidance at St Margaret's encourages the co-operation and involvement of parents, students, employers and Career Connect. If you or your parents have any matters you wish to discuss please see Mr Greg McLean in school (based outside the Sixth Form Bistro).

Email; gmclean@stmargaretsacademy.com Tel: 0151 427 1825

What can I expect?

As a student in this school you are entitled to Careers Education and Guidance.

This includes

- A programme of Careers Education in Learning for Life lessons
- Presentations from visiting speakers about a variety of topics
- Opportunities to consult a Careers Connect Personal Adviser
- A programme of Work Related Learning and Enterprise Education
- Up-to-date and accurate information on careers, employment, education and training opportunities

Careers Education Programme

As part of the Learning for Life programme students are given guidance, information and preparation for the world of work. We aim to develop skills, knowledge, understanding and attitudes necessary to make informed choices about future careers and educational opportunities.

In Year 8 and 9, you will be introduced to the Careers website; Plotr (<https://www.plotr.co.uk/>). You are encouraged to explore career ideas using this computer package. "The Game" on Plotr allows you to answer questions relating to what you enjoy, thus giving you a number of accurate Career pathways. Plotr also provides a detailed overview of a wide range of careers including likely jobs, potential salaries and requirements for the role (e.g; degree etc).

In Year 9, you will also participate in the National Enterprise Challenge. This will enable you to develop the all-important enterprise skills required for the world of work, including teamwork, communication and leadership.

The Careers programme develops in Years 10 and 11 to include visiting speakers; a programme of Careers talks from industry experts; guidance on post 16 choices; writing CV's; developing interview techniques and writing letters of application.

Career Connect Service

The Career Connect Service is a national organisation that we subscribe to. They work in partnership with schools to provide help and advice for young people. Career Connect Personal Advisers provide up-to-date, independent advice and guidance about education, training and employment opportunities. The Careers Connect Personal Advisers take group sessions and aim to interview the majority of Year 11 students but are also available to support Year 9, 10 and Sixth Form students each year.

The Careers Connect Personal Adviser is Karen Gallagher. The Adviser is in school each week and you can request an appointment by speaking with Careers Manager; Mr Greg McLean. *Students can also access support via the Careers Connect website or by appointment in Careers Connect Offices across the city.*

Work Related Learning and Enterprise Education

This is a continuously developing element of the curriculum which currently includes;

- **Enterprise Education** – The Enterprise Education programme aims to develop innovation, creativity, risk-management and a can-do attitude. Enterprise challenges are designed to help develop problem solving skills and your ability to work in a team.
- **Employability Interviews** – You will be taught how to conduct yourself in an interview situation, how to complete an application form and then you will meet an employer who will interview you and evaluate your performance.

Work Inspiration Programme

In Year 10, you will have the option to participate in the Work Inspiration Programme. This programme involves 18 one-hour per week lessons preparing you for the world of work with insight from industry experts; followed by an 18-week placement taking place on a Thursday afternoon. **You will have the opportunity to organise your own placement if you have a suitable contact.** This will provide you with an invaluable opportunity to sample the world of work, working alongside experienced professionals to learn new skills and enhance your future CV and Personal Statement.

Some important points to consider before making your option choices

- Be realistic; assess your own strengths, abilities and interests.
- Don't be over influenced by the decisions of friends. Seek advice from teachers, Parents/carers, careers advisers, employers and older students.
- If you have an idea for a future career, check for any specific subject requirements utilising Plotr
- Choose subjects that interest you and that you are good at.
- Use the careers literature (available in the Careers Office next door to Room 1) and software to start thinking carefully about your future.
- Read this options booklet carefully and use the knowledge gained in your careers education lessons in Learning for Life to help you make your decision.

Special Educational Needs

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(The Code of Practice: DfE, 2015)

Students who have difficulty accessing the curriculum in KS3 are given various degrees of support before making their option choices for KS4. Students who hold a Statement of Educational Need or and Education Health Care Plan from the Local Authority are supported with option choices. Discussions take place with Mrs K. Pritchard, our Special Educational Needs and Disability Co-ordinator (SENDCo), in consultation with the students and his parents/carers.

Access arrangements allow candidates/learners with SEN or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make ‘reasonable adjustments’.

Reasonable access arrangements need to be agreed by JCQ prior to an assessment period. Such access arrangements should be the usual way of working for the student within lessons to ensure that The Academy can evidence the needs of the student.

For KS4 examinations, applications are made to JCQ. Applications are made for those students who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. In this case, the assessor is our SENDCo. If a student has been privately assessed, for example in the case of dyslexia, The Academy must be supplied with the most recent assessment that has taken place within the current Key Stage, in order to submit the scores to JCQ. Please be mindful that JCQ must recognise the assessment carried out. It should also be noted that the Specialist Assessor must hold the appropriate qualifications as set out by JCQ, complete the relevant sections of Form 8 as required by JCQ as well as hand sign the Form 8 using ink which is not black. The completed Form 8 is needed for the application of Access Arrangements by the SENDCo.

If a student is to apply for access arrangements on medical grounds, The Academy must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence.

Access arrangements are made on an individual basis and therefore if you have any queries, please contact our Academy SENDCo directly. It should be noted that access arrangements only last for up to 2 years and re-assessment will need to take place at the beginning of post-16 studies.

Learning for Life

Learning for Life provides an opportunity for students to discuss and face the challenges of life now and equips them to face the challenges of the future. It covers activities and topics, which contribute to the development of the individual’s self-confidence and self-image through the acquisition of skills, attitudes, knowledge and experiences of adult life. Learning for Life is not an examination course but it contributes to the student enrichment ethos of the school and helps students to become responsible citizens. Although covered throughout the school curriculum, Citizenship is also an integral part of Learning for Life and aims to help students to become sensitive and active citizens of our country.



CORE SUBJECTS

Head of Department: S. Bell

In Year 9,

- **What will I learn?**

You will study a range of fiction and non-fiction texts: *Of Mice and Men* by John Steinbeck; a range of political persuasive speeches; a poetry anthology on the theme of relationships; *Hamlet* by William Shakespeare.

- **How will I learn?**

Through teacher instruction, reading, independent analysis and research

- **How will I be assessed?**

Formal summative assessments will be the same format of reading and writing assessments you will be used to from Y8. You will also sit an end of year exam that will assess how much you have learned and remembered from your study over the year. This will prepare you for the expectations of GCSE exams.

- **What will I be expected to do at home?**

Read, revise and research.

Head of Department: Mrs R Moore

In Year 9, What will I do?

- To understand and apply the principles of nutrition and health.
- Cook a range of mainly savoury dishes so that you are able to feed yourselves and others a healthy and varied diet.
- Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using your own recipes).
- Understand the source, seasonality and characteristics of a broad range of ingredients .
- Through a range of different techniques you are encouraged to be creative and experimental with your dishes. Links to food science are highlighted throughout the course which will prepare you for if you wish to take the subject at key stage 4.

How will I learn?

- You will undertake mainly practical lessons set in brand new state of the art facilities as part of your course. You will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking, you will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables you to feed yourself and others affordably and well, now and in later life. Theory work and assessment is carried out via homework at set times during the year

How will I be assessed?

- Practical lessons are assessed via verbal feedback and marked out of 20 (5 marks for effort, 5 for organisation, 5 for product and 5 for presentation). Theory work is produced in departmental workbooks and graded in line with the whole school assessment policy. There is lots of opportunity in lessons for you to self and peer assesses work also. Practical lessons are assessed via verbal feedback in lesson and marked out of 20 (5 marks for effort, 5 for organisation, 5 for product and 5 for presentation)

What will I be expected to do at home?

- You will be expected to complete your booklets when homework is set and also bring ingredients to each lesson as required. The list of ingredients is placed on show my homework so you can be prepared.

What kinds of dishes will I make?

- Curry
- Lasagne
- Shepherd's pie
- Bread
- Chicken wings
- Cultural food project
- Fresh pasta
- Cupcake decorating
- Seasonal baking.

You can go on to study KS4 - Level 1/2 in Catering & Hospitality.

Head of Department: J. Lloyd

In Year 9,

- **What will I learn?**

You will study a wide range of topics covering: TV, cinema, reading habits, internet, holidays, personality, relationships, clothes, music, where you live, your home & food and drink.

You will also study French grammar. This will cover the present, perfect, imperfect and future tenses as well as modal verbs, imperatives and superlatives so that by the end of Year 9 you will be able to communicate confidently in past, present and future tenses.

- **How will I learn?**

You will follow the Studio 2 Rouge/ Vert course and will work independently, in pairs and in groups. Activities will cover the 4 skill areas of listening, speaking, reading and writing. You will also be given allocated time once a fortnight with the Foreign Language Assistant in order to improve your speaking and listening skills. You will also make good use of online learning packages such as Active Learn, Quizlet and Languages Online in order to enhance your subject knowledge.

- **How will I be assessed?**

You will be assessed at the end of every module in how well you are developing the following 4 skills:

- Listening
- Speaking
- Reading
- Writing

- **What will I be expected to do at home?**

You will be expected to learn vocabulary on a weekly basis as well as grammar rules and you will be expected to produce written work at the end of each unit to show how well you have understood the topic. Online assignments will also be a regular feature of the course. All students should have a bilingual dictionary; looking up new vocabulary is a vital skill for any linguist.

Where can learning French take me?

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

The ability to speak French is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

Learning a foreign language helps you to become a more independent citizen of the world, opening greater access to travel and cultural experiences related to food, fashion, theatre, literature, music, history, the visual arts, science and architecture. Languages graduates are among the most sought after with the highest recruitment rate from University after Medicine.

Language learning improves a variety of skills which underpin academic success. Research shows that language learning can have a positive impact on analytical, communication, vocabulary and problem solving skills, the ability to deal with abstract concepts as well as developing intercultural understanding. Studies also suggest positive benefits in protecting the brain from dementia and Alzheimer's in later life.

Head of Department: J. O'Halloran

In Year 9 we begin teaching the new specification GCSE course. This is started a year earlier than was traditional to reflect the increased content of the course. It allows the pupils enough time to learn new skills and, more importantly, how to apply these skills in problem solving and application to unfamiliar contexts.

- **What will I learn?**

The specification requires students to demonstrate their knowledge, understanding and skills in the following areas:

1. Number

- Structure and calculation
- Fractions, decimals and percentages
- Measures and accuracy

2. Algebra

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences

3. Ratio, Proportion and Rates of Change

- Proportional reasoning
- Using ratio
- Rates of change in real world contexts

4. Geometry and Measures

- Properties and constructions
- Mensuration and calculation
- Vectors

5. Probability

6. Statistics

- Handling data cycle

This AQA GCSE in Mathematics gives students the opportunity to develop the ability to:

- Acquire and use problem solving strategies
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

- **How will I learn?**

Specialist Mathematics teachers in setted groups will teach you.

You will experience a variety of teaching styles including:

- Teacher led activities, including discussion with fellow students
- Undertaking appropriate practical and investigational tasks
- Consolidating and practising fundamental skills and routines
- Problem solving activities including applications for everyday situations
- Using computers and graphical calculators to investigate within mathematics
- Using an electronic version of a text book

- **How will I be assessed?**

There is ongoing termly assessments through year 9 and 10 covering all the topics taught as they go along. At the end of the course;

- You will have to take 3 papers at the end of your course.
- They are each worth $33\frac{1}{3}\%$.
- You will **not** be able to use a calculator for the first paper.
- You answer the questions on the test paper itself and you will have to answer all the questions.

- **What will I be expected to do at home?**

- You will be set homework on a regular basis. This will include completing written exercises, reviewing past work, practising newly acquired skills, accessing work provided by Kerboodle and using the Mymaths website.
-
- It is important to regularly read through your notes to check that you understand the work, nothing is missing and your work is in order.

Physical Education

Head of Department: R. Lawton

In Year 9,

- **What will I learn?**

Students at St Margaret's are expected to be committed to PE and sport and to try to make it a central part of their lives – both in and out of school.

Students should seldom miss PE lessons, remember their kit and get changed on time. They should make sure they are available for sport events and take responsibility for not letting down others. They should encourage other pupils to get involved and help adults to organize lessons and activities.

The students in Year 9 have 3 or 4 hours of PE a fortnight depending on their set. The curriculum offers a wide range of physical activities: football, rugby, basketball, badminton, health related education, athletics, cricket, handball, softball and swimming.

- **How will I learn?**

Lessons take on a variety of approaches to learning, but are in the main based around competitive opportunities and skill acquisition. Students are taught through games and skill based activities.

- **How will I be assessed?**

Students are assessed based on their fitness levels and their skill ability

- **What will I be expected to do at home?**

Students are expected to take part in extra-curricular clubs at school and join a sports club outside of school to increase their fitness and skill levels.

Religious Studies

Head of Department: K. Harding

In Year 9,

- **What will I learn?**

Ethics unit – Religion and Life

Philosophy unit – beliefs and teaching (Christianity)

Philosophy unit – beliefs and teaching (Judaism)

- **How will I learn?**

Textbooks from AQA, PowerPoints, worksheets and group work resources made by the department to fit the needs of our students. Use of internet, i.e. YouTube clips.

- **How will I be assessed?**

End of unit test three times per year using past paper questions.

Showmyhomework according to the homework policy.

In class past papers to consolidate learning and time management.

- **What will I be expected to do at home?**

Showmyhomework according to the homework policy.

Read around the topics, research ahead of the lesson. They will be given a breakdown of unit as it starts so they will become more independent in their learning.

Head of Department: F. Mc Convery

In Year 9,

- **What will I learn?**

You will build on your learning from year 7 and 8 and look at new technologies and turning points in the areas of Chemistry, Physics and Biology. This will cover topics such as Genetics, Nanoparticles and Satellites. You will begin your GCSE Science course after February half term. This will build upon KS3 learning and introduce you to GCSE Topics such as Atoms and Bonding, Digestion and Energy Transfers.

- **How will I learn?**

In class you will learn in a variety of ways e.g. a mixture of practical investigation, comprehension, research, group work and individual work. You will have a different teacher for each of the three Science disciplines to get you used to this way of working ready for GCSE.

- **How will I be assessed?**

You will have tests three times per year to cover everything you have learned up until that point.

- **What will I be expected to do at home?**

You will be set regular homework. This could be various tasks e.g. answering questions to consolidate classroom learning, researching topic in more depth, online quizzes on Kerboodle, making models, revision for tests.



OPTION SUBJECTS

Computer Science

Head of Department: M. O’Gorman

In Year 9,

- **What will I learn?**

Advanced programming in Python

You will build on the programming skills taught in year 8 and work towards GCSE standard Python work. You will have the opportunity to learn about programming techniques such as loops, lists, procedures and functions. NASA uses Python to program space shuttles and all these skills are also used by programmers in a variety of jobs such as game and app creation.

Discover how computers work

It is easy to take for granted how computers, phones and tablets work. We use them every day and you will learn how they work by learning the following topics:-

- Elements of a computer system
- The CPU
- Understanding binary
- Binary addition
- Storage devices
- Convergence and new technologies

Build and interrogate your own software system

You will create a database system and be able to find useful information from it. Databases are used in every software system and every computer game you play.

You will also begin GCSE units of work as you progress through the year in preparation for work in year 10. These topics may include Hardware, Software, Operating Systems, Networks, the Internet and fundamentals of Computer Science

- **How will I learn?**

You will learn Python Programming through a variety of practical activities and project based tasks. This will enable you to understand algorithms and designing code at GCSE level. Computational thinking and problem solving tasks will be set throughout the year to challenge you to think independently. Solving problems is a big part of how you will learn to be a competent computer scientist.

- **How will I be assessed?**

In class assessments will be given to test your understanding of theory units. You will also be given Python programming challenges to design, create and test. This will prepare you for programming assessments if you continue to GCSE.

- **What will I be expected to do at home?**

Homework will be set on a regular basis. This will consist of theoretical work as well as programming scenarios. Python will be used in class and it is a free download so students will also be expected to use it at home.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

No

Computer Science GCSE

What course will I follow?

Edexcel GCSE Computer Science

What will I learn?

Computational Theory:-

Overview of possible content:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of computer networks, the Internet and the World Wide Web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Practical Programming:-

Overview of possible content:

This is a practical 'making task' that enables students to demonstrate their computational techniques using a programming language. Students will:

- Decompose problems into sub-problems.
- Create original algorithms or work with algorithms produced by others.
- Design, write, test, and evaluate programs.

Students will use the Python programming language which is available free of cost.

Why Choose Computer Science?

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

You will learn how to create simple computer games and gain an understanding of the fundamental concepts around creating software applications. You will be able to create your own applications for devices such as mobiles and tablets. You will also learn how to create interactive web-based applications as opposed to just being end users of these. In the context of gaming, you will be able to create your own simple games instead of being restricted to those produced by others. In essence, studying this specification will free students from dependency on other people creating applications for them to use. The course provides progression from key stage 3 studies by building on the knowledge and skills taught and will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science. Whilst this course is not specifically mapped to any particular industry standard IT qualification it will provide a

sound preparatory basis of study. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Aims and learning outcomes

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

Overview

<p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	<p>1 hour and 40 minutes Written paper (no calculators allowed)</p> <p>40% of total GCSE</p>
<p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<p>2 hours Written paper (no calculators allowed)</p> <p>40% of total GCSE</p>
<p>Programming project</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	<p>Programming project Totalling 20 hours Non-Exam Assessment (NEA)</p> <p>20% of total GCSE</p>

SUBJECT: Geography

Head of Department: K. Williams

In Year 9,

- **What will I learn?**

Below is a table which includes the six topics which pupils will follow throughout year nine in Geography.

There is also a breakdown of what is involved in each of these topics giving you an idea of what typical lesson content may be.

Pupils will also go on a fieldtrip during the year which will be planned nearer the time.

Restless earth	Resources and energy production linking to sustainability	Development and globalisation	Weather systems and extreme weather hazards	Rivers and coastal system	Ecosystems, polar, and hot deserts
Earth structure and plate movement through time and what evidence we have for this including dinosaurs	Greenhouse effect both natural and anthropogenic and carbon emissions- Why do we need the greenhouse effect?	The global village Shrinking world Why do the rich get richer and the poor get exploited?	The weather low/high pressure. Depressions/ anticyclones. Air pressure and atmospheric circulation. Effects in summer and winter.	What are rivers like, processes Features of a river What happens on the bend of a river The hydrograph	Study of the globe and atmospheric circulation the trade winds and the effects of latitude on the climate.
Different kinds of plate boundaries and volcanoes	Why is CO ₂ bad? Carbon footprint Reducing the carbon footprint	How is world trade changing and why? Who gets more money? Why are there winners and losers?	How do tropical storms form?	Erosional and depositional features of a river such as Waterfalls, rapids, levees, flood plain Spits.	Equatorial climate including the location, various case study countries, common vegetation and wildlife and the adaptation they make to the climate.
The effects of volcanic eruptions including study of actual eruptions and volcanoes	Don't sink the Liver building! Including ocean warming and acidification and thermal expansion of the oceans	Why is China so uneven? How can China get richer and the wealth get more uneven? What is the difference between average and typical income?	Hurricane Katrina 2005	River management for floods and pollution. Hard and soft engineering strategies.	Savannah climate; the climatic characteristics, plant and animal life, adaptations made to the climate
Measuring earthquakes and the different scales we use including Mercalli and Richter scales	Reuse, reduce, recycle- will it work is it enough, too little too late. Climate lag and the future?	How is development affecting people? Life expectancy, education, medical care and infant mortality are considered as indicators of wealth and development.	What is the difference between a hurricane and a tornado?	The changing coastline of the UK. Include study of depositional and erosional features of coastlines such as beaches, sand dunes, cliffs, headlands, caves, arches and stacks.	The Mediterranean climate; the climatic characteristics, plant and animal life, adaptations made to the climate
Study of real events and earthquakes including study of Tsunamis	Power generation green energy- solar power, wind, wave, HEP	Where are all of the billionaires? How is the rapid urbanisation in the world affecting different groups of people? Mega cities to slums?	Salt Lake City Tornado	Holderness Coast- Coast receding and people's homes lost How can we protect the coasts with hard and soft engineering?	The UK climate; the climatic characteristics, plant and animal life, adaptations made to the climate
Supervolcanoes and the effects of such an eruption on the globe.	How green is your house?	How has shopping changed?- from daily shopping to internet sales What is the Geography of a football match? Football- what is the price of a football?	How do Floods Happen? Mississippi River flood	Mapleton and Hornsea what is the future for these towns?	The Arctic/ Polar climate; the climatic characteristics, plant and animal life, adaptations made to the climate

If you look at the information for GCSE Geography, which is also included in this pack, you can see that the topics which we have chosen for study during year nine are all relevant to GCSE in Geography should pupils chose to continue with the subject in year ten.

Pupils will learn enquiry skills, graphical and numerical skills and cartographical skills (map work) throughout year nine which are skills which are vital to pupils' progression in Geography and other subject areas. We will also consider a wide variety of written sources of information which students will use to add evidence to your written answers and support your learning.

• **How will I learn Geography throughout Year 9?**

Through year nine pupils will have Geography lessons whereby the class teacher; Mrs Williams, Mr Pinnington or Miss Olejnik, will aim to assist and support pupils in acquiring a high-quality geography education.

We will attempt to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives and equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, the interaction between physical and human processes, and of the formation and use of landscapes and environments..

At St Margaret's we will aim to provide a curriculum for year nine that will;

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We will also aim to provide a fieldwork experience for the students whereby they will get to study geography outside the classroom in different and unfamiliar surroundings. Both gathering information to be used in classwork and as the basis for one of their assessments but also applying that theoretical knowledge which they have gained in class in a practical situation.

• **How will I be assessed in Geography throughout year Nine?**

Assessment throughout year nine will be continual assessment as you have been used to throughout year seven and eight.

You will complete a topic and then do some revision and a short assessment on that topic. Therefore, you will complete six short assessments throughout year nine which will be completed during your class time and assessed by your teacher who will provide you with written feedback as to your attainment.

The manner of assessment task will vary you will be asked to do presentations, written assessments, extended writing tasks, project work, research tasks and questions selected from past GCSE examinations which will stretch and challenge you and also give you confidence in your growing Geographical knowledge and understanding.

You will be made aware of the assessment criteria by your class teacher who will discuss the mark scheme and help you to understand what you have to do in order to achieve well in Geography.

- **How much Homework will I have for Geography?**

In year Nine Geography you are likely to receive one piece of homework per week from your teacher.

These homework tasks may be research based, extension tasks from class activities, extended writing tasks used to demonstrate the understanding of the class work or project work.

It is likely that your class teacher may negotiate longer periods of time for the completion of project work, particularly if this is relating to future assessments. Therefore, longer or more involved and demanding tasks may be given two weeks for completion. This will all be made clear by your class teacher.

Homework will be recorded in your planner. However, detailed instructions, support materials and reminders will be entered onto Show My Homework regularly to support you in remembering homework tasks and completing them to the best of your ability.

- **Can I study Geography GCSE if I don't take it in Year Nine?**

Yes you can.

The Geography GCSE course will not be started until year ten as we in the Geography team feel that you need your year nine studies to continue to gain the required skills and level of comprehension of geographical processes and concepts before beginning your GCSE studies proper.

However, you should consider that all of the topics studied at year nine are relevant and studied at GCSE level, therefore, in studying Geography in year nine, you gain a foundation of relevant knowledge which will assist you in success at GCSE level.

Geography GCSE

Which GCSE course will I follow?

At Key Stage Four (KS4) in St Margaret's' (SMA) students follow a two year full course in Geography, using AQA GCSE Geography Specification giving them a full GCSE qualification.

The course provides students with a wide range of teaching and learning experiences through the study of physical and human Geography in discrete self-contained topic areas giving them a solid foundation of knowledge and understanding in the subject with which to advance to A level studies in Geography should they wish to.

How will I be assessed?

The Scheme of Assessment comprises three components which are all written exams in the summer term of Year 11.

All examination are completed at the end of the course in the Summer examinations season of Year 11.

The course is divided into three units of study.

Paper 1: Living with the physical environment

What's assessed?

- The challenge of natural hazards,
- The living world,
- Physical landscapes in the UK,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35 % of GCSE

Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. This comprises study of; Natural hazards such as Earthquakes, Volcanoes, hurricanes and global warming. Ecosystems and biomes on earth. The physical landscapes in the UK including coastal areas and rivers.

Paper 2: Challenges in the human environment

What's assessed

- Urban issues and challenges,
- The changing economic world,
- The challenge of resource management,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35 % of GCSE

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income

countries (LICs) and newly emerging economies (NEEs).

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of

human environments; the dynamic nature of these environments that change over time and place; the

need for sustainable management; and the areas of current and future challenge and opportunity for

these environments. This Comprises study of; Urban challenges, newly industrialising countries and sustainability. The economic world including study of the development gap between more and less economically developed countries. The challenge of resource management and energy production in the UK and globally.

Paper 3: Geographical applications

What's assessed

- Issue evaluation,
- Fieldwork,
- Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30 % of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw

together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships

between different aspects of geographical study. This comprises the issue evaluation and the fieldwork components.

What will I learn?

The Specification highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The main focus of the Specification is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes the interdependence of physical environments and the interaction between people and the environment as well as an understanding of the need for sustainable management of both physical and human environments.

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economics.

Throughout the study of the GCSE Geography students will also gain many skills which are transferable;

- Communication skills
- Graphical and cartographical skills
- ICT skills
- Communication skills of discussion and debate
- Literacy and numeracy skills
- Problem solving and enquiry skills
- Enterprising skills and independent learning

Literacy in GCSE Geography

Students develop literacy skills such as; legibility of text, accurate spelling, punctuation and grammar, writing in different styles and appropriate use of Geographical vocabulary through their studies in Geography.

This progression is achieved through the completion and assessment of classwork and homework and the use of subject specific texts, newspapers, journals, extended writing tasks and independent project work.

Prior Learning and Inclusion in Geography

There are no official prior learning criteria for the Geography GCSE course and all SMA students have the opportunity to choose geography as an option subject.

All SMA students complete the KS3 Geography course provided throughout years 7, 8 and 9 comprising the study of eighteen units and providing a more than adequate foundation for progression to GCSE level. Therefore, all students irrespective of ability can gain access to and achieve in geography GCSE.

Students with special needs can access the Geography course through the differentiation and support offered by the class teacher and arrangements can be made prior to the external examinations for special considerations where students with an educational statement are entitled.

How will I learn?

Students are put into sets in Geography according to ability. Each set has a specialist geography teacher which will remain with the class for the two year duration of the course.

The teaching staff for KS4 Geography are;

Mrs Williams

Mr Pinnington

Miss Olejnik

What will I be expected to do at home?

You will be set two homeworks a week. This might be a written exercise (to practise skills learnt in class), learning (reading/internet) or research.

It is important to read through notes, to check that you understand the topics that your work is in order and nothing is missing.

How will studying the course be of value to me?

This Geography specification provides the opportunity to develop:-

- Communication Skills
 - Graphical and Cartographical skills
 - Technological skills, including ICT and GIS
 - Interpersonal skills through debate and discussion
 - Literacy and Numeracy
 - Problem Solving Skills
 - Entrepreneurial skills and awareness of career possibilities
-
- Allow the opportunity for personalised and independent learning
 - Provide candidates, for whom GCSE will be end of their formal study of geography, a clear overall view of the world in the first part of the 21st century
 - Provide a sound foundation for those candidates who intend to continue to study the subject to a higher level
 - Allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them

The course will give you the knowledge to be an informed person, with an awareness of many of the issues affecting people across the world today – local, national and global.

Geography is a useful and versatile subject in that it combines many facets and skills from other disciplines. It is useful to those considering careers in industry, commerce, transport, travel and tourism:-

Environmental Services including Town and Country Planning, Estate Agents, Surveying, Local Government.

Information Services such as Libraries, Journalism, Market Research and the Armed Forces.

If you are considering studying Geography beyond GCSE level, then the subject allows you to keep your options open, in that you can combine Geography with Science subjects (Maths, Physics, Geography), or the Arts, Business Studies, or with the Earth Sciences like Geology/Oceanography.

Head of Department: J. Lloyd

In Year 9:

- **What will I learn?**

You will study a wide range of topics covering: sports & exercise, TV, cinema, reading habits, internet, travel & holidays, personality, relationships, clothes, music, where you live, your home and food & drink.

You will also study German grammar. This will cover the present, perfect, imperfect and future tenses as well as modal verbs, imperatives and comparisons so that by the end of Year 9 you will be able to communicate confidently in past, present and future tenses.

- **How will I learn?**

You will follow the Stimmt course and will work independently, in pairs and in groups. Activities will cover the four skill areas of listening, speaking, reading and writing. Our online learning packages such as Active Learn, Quizlet and Languages Online provide multi-media resources so you can listen, watch video clips & play language games in school *and* at home.

- **How will I be assessed?**

You will be assessed at the end of every module in the following 4 skills:

- Listening
- Speaking
- Reading
- Writing

- **What will I be expected to do at home?**

You will need to learn vocabulary on a weekly basis as well as grammar rules and you will produce written work at the end of each unit to show how well you have understood the topic. Online assignments will also be a regular feature of the course. All students should have a bilingual dictionary; looking up new vocabulary is a vital skill for any linguist.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

No, this will not be possible.

Head of Department: P. Keenan

In Year 9,

- **What will I learn?**

Students will begin their GCSE studies.

The first unit studied is Crime from 1000AD to the modern era.

In Years 10 and 11, students will complete the other two units. These include topics on Henry VIII and his ministers, Weimar and Nazi Germany, and finally the era of the Cold War.

- **How will I learn?**

Students are expected to work hard in lessons to complete a wide range of written tasks. To aid their learning, students will engage with a number of written and visual historical sources. They will be required to judge their content, usefulness and reliability to immerse themselves fully in the historical debate.

- **How will I be assessed?**

Class based tests and homework assignments are used to assess student progress across the course.

At the end of the course there are 3 GCSE exams; there is no longer a coursework element in history.

- **What will I be expected to do at home?**

Students are expected to complete a mixture of written assignments and research tasks. The aim is to demonstrate their knowledge and skills, as well as augment their wider understanding of the topics studied.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

No, the first unit of the GCSE course will be completed by the end of Year 9, so it is not possible to join the course in Year 10.

Extra-curricular opportunities

Students also have the opportunity to join older students on our annual multi-day excursion. In the last three years, we have visited Berlin, Paris and Munich.

Information Technology

Head of Department: M. O’Gorman

In Year 9,

- **What will I learn?**

You will build upon your IT skills from year 8 and develop them further. You will use software to create IT products.

- **Creating a video and using sound in audacity**

- You will learn how to plan, script and edit a video for a particular purpose. You will learn how to effectively review your work and make improvements.

- **Build and interrogate your own software system**

- You will create a database system and be able to find useful information from it. Databases are used in every software system and every computer game you play.

- **Create and use Spreadsheets**

- Create and use formulas to produce working IT Systems

- **Create Websites/Apps**

- Plan, create and design your own websites/apps

You will learn some of the fundamentals of IT

- Theory topics may include IT systems, hardware, software, networks and emerging technologies

This course will prepare you for the IT Tech Award (GCSE equivalent). This will be an option for year 10.

- **How will I learn?**

You will be given a range of practical based projects and expected to review and improve what you create. This will enable you to prepare for the IT Tech Award in year 10. Interactive lessons including group work and independent study will help you learn a range of theory topics.

- **How will I be assessed?**

In class assessments will be given to test your understanding of theory units. Your project/practical work will be assessed continuously.

- **What will I be expected to do at home?**

Homework will be set on a regular basis. This will consist of theoretical work as well as practical scenarios. You will be expected to practice your IT skills in your own time by showing a genuine interest in the subject.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

Yes

THIS YEAR 9 COURSE WILL PREPARE YOU FOR AND BEGIN WORK TOWARDS THE IT TECH AWARD

Information Technology Technical Award

This award is equivalent to one full GCSE and replaces GCSE ICT.

Who is this qualification for?

This qualification is for learners aged 14-16 who wish to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector. The course will prepare learners for further study and careers in IT by introducing them to three key occupational areas enabling them to develop the skills required to progress into these sectors.

The IT Technical Award is a vocationally-related GCSE-equivalent qualification designed to develop learners' knowledge and understanding through the application of knowledge in a work-related context.

What will the learner study as part of this qualification?

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of the proposed approach to the new specification. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching. If this specification is not accredited we will select a specification from an alternative exam board that has been approved that is as close to this specification as possible.

Learners taking this qualification will study the fundamental aspects required in the three IT occupational areas covered by this specification: creative, data management and technical. They will also study the specific theory and skills required in their chosen occupational area in greater depth resulting in the creation and evaluation of an IT system.

Learning will take place through a mixture of real-life case studies, practical tasks and a study of theoretical concepts. They will develop their IT knowledge, understanding and skills. Learning will be engaging and take place in a vocational context, allowing the learner the opportunity to create products, or artefacts that demonstrate their ability to put theory into practice.

The occupational areas have been chosen from industry research showing current shortages of skilled people within the creative, data management and technical areas. To address these needs this specification will focus on the following:

Creative:

- Creating a website
- Creating an interactive entertainment product

Data management:

- Creating a spreadsheet
- Creating a database

Technical:

- Creating a small office network
- Building and configuring a PC.

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Unit 1: Practical skills in IT (internally assessed)

In this unit learners will develop a broad range of key skills in two of the occupational areas.

Unit 2: Creating IT systems (internally assessed)

This unit allows learners to focus on one occupational area with a view to developing their understanding and skills in designing, creating, testing and evaluating a complete IT system to meet the requirements of an end user.

Unit 3: Fundamentals of IT (externally assessed)

This externally assessed unit will provide learners with the underpinning knowledge and understanding required to work within the IT industry, including learning what IT systems are, where they are used and their component parts.

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will gain a broad range of practical skills in IT that will be of use for further study and in their career; they will choose to develop skills in two of the three occupational areas. They will then explore one of these occupational areas in more detail and focus on the system lifecycle to design, create, test and evaluate a solution to an IT problem. In addition they will underpin this with fundamental knowledge and understanding of IT including:

- IT systems
- Hardware
- Software
- Networks
- Securing IT systems
- Emerging technologies.

Learners will achieve a qualification that is relevant to the needs of industry, places them in a sound position for progression to further study and equips them with relevant employability skills.

This Technical Award is designed to allow learners to progress to A-levels or level 2 qualifications or apprenticeships, to junior roles in the IT industry they are learning about, or level 3 vocational qualifications. Helping learners to progress into employment has always been a cornerstone of technical qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of our Technical Award.

Which subjects will complement this course?

This qualification will be complemented by a range of GCSEs including Maths, English and Science.

Overview

<p>Unit 1: Practical skills in IT</p> <p>2 of the following areas will be covered in Unit 1</p> <p>1. Creative skill group</p> <ul style="list-style-type: none">• Create and edit an animation:• Create and edit a video:• Create and edit a sound file:• Manipulate images to enhance them:• Integrate multimedia elements into a website: <p>2. Data management skill group</p> <ul style="list-style-type: none">• Use formatting and formulae to transform and visualise data:• Use SQL to query and update data:• Use data validation:• Perform a 'what if?' analysis:• Perform a mail merge: <p>3. Technical skill group</p> <ul style="list-style-type: none">• Install an expansion card in a PC:• Make and test a working UTP patch cable:• Create and configure a 3-device computer network:• Secure a wireless network:• Automate common tasks:	<p>Internally Assessed (Portfolio of Evidence)</p> <p>30% of Technical Award</p>
<p>Unit 2: Creating IT Systems</p> <p>Learners will select and produce a project in one of the following areas</p> <p>1. Creative:</p> <ul style="list-style-type: none">• Creating a website• Creating an interactive entertainment product. <p>2. Data management:</p> <ul style="list-style-type: none">• Creating a spreadsheet• Creating a database.	<p>Internally Assessed (Portfolio of Evidence)</p> <p>30% of Technical Award</p>
<p>Unit 3: Fundamentals of IT</p> <ul style="list-style-type: none">• IT systems• Hardware• Software• Networks• Securing IT systems• Data and information• Emerging technologies.	<p>1 hour and 30 minutes Written paper</p> <p>40% of Technical Award</p>

Spanish

Head of Department: J. Lloyd

In Year 9,

- **What will I learn?**

You will study a wide range of topics covering: family and friends, holidays, hobbies, weather, transport, directions, shopping, food and drink, school and college & work and work experience.

You will also study Spanish grammar. This will cover the present, perfect and near future tenses as well as modal verbs, comparatives and superlatives so that by the end of Year 9 you will be able to communicate confidently in past, present and future tenses.

- **How will I learn?**

You will follow the Edexcel Foundation Spanish course and will work independently, in pairs and in groups. Activities will cover the 4 skill areas of listening, speaking, reading and writing. You will also make good use of online learning packages such as Active Learn, Quizlet and Languages Online in order to enhance your subject knowledge.

- **How will I be assessed?**

You will be assessed at the end of every module in the following 4 skills:

- Listening
- Speaking
- Reading
- Writing

- **What will I be expected to do at home?**

You will be expected to learn vocabulary on a weekly basis as well as grammar rules and you will be expected to produce written work at the end of each unit to show how well you have understood the topic. Online assignments will also be a regular feature of the course. All students should have a bilingual dictionary; looking up new vocabulary is a vital skill for any linguist.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

No, this will not be possible.

Art and Design

Head of Department: S. Davidson

In Year 9,

- **What will I learn?**

Political Urban Art & Contextual Studies of Architecture

Students will be introduced to a variety of materials and techniques and will learn about artists' work through research and gallery visits. Students will be encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end. This course will teach you to look at the world in a creative way. During the course students will learn more about Political Urban Art and Contextual Studies of Architecture. Students will have a sketchbook and portfolio to demonstrate all practical learning, ideas development and critical analysis. Tuition is enjoyable, structured, friendly and supportive, resulting in high-grade achievements on this course! Art and Design develops a wide range of skills. Art and design may offer a highly creative and hands-on alternative to other subjects you may be studying at GCSE.

These are the skills that we expect students to develop their artistic practice:

- Produce observational drawings;
- Record ideas and information;
- Carry out research into the work of other artists;
- Experiment with a range of media and techniques;
- Develop your ideas from the given starting point;
- Produce a final piece, or pieces, of work based upon preparatory studies and research.

- **How will I learn?**

1. Practical lessons within the Art Rooms
2. Class wide discussions, talks and viewpoints from Artists and designers
3. Visit Galleries – Teacher led as well as curator talks
4. Use of Digital Medias (Photoshop & Digital Cameras)

- **How will I be assessed?**

Each project will be assessed according to GCSE criteria, i.e. 9-1, including homework. All of this work can be put forward for the GCSE period Portfolio of work will be used to form 60% of the overall grade with an Exam worth 40%.

- **What will I be expected to do at home?**

Set homework relating to the current project, sketchbook work, photography, first and second hand observational drawing using mixed media.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

All work assessed in year 9 will contribute towards the overall GCSE grade; however students would be also eligible to pick the course up in year 10.

Head of Department: C. Cooke

Which course will I follow?

Edexcel Business Studies and Economics/Communication Systems

How will I be assessed?

Students will be assessed by two external examinations

Theme 1: Investigating small business

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Questions will comprise of a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions

What will I learn?

A GCSE qualification in business enables students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable.

These are the skills that we expect are students to develop:

- practical skills – time management, personal organisation and action planning
- presentational skills – addressing audiences using a variety of media and forms
- personal skills – showing evidence of progression
- interpersonal skills – communication and group work
- cognitive skills – reflection and review of own and others' performances.

How will I learn?

Students will learn in a variety of different methods.

What will I be expected to do at home?

Regular set homework relating to the current class work.

Which subjects complement Business Studies?

Business Studies combines well with Humanities based subjects due to the way the course is assessed. The Communication Systems topic would encourage students who have a particular interest in Computing/ICT. The Economics topic would suit students who are numerate and enjoy keeping up with current affairs.

What careers and University courses can Business Studies lead to?

Business is the most popular subject at Key Stage 5 at St Margaret's and many students go on to study Business Related courses at University (Business, Accountancy, Economics, Management, Actuary). It also helps a number of our students when entering employment and the growing number of apprenticeship students have knowledge of large organisations and the different functions within them.

Can I study the subject in Year 10 if I do not study the subject in Year 9?

No

Design & Technology

Head of Department: G. Richards

In Year 9,

- **What will I learn?**

Design & Technology is a very engaging and exciting subject which aims to prepare you for living in a technological world. It helps young people to recognize the need for new and improved products. It gives students the capability and confidence to design and make their own products using the same procedures and principles used in the design and manufacturing industries today. The Year 9 course is delivered through projects which enable you to work with a variety of materials, including; food ingredients, woods, metals and plastics and which cover the following areas; Resistant Materials, CAD/CAM, Graphics, Food & Nutrition, Engineering and Electronics. Special emphasis is placed upon students creating high quality outcomes in a variety of materials via projects such as the Passive Amplifier and Infinity Mirror.

The department is well equipped with leading edge technology, which allows students to build Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) into their work. Students have the opportunity to use computer packages such as 2D Design and CircuitWizard and CAM machines such as laser cutters and 3D printers as well as using traditional tools and equipment.

- **How will I learn?**

Your learning is project based; you will be taught technical knowledge, designing and making skills through a series of exciting projects. The Design and Technology staff encourage active learning by demonstration, modelling of ideas, experimentation, making, discussion and participation in group or pair work. Increasingly, we are using computer programs, the Internet and videos to stimulate student interest and enhance their learning opportunities. Students are expected to produce interesting design ideas, and to plan and make the end products. Throughout this process, students will develop skills of analysis, assessment and evaluation so that they are able to offer sound opinions based on facts. The students will have the opportunity to use the laser cutters, CNC Router and 3D printers to produce creative and imaginative final products.

- **How will I be assessed?**

You will be assessed in four main areas of Design & Technology

- Designing
- Making
- Evaluation
- Technical Knowledge

During each project a range of skills are assessed. These include: researching the task, developing ideas, making high quality accurate products using a range of tools, equipment and processes. Other areas that are also assessed include: quality of presentation and finish, effort, planning and evaluation and your technical knowledge. Teachers assess work regularly and at the end of each project, students are tested. Students also carry out a self-assessment.

- **What will I be expected to do at home?**

You will be set regular homework that supports your learning in the classroom. These tasks may be extended tasks, based around a particular theme or topic related to the project being

worked on or technical knowledge of materials, tools, equipment and manufacturing techniques. These are graded together with the complete project.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

Design & Technology currently offer four routes in KS4.

- **GCSE Design and Technology – Product Design (AQA)**
- **GCSE Electronics (EDUQAS)**
- **BTEC First Award in Engineering (equivalent to 1 GCSE)**
- **Level 1/2 Hospitality & Catering**

You would struggle to be able to complete either of the GCSE options if you did not take the subject in year 9, therefore you would need to take the subject in year 9 to follow the GCSE route.

If you were opting for the BTEC in Engineering you could take that course in KS4 if you do not take the subject in year 9 due to the specific content of the BTEC, but it would make your progress more challenging.

All students continue to take a compulsory lesson of Food and Nutrition education in year 9 so they are therefore eligible to take the Level 1/2 Hospitality & Catering course in KS4.

Design Technology GCSE/BTEC

What course will I follow in Y10 and Y11?

There are now four routes to follow in KS4 Design Technology.
You could select from:

GCSE Design and Technology – Product Design (AQA)

GCSE Electronics (EDUQAS)

BTEC First Award in Engineering (equivalent to 1 GCSE)

How would you be assessed in Design Technology GCSE?

You will be assessed in two areas at the end of the course.

Assessment 1:	Written Paper	50%
Assessment 2:	Controlled Assessment	50%

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of the proposed approach to the new specification. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching. If this specification is not accredited we will select a specification from an alternative exam board that has been approved that is as close to this specification as possible.

How would you be assessed in Electronics GCSE?

You will be assessed in three areas at the end of the course.

Assessment 1:	Written Paper	40%
Assessment 2:	Written Paper	40%
Assessment 3:	Controlled Assessment	20%

How would you be assessed in Design Technology BTEC?

You will be assessed in a number of units.

Assessment 1:	Externally Assessed Units	25%
Assessment 2:	Internally Assessed Units	75%

What will I learn in GCSE?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will engage in solving real problems, which may occur in everyday life or relate to work and industry. They will work creatively when designing and making and apply technical and practical expertise.

Designing: Identifying problems, Investigating, Analysing information, Generating ideas, Developing solutions and Evaluating.

Making: Producing high quality products in a range of materials using a wide variety of tools and machinery.

Electronics; Understanding and designing systems that solve real problems including, timers, amplifiers and logic circuits, using kits and computers to model and develop solutions and the application of scientific principles. Assembling components to produce working electronic systems and circuits. Using equipment safely and accurately.

What will I learn in BTEC?

The BTEC First Award in Engineering is split into four units of work which cover the full two years of the course. The units cover both practical work and theoretical work, related to the world of engineering. The course would be ideally suited to students who like to know how products work

and how they are constructed. The practical units involve the use of a wide range of tools and machinery to accurately make engineered products. Students will learn about modern manufacturing techniques through the use of Computer Aided Design and Computer Aided Manufacture. This is ideal training for students who are interested in a career in manufacturing, engineering and other STEM related activities.

How will I learn?

Learning in Design Technology is both theoretical and practical and is centred around Design and Make assignments. In GCSE there are two/three in Year 10 and a major project in Year 11. In BTEC there are several practical units spread across years 10 and 11. To support the development of this work, students will complete a number of focussed practical tasks, that will develop their knowledge and understanding or skills.

What will I be expected to do at home?

You will be set homework on a regular basis. This will include written exercises, reviewing work completed during lessons, design work, preparation for the controlled assessment and tests.

What are the GCSE controlled assessment/ BTEC Units like?

Controlled assessment is:-

A single design-and-make activity which is produced within a given timeframe. They consist of the development of a manufactured outcome and a concise design folder that records the design and making process.

BTEC Units

BTEC is based on continual assessment of Designing, Manufacturing, Product Investigation and theoretical knowledge. There are four units covered over the two years including: Investigating Engineered Products, Computer Aided Engineering, Machining Techniques, Engineering Materials.

What do I do next?

Your Design Technology teacher will explain each of the courses in greater detail and suggest the course he/she thinks will suit you best. You should discuss your options with your parents and indicate your choice on the options form as soon as possible.

Why choose Product Design, Electronics or Engineering?

All three areas are hugely important to our economy and our way of life. We live in a very design orientated world, with technology advancing at a very fast pace. Every day, humans interact with a myriad of products. Each product has been designed and made and there are huge amounts of jobs involved the creation and production of those items. Design & Technology subjects generate people who can think creatively and solve real world problems. Those skills are in high demand.

What careers and University courses can Design & Technology lead to?

Product Design, Mechanical Engineering, Electronic/Electrical Engineering, Construction, Manufacturing, CAD Design, Architecture, Aerospace, Computer Games Design, Production Manager, Graphic Design, Jewellery Design, Gas/Heating Engineering and many more.

Progression routes can be to follow on to A level or BTEC level 3 or apprenticeships and subsequently to higher education.

Drama

Head of Department: T. Mulligan

In Year 9,

- **What will I learn?**

You will learn about the various job roles in the Theatre such as Playwright, Performer, Director, Lighting Technician, Sound Technician and Set Designer and explore in depth specific skills you need to develop in those roles. Moreover, you will learn how an actor controls both his voice and body in performance and how performers achieve characterisation. Pupils will learn how theatrical productions are designed and executed and explore both set texts and devised work. The main focus throughout all of this learning will be skill development and team work. You will learn how to perform; support, communicate, work as part of a team, meet deadlines and execute high quality drama productions.

- **How will I learn?**

You will look at a selection of plays which include; Arthur Miller's 'The Crucible', Willy Russell's 'Blood Brothers', Shakespeare's 'A Midsummer Night's Dream' and John Buchan/Patrick Barlow's 'The 39 Steps'. Pupils will also explore various stimuli to inspire devised work and creativity. You will take part in teacher led workshops and lessons which involve full practical participation and you will study elements of performance in a more formal classroom setting.

Pupils will get the opportunity to see live theatre productions and be asked to analyse and evaluate the productions.

- **How will I be assessed?**

Pupils will be assessed throughout the year at various times depending on the unit of work being studied. These assessments will be practical assessments and involve the pupils performing or supporting performance under exam conditions. They will be judged on their rehearsal process; communication with the audience, individual skills and their ability to evaluate both their own performance and that of others.

- **What will I be expected to do at home?**

There will be research tasks and some written elements that are to be completed as homework. Actors will be expected to memorise scripts at home and pupils looking at supporting roles will be expected to complete and develop designs. It is encouraged that students watch as much live theatre as possible throughout the course of study.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

Yes, but you will miss the chance to develop key skills required to achieve the top band in this subject.

Drama GCSE

What GCSE course will I follow?

AQA - Drama

How will I be assessed?

Component 1 - Understanding drama

- Written exam: 1 hour 45mins
- Open book
- 40% of GCSE

Component 2 - Devising drama

- Devising log
- Devised performance
- 40% of GCSE

Component 3 - Texts in practice (practical)

- Performance of Extract 1 and Extract 2
- 20% of GCSE

What will I learn?

Students will have the opportunity to develop as a -

- Performer
- Designer (lighting, sound, set, costume)
- Performer and Designer

Through studying Drama at GCSE each pupil will develop their knowledge and understanding of: genre, structure, character motivation/interaction, style, language and the practical demands of a text. Students will study a range of texts that will challenge their capacity to process and analyse complex themes, characters and social issues. They will learn how to use their imagination as a tool to understand, comprehend and create theatre.

How will I learn?

Students will take part in practical workshops and teacher led activities that explore a variety of skills (voice/ physicality/ movement/ communication/ problem-solving). Through group work and individual performance pupils will develop confidence and resilience working in a challenging environment. Pupils will work hands on with technical equipment and technology to experience the role of a technician/ designer in the theatre. Pupils will work in a fully equipped state of the art Drama facility and experience first-hand how many different roles are involved in making theatrical ideas a reality.

What will I be expected to do at home?

Homework will vary depending on what type of project pupils are working on. However, lunch time and after school rehearsals will be compulsory at certain points throughout the course of study. Learning logs will have to be kept up-to-date and extra rehearsals organised to improve the final performances.

Students will be expected to watch theatrical productions and read full plays and extracts throughout their course of study.

How will studying this course be of value to me?

Studying Drama will naturally help you to develop your ability to analyse and evaluate performance and written text. Pupils studying History and English will find opportunities to sharpen their skills through practical exploration of classic literature, complex linguistic devices and historical contexts. Moreover, studying Drama at GCSE allows students to gain a variety of life skills and more

importantly the confidence to use them. Practical exploration and group work develops key communication skills, which are invaluable to future employers. Individuals are empowered to understand and manipulate the art of public speaking and audience address. Actors are able to problem solve, and improvise, their way around almost any practical problem or issue. The ability to work - as part of a team- to imagine, plan, create and perform a polished; theatrical piece within a specified time frame highlights a plethora of valuable skills that employers look for.

What demands will be made of me for coursework?

Students will be expected to complete one devising log that documents the creation and development of their idea for Component 2. This log is split into three sections each marked out of 20.

- Inspiration and intentions
- Development and collaboration
- Analysis and evaluation

This can take one of three forms; entirely written (2,500 words); written accompanied by photographs/annotated sketches/ drawings; entirely audio/ visual recordings.

What careers/ jobs can Drama help with in the future?

A Drama GCSE can help you progress in a wide range of further study and employment -

- Actor/actress
- Stage manager
- Directing (Film/television/theatre)
- Teaching
- Advertising
- PR
- Politics
- Law
- Arts administration
- Drama therapist
- Television production assistant
- Radio presenter
- Youth & community worker
- Personnel manager
- Social worker
- Journalist
- Marketing manager
- Charities administrator

Music

Head of Department: C. Smith

In Year 9

- **What will I learn?**

You will continue learning music through Performance, Composition and Listening and appraising with the Elements of music at the core of your understanding.

You will complete grade 1 music theory. (An option to move through more grades is also optional).

You will learn how to analyse music from short set works such as a recent pop song, an African vocal piece or a short classical Film theme.

You will continue to perform regularly in front of your peers, recording your work with microphones and learning how to progress further through self and peer assessment.

You would be expected to have instrumental/vocal tuition either privately or through the school peripatetic system.

Keyboard skills.

- **How will I learn?**

Year 1 – You will complete a foundation year in the subject developing musical skills and bridging any gaps in knowledge that you may have. It will involve practical lessons exploring different musical styles and learning how to compose using specific musical features. You will use Sibelius and Cubase software to notate your work. You will also develop analytical skills as you extend your theoretical knowledge. It will be expected that you are regularly practising your instrument/voice at home.

Year 2 – You will start the analysis of the set works as prescribed by the exam board and complete your first composition. You will complete a number of solo & ensemble performances throughout the year to show progress in musical performance.

Year 3 – You will complete the analysis of the remaining set works and apply your knowledge to exam style questions in preparation for the examination in May/June. You will also complete your second and final composition and perform the solo and ensemble pieces for assessment in March 2018.

- **How will I be assessed?**

You will be assessed in various ways ranging from the school USMA system, GCSE type assessment criteria as well as peer assessment and formal written tests. You will be given regular verbal feedback about your work.

- **What will I be expected to do at home?**

You will be expected to practise your instrument or voice.

You would also need to listen regularly to many different musical genres of music, read about significant artists and composers.

You would be expected to complete theory/ listening/ research homework.

You would be expected to prepare for performances that will take place during school time.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

Students who are proficient instrumentalists with a solid knowledge of staff notation, Italian terms and musical genres would be able to opt in year 9 if they did not opt at year 8 level. They would be expected to catch up on their understanding of music ICT during their own time in the summer term of year 9.

Photography

Head of Department: S. Davidson

In Year 9,

- **What will I learn?**

Historical portraiture for the contemporary world

Students will be introduced to a variety of materials and techniques and will learn about artists' and photographers work through research and gallery visits. Students will be encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end. This course will teach you to look at the world in a creative digital way, whilst demonstrating an appreciation for Historical styles of working in a contemporary world. Students will have a sketchbook and a digital portfolio to demonstrate all practical learning, ideas development and critical analysis. Tuition is enjoyable, structured, friendly and supportive, resulting in high-grade achievements on this course! Photography will develop new digital approaches that will equip students with the skills to succeed in the technological world.

These are the skills that we expect students to develop their artistic practice:

- Produce observational photographs and drawings;
- Record ideas and information;
- Carry out research into the work of other artists and photographers;
- Experiment with a range of media and techniques;
- Develop your ideas from the given starting point;
- Produce a final piece, or pieces, of work based upon preparatory studies and research.

- **How will I learn?**

- Practical lessons within studio space
- Class wide discussions, talks and viewpoints from Artists and designers and photographers
- Visit Galleries – Teacher led as well as curator talks
- Use of Digital Medias (Photoshop & Digital Cameras)

- **How will I be assessed?**

Each project will be assessed according to GCSE criteria, i.e. 9-1, including homework. All of this work can be put forward for the GCSE period Portfolio of work will be used to form 60% of the overall grade with an Exam worth 40%.

- **What will I be expected to do at home?**

Set homework relating to the current project, sketchbook work, photography, first and second hand observational photographs using both analogue and digital processes.

- **Can I study the subject in Year 10 if I do not study the subject in Year 9?**

All work assessed in year 9 will contribute towards the overall GCSE grade; however students would be also eligible to pick the course up in year 10.