

The background of the page features a large, faint watermark of the school's crest. The crest is circular and contains a shield with a cross, a banner with the word 'GORDON', and a motto scroll at the bottom with the Latin phrase 'FIDELIUS'.

GORDON'S SCHOOL

KEY STAGE 4 OPTIONS AND
ACADEMIC GUIDE
2019



EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



COURTESY

Showing politeness and thinking of others before yourself.

INTEGRITY

Being honest and doing the right thing, whether or not anyone is watching.

DILIGENCE

Always working to the best possible standard, taking care in even smallest details.

ENTHUSIASM

Approaching everything with a positive attitude, and enjoying what you do.

RESILIENCE

Keeping going, even when it is difficult.
Recovering when things go wrong.

"Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent" Ofsted, 2017.

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KEY STAGE 4 CONTACTS

Key Stage 4 Form Tutors may be contacted via the school telephone number or school email address.

SENIOR LEADERSHIP TEAM

Head Teacher	Mr. Andrew Moss	head@gordons.school
Deputy Head Curriculum	Mr. Andrew Reeve	areeve@gordons.school
Deputy Head Pastoral	Mr. Robert Pavis	rpavis@gordons.school

BOARDING HOUSE CONTACT DETAILS

Augusta House	Mr. and Mrs Mathews	Augusta@gordons.school 01276 859716
Balmoral House	Mr. and Mrs Duffield	Balmoral@gordons.school 01276 859719
Buckingham House	Mr. Jamie Sinclair	Buckingham@gordons.school 01276 859722
China House	Mrs Heather Pavis	China@gordons.school 01276 859739
Gravesend House	Mrs Helen Bryan	Gravesend@gordons.school 01276 859723
Kensington House	Ms. Kate Connery	Kensington@gordons.school 01276 859710
Khartoum House	Mr. Chris Davies	Khartoum@gordons.school 01276 859711
Sandringham House	Mr. and Mrs Moore	Sandringham@gordons.school 01276 859724
Windsor House	Mr. and Mrs Aukett	Windsor@gordons.school 01276 859727
Victoria House	Ms. Sarah Maslen	Victoria@gordons.school 01276 859715

HEAD OF DEPARTMENT CONTACT DETAILS

Academic Enrichment	Simon Depoix	sdepoix@gordons.school
Art	Andrew Holt (Temporary)	aholt@gordons.school
Careers	Alexa Tarsey	atarsey@gordons.school
Computer Science	Alan Walters	awalters@gordons.school
Design & Technology	Katie Klavenes	kklavenes@gordons.school
Drama	Laura McConville Katherine Moore	lmconville@gordons.school kmoore@gordons.school
English	Philip Berry	pberry@gordons.school
Food and Nutrition	Karen Rentell	krentell@gordons.school
Geography	Paul Schofield	pschofield@gordons.school
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Learning Support	Victoria Phillips	vphillips@gordons.school
Mathematics	Gary Knight	gknight@gordons.school
MFL French	Megan Cottam	mcottam@gordons.school
MFL German	Simon Depoix	sdepoix@gordons.school
MFL Spanish	Samantha Amos	samos@gordons.school
Music	Rachel Brazendale	rbrazendale@gordons.school
PSHE - Character Education	Anna Hutchings	ahutchings@gordons.school
PE	Paul King	pking@gordons.school
RE	Fiona Lewis	flewis@gordons.school
Science	Simon Matthews	smatthews@gordons.school

TIMING OF THE SCHOOL DAY

MONDAY - FRIDAY

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am - 8.40am
Period 1	8.40am - 9.35am
Period 2	9.35am - 10.30am
Break	10.30am - 10.50am
Period 3	10.50am - 11.45am
Period 4	11.45am - 12.40pm
Lunch	12.40pm - 1.45pm
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	3.55pm - 4.55pm
Tea	5.00pm
Prep	6.00pm - 7.30pm

Library private study is open 7.30pm - 9.00pm Monday to Friday and for residential boarders on Sundays 7.30pm to 9.00pm. Day Boarders are strongly encouraged to stay for prep until 7.30pm Monday to Thursday and on Friday until 7.00pm.

The background of the page features a large, faint watermark of the Gordon's School crest. The crest is circular and contains a shield with a cross, a banner with the name 'GORDON'S', and a motto scroll at the bottom. The text 'KEY STAGE 4' and 'OPTIONS GUIDE' is centered over the crest.

KEY STAGE 4
OPTIONS GUIDE

INTRODUCTION

Gordon's is a non-selective, co-educational state boarding school. Our success is based on a rigorous academic curriculum; a boarding community with exceptional pastoral care; ceremony; a disciplined environment; abundant extra-curricular opportunities and a Christian ethos.

We recognise that a good education is not just about outstanding examination results but involves encouraging young people to have high expectations of themselves and providing them with a wide range of opportunities to learn, participate, contribute and challenge themselves both inside and outside the classroom.

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects. The composition and proportion of teaching time given to respective subjects is set out later in this booklet.

In the core subjects of English, Mathematics, Science and Modern Foreign Languages (where numbers require it), Key Stage 4 students continue to be placed in Sets as they were in Key Stage 3. This arrangement also affords the Head of Department the opportunity to target different tiers of public examination entry for different Sets.

This booklet is designed to support Key Stage 3 students in preparing for their transition into Key Stage 4. In the spring term of Year 9, students will have the opportunity to select a number of optional subjects. These non-core subjects will be studied through Years 10 and 11 and are terminally examined at the end of Year 11, along with the core curriculum. It is important that the options available to students are considered carefully as they may form the foundation for onward study into the Sixth Form and beyond.

Academic qualifications on their own do not guarantee success or happiness. However, it is undeniably true that young people are given a far better chance in life if they do perform to the best of their abilities in their examinations. At Gordon's we believe in promoting deeper engagement in the diverse knowledge and skills specific to any discipline or academic subject to give our young people the best possible start in adult life and encourage lifelong learning.

Learning and intellectual development are at the heart of everything we do at Gordon's. As students progress through school, we expect them to become increasingly engaged in learning about the world around them and how to think for themselves. With this in mind, we will seek ways to make thinking skills and other core skills a visible and conscious part of daily practice.

"It is clear that your school has equipped pupils to be successful thereafter, both in terms of their readiness for further study and in terms of their readiness to enter the world of work in due course." DFE

THE OPTIONS PROCESS AT GORDON'S

Year 9 students have some important choices to make about the subjects they will study over the next two years. Once these decisions are made, they will need to select four subjects including a 'reserve' from the 'options' subjects listed below. Whilst there are several subjects that must be studied until the end of Year 11, there are also many subjects that will be studied for the last time in Year 9. The purpose of this booklet is to help students decide which subjects to select as 'option' subjects and which subjects to 'drop'.

COMPULSORY SUBJECTS

The subjects that must be studied at Gordon's until the end of Year 11 are:

- English Language
- English Literature
- Mathematics
- Separate Sciences or Combined Science
- A Modern Foreign Language; French or German or Spanish
- Religious Education (Short Course)
- Physical Education*
- PSHE*

* Public Examinations are not taken in these subjects

OPTIONAL SUBJECTS

Three subjects and a reserve to be selected:

- Art & Design
- Business GCSE
- Enterprise - BTEC (Business)
- Computer Science
- Food Preparation and Nutrition
- Design & Technology
- Drama
- Geography
- History
- MFL - French (as a second modern foreign language)
- MFL - German (as a second modern foreign language)
- MFL - Spanish (as a second modern foreign language)
- Music
- Photography
- Physical Education (GCSE)
- Religious Education (Full Course)
- Travel and Tourism (BTEC)

Other BTEC courses may be available based on student demand; please direct enquiries to Miss J. Pierce (jpierce@gordons.school).

Please note that the option subjects listed above are all potentially available to pupils, however, there is no guarantee that all subjects will run. This is why it is important that students select a 'reserve' subject.

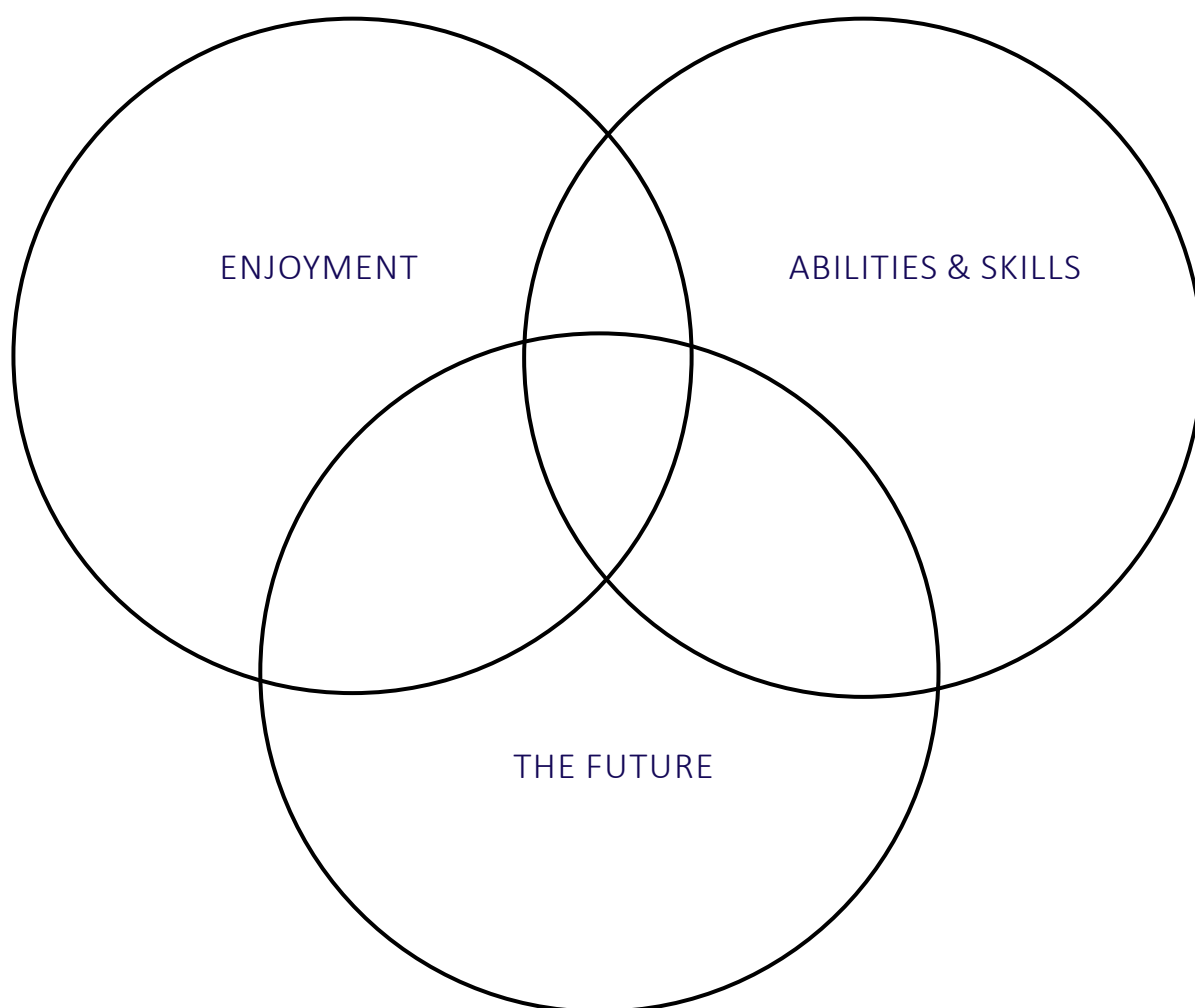
Option subjects will run based on the following pre requisites:

- Student demand
- Staffing

Please note: Students will not be able to make changes to their chosen courses once they have submitted their choices form. It is, therefore, strongly recommended that students and parents pay careful attention to the choices being made.

WHERE TO START?

To begin with, students need to think about three main things:



ENJOYMENT

The option subjects students choose will be studied at GCSE level for two years and it is important that they enjoy them. Without a genuine interest in the subject it is unlikely that students will 'push themselves' to succeed when the course challenges them, which it undoubtedly will, at various stages over the two years.

ABILITIES & SKILLS

Everyone has some things that they are good at and some things they are not. More often than not they have little control over this. For example one person may find that they are naturally good at one subject but finds another subject quite difficult. This is perfectly normal and students need to consider where their strengths lie. The fact that a student likes a subject does not necessarily mean that it plays to their strengths!

THE FUTURE

The subjects students choose to study are more likely to play a part in their future compared to those that they don't. However, this should not be of too much concern as almost one in two students who successfully graduate from University don't go into a job that is directly related to the subject that they studied at University.

NOW IT'S UP TO YOU

There are several things students must now do:

1. Read this booklet from start to finish, even if you think you have already made your mind up!
2. Discuss the options process with your parents, or whoever looks after you. They know you as well as anyone and they also know 'the real world' and can help you a lot more than you may think. Ask for their advice and listen to what they say.
3. Discuss different subjects with your teachers, including your form teacher and House Parents. Some questions you might like to ask could be:
 - What do you think I would be best at in the subject?
 - What do you think I would find the most challenging part of the course?
 - Do you think I could cope with the prep for this subject?
 - What things have we done this year that are similar to GCSE work?
 - Roughly what grade would you expect me to get at the end of Y11?
 - What A levels or other courses could this subject lead to?
 - What careers would the subject help prepare me for?
4. Discuss different subjects with Year 10 and 11 students in your House who are taking the subject or considered taking the subject.
5. If you have a future career in mind then go online and find out what subjects you need to study to be successful in that career.
6. Complete the table below giving yourself a X, ✓, or ? in each box.

Subject	Enjoyment	Abilities & Skills	The Future
Art and Design			
Business GCSE			
Enterprise - BTEC (Business)			
Computer Science			
Design and Technology			
Drama			
Food Preparation and Nutrition			
Geography			
History			
MFL - French (as a 2nd MFL)			
MFL - German (as a 2nd MFL)			
MFL - Spanish (as a 2nd MFL)			
Music			
Physical Education GCSE			
Photography			
Religious Education (Full Course)			
Travel & Tourism BTEC			

7. Anything else you feel will help you make the right decision.
8. When you are ready, complete the options choice form making sure both you and your parents sign it, and make sure it is handed into the School Office by **Wednesday 13th February**.

ENGLISH, MATHEMATICS AND SCIENCE

For reference, please see below for previous changes to the core curriculum:

ENGLISH

For GCSE English Language, students will be expected to read 'a wide range of texts', however, they will not be required to study set texts for this qualification. There is also an increased focus on the accurate use of spelling, punctuation and grammar. English Literature will focus on four areas of 'classic literature' and there is a requirement to respond to unseen texts in the examination.

ENGLISH LANGUAGE

Key content features:

- Greater focus on ensuring that students are able to write clearly and accurately, in good standard English.
- New requirements to use more diverse and challenging writing skills, such as narrating and arguing and to emphasise points of particular importance for different purposes and audiences.
- Requirements for students to read a wider range of high quality, challenging literature and non-fiction texts, drawn from a range of genres and types (from the 19th, 20th and 21st centuries)

Structure and assessment:

- Assessed by external exam only.
- Untiered exam papers only.
- 20% of the marks for the written exams will be allocated for accurate spelling, punctuation and grammar.
- Speaking skills will continue to be assessed but will not contribute to the overall grade. The assessment will be in the form of a formal presentation marked by teachers and reported separately, alongside the qualification grade on the certificate.

ENGLISH LITERATURE

Key content features:

Students will be required to study a range of high-quality, intellectually challenging, and substantial texts including; at least one Shakespeare play, one nineteenth-century novel, a selection of poetry since 1789 including representative Romantic poetry, and fiction or drama from the British Isles from 1914 onwards.

Structure and assessment:

- Assessed by external exam only.
- Untiered exam papers only.
- 5% of the marks will be allocated for accurate spelling punctuation and grammar.

MATHEMATICS

The Mathematics GCSE course, introduced in 2015, is now more substantial with greater emphasis on solving unstructured problems that require multi-step solutions.

Key content features:

- The course contains broader and deeper mathematical content and has more emphasis on ratio and proportion questions.
- More challenging topics such as vectors, arc length and area of a sector have been introduced at Foundation Tier.
- New Higher Tier topics include quadratic sequences, functions and finding the area under a graph.
- Students will be expected to learn key Mathematical formulae by heart.
- Additional requirements to provide clear mathematical arguments.
- A greater focus on problem-solving in a variety of contexts.

Structure and assessment:

- Greater examination time than the current GCSE course.
- Assessed by external exam only.
- Tiered exam papers; Foundation tier covering grades 1-5; Higher tier covering grades 4-9.

SCIENCE

The new Science GCSE qualifications are more substantial and challenging including an increased focus on working scientifically. Students will be expected to learn key formulae by heart.

The Qualifications:

- There are still three separate science qualifications: GCSE Biology, Chemistry and Physics
- GCSE Combined Science will be double-award (worth two GCSE qualifications)
- A single-award GCSE science will no longer be offered
- There are new additional qualification: Entry Level Certificates

Key content features:

- Enhanced content in all GCSE qualifications
- Broader and deeper mathematical content
- There will be a set of required practicals which students will conduct throughout the course
- There will be no controlled assessments or coursework

Structure and assessment:

- Greater examination time than the current GCSE
- Assessed by external exam only
- Tiered exam papers; foundation tier covering grades 1-5; higher tier covering grades 4-9
- 15% of examinations marks will be for practical skills
- On average, 20% of the marks in the examinations will require maths skills

SET CHANGE PROTOCOLS

INTRODUCTION

At Gordon's we believe in setting within core subjects; English, Maths and Science. There are several reasons for this:

- It gives students the incentive to 'move up' a set coupled with the knowledge that they will have to work hard to keep 'their place' in a set.
- It allows students to be taught in an environment where their peers are broadly of similar ability meaning a less intimidating environment which we feel is ultimately conducive to learning.
- It allows teachers to broadly 'pitch a lesson' at an ability level that will resonate with the vast majority of students.
- At Key Stage 4, when considering public examination entry, it affords the Head of Department the opportunity to target different tiers of entry for different groups of students.

Students will, on occasions, move sets and the protocols for this in the three main core subjects are detailed below. As the professionals teaching students every day we are in the best position to make judgements on the appropriateness of the set that a student should be in.

The School's reporting process provides indications of progress throughout the year and parents are encouraged to contact the School if they have concerns. However, set moves are predominantly based on end of year assessments and some students may move down a set as a result of such assessments without necessarily performing poorly or demonstrating significant concern during the year.

Set movements should not be viewed negatively and often a pupil is better served, certainly in the short term but perhaps longer, from moving down a set.

ENGLISH SETTING INFORMATION

At Key Stage 4, set changes in English are less likely to occur but are still made at times both during and at the end of the year. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term. The outcome of this, coupled with other pupil information and teacher judgement, may inform some set changes towards the end of the year.

For all set changes parents will be informed via a letter home.

MATHEMATICS SETTING INFORMATION

Students in Year 9 are formally assessed at two points during the year in January and April. The results of these tests will be used to determine the Mathematics set a students will be placed into for their GCSE course.

Please ensure, therefore, that your son or daughter takes these exams seriously and prepares for them appropriately.

There will be an opportunity to discuss the Mathematics setting at the Year 9 Parents' and Options Evening. At Key Stage 4, set changes in Mathematics are less likely to occur. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term, after which some set changes may occur.

For all set changes parents will be informed via a letter home.

SCIENCE SETTING INFORMATION

Science setting will be a topic discussed at the Year 9 Parents' and Options Evening.

Students in KS4 have two major internal assessments which are the Mock Exams in Years 10 and 11. Resetting will take place based on the results of these tests. Please note, however, that for Year 11 students there will be no movement between set 1 and 2 or between sets 5 and 6 due to the students following different curriculum pathways.

For all set changes parents will be informed via a letter home.

Set 1: Separate Science (Biology, Chemistry and Physics GCSEs)
Sets 2-6: Combined Science – Trilogy (this is equivalent to two GCSE qualifications)

Should parents wish to clarify the setting situation in Science they should contact Mr Matthews (smatthews@gordons.school) in the first instance.

It is important to note that the end of Year 9 Science exams will be used to determine the Set a pupil will be placed in for their GCSE course. Please ensure, therefore, that your son or daughter takes these exams seriously and prepares for them appropriately.

KEY STAGE 4 CURRICULUM

(6 X 55 MINUTE LESSONS EACH DAY)

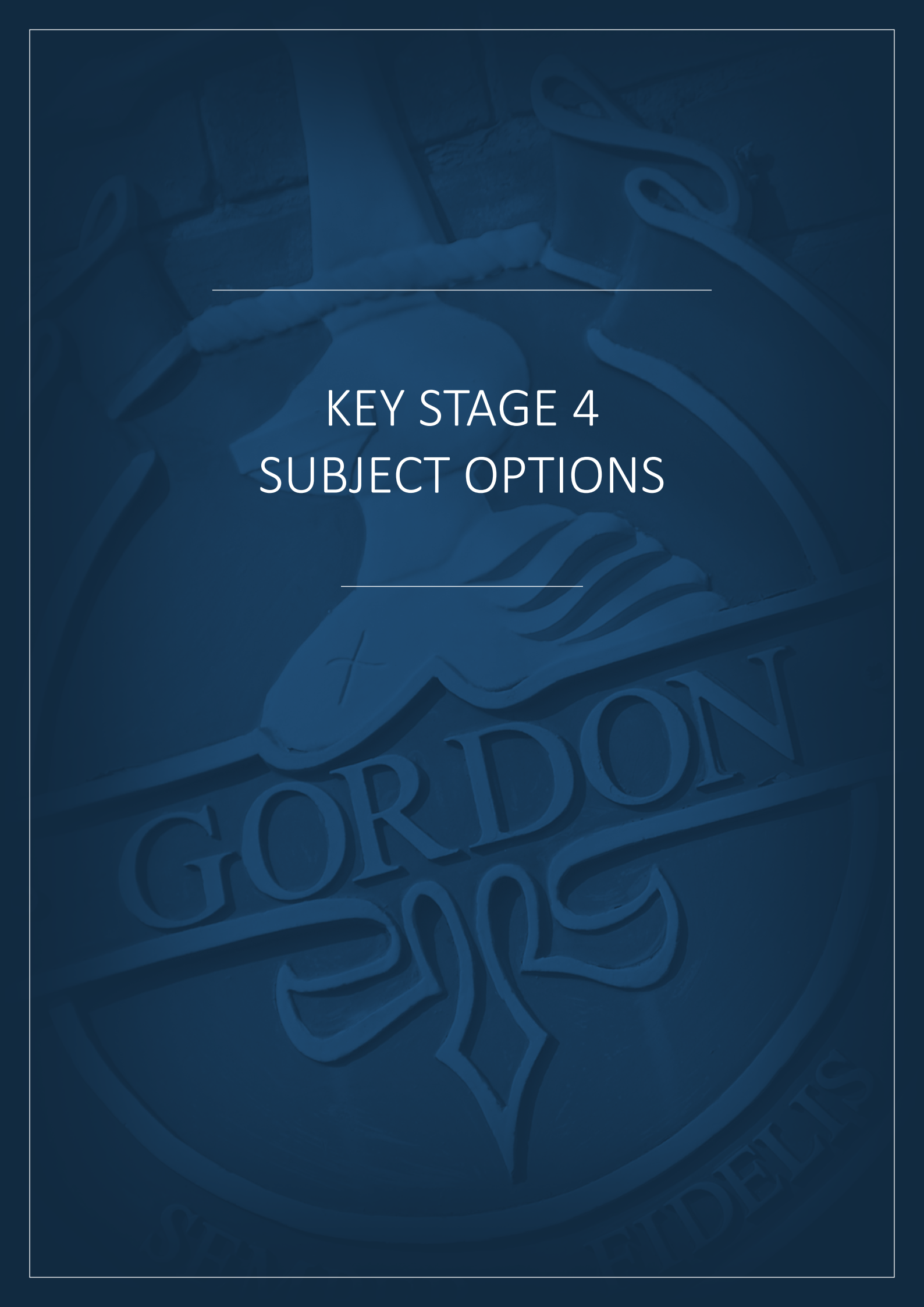
Year 10	Lessons	%
English	4	13.3
Maths	4	13.3
Science	7	23.3
Languages	3	10.0
Games	1	3.3
RE	1	3.3
PSHE	1	3.3
Option 1	3	10.0
Option 2	3	10.0
Option 3	3	10.0
Total	30	100

Year 11	Lessons	%	KS4 Total
English	4	13.3	8
Maths	3	10.0	7
Science	6	20.0	13
Languages	3	10.0	6
Games	1	3.3	2
PSHE	1	3.3	2
Option 1	4	13.3	7
Option 2	4	13.3	7
Option 3	4	13.3	7
Total	30	100	

KS4 Proportions	%
English	13.3
Maths	11.7
Science	21.7
Languages	10.0
Games	3.3
RE	1.7
PSHE	3.3
Option 1	11.7
Option 2	11.7
Option 3	11.7
Total	100

GORDON'S SIXTH FORM SUBJECT ENTRANCE CRITERIA SEPTEMBER 2019 ENTRY

Subject	Notes	Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English Language & Mathematics.
Art *	If destination is Architecture, Art typically is taken with Maths and/or Physics. Needed for some Sports Science subjects at University. Highly recommended for medicine. Strongly recommended that students have a GCSE Mathematics grade 6.	The expected entry criteria for each subject is shown below: GCSE grade 6 in Art or Photography.
Biology		GCSE grade 7-7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if separate sciences studied.
Business *		GCSE grade 6 in Business or BTEC Business level 2 Distinction if studied, or GCSE grade 5 in English Language & Mathematics are required.
Chemistry	Required for Medicine. Complements A Level Biology. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 7 in Chemistry or 7-7 in Combined Science.
Computer Science	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied, or a GCSE grade 6 in Mathematics is required.
Drama & Theatre Studies *	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied, or GCSE Grade 5 in English Language or English Literature.
Design & Technology *	Strongly advisable to those wishing to study Engineering, Architecture, Product/ Graphic Design and aligns well with Arts or STEM subjects. Some Architecture degrees require Maths, others favour arts. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied, or GCSE grade 5 in Mathematics is required.
Economics		GCSE grade 6 in Economics or GCSE Grade 6 in Business if studied, or GCSE grade 6 in Mathematics and grade 5 in English Language.
English Language		GCSE grade 6 in English Language.
English Literature		GCSE grade 6 in English Literature and grade 6 English Language
French	Exceptions may be made for native speakers.	GCSE grade 6 in French.
German	Exceptions may be made for native speakers.	GCSE grade 6 in German.
Geography	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography.
History		GCSE grade 6 in History.
Mathematics	Mathematics is required for Physics or Engineering. Further Mathematics also needed if Mathematics to be studied at a Russell Group University.	GCSE grade 7 in Mathematics and 'bridging assessment' success required in September 2019.
Further Mathematics	A level Mathematics will be studied in Year 12 and Further Mathematics will be studied in Year 13.	GCSE grade 8 in Mathematics & must study A Level Mathematics in Year 12.
Media Studies *		GCSE grade 5 in English Language or English Literature.
Music	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music or minimum grade 5 instrument and grade 5 Theory.
Physical Education *	30% of the final AS/A Level grade is practical. Students should be regularly competing at school 1st team standard.	GCSE grade 6 in GCSE Physical Education if studied, or a grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
Physics	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and must take A Level Mathematics in Year 12.
Photography		GCSE grade 6 in Art or Photography.
Psychology	Strongly recommended to be taken with other science subject(s) as some Psychology degrees ask for this. It is also strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Psychology if studied, or a GCSE grade 6-6 in Combined Science, or grade 6 in Biology if separate sciences studied, and a grade 5 in English Language.
Spanish	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer		
Information Technology (BTEC)	Double BTEC course. Should be combined with two AS subjects.	GCSE grade 4 in English Language and Mathematics are required.
Physical Education – Level 3 Diploma in Sport (BTEC)	Double BTEC course. Should be combined with two AS subjects.	GCSE grade 4 in English Language and Mathematics are required.
Business (BTEC)	Single BTEC course. Where a student has taken BTEC Business or Enterprise level 2 it is strongly recommended that they have achieved a Merit grade.	GCSE grade 4 in English Language & Mathematics are required
Supporting information:		
<ol style="list-style-type: none"> For the sciences, IGCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement. In terms of access to AS Level courses, IGCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking IGCSE Double Award Science require a grade AA or 7-7 to access any of the three sciences and who require a grade BB to access Psychology. Russell Group facilitating subjects are: Mathematics and Further Mathematics, Physics, Biology, Chemistry, History, Geography, Modern and Classical Languages and English Literature. Students are advised to research this area before selecting A Level courses. 		
* Consider accompanying these subjects with facilitating subjects when applying to Russell Group Universities.		

The background of the page is a dark blue watermark of the Gordon School crest. The crest features a shield with a cross, a banner across the middle, and a motto scroll at the bottom. The name 'GORDON' is written across the banner, and 'FIDELIS' is written on the scroll. The crest is surrounded by decorative elements like a crown and a scroll.

KEY STAGE 4
SUBJECT OPTIONS

ENGLISH LANGUAGE

Head of Department

Mr P Berry
pberry@gordons.school

Exam Board

AQA

Specification

8700

COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11.

Paper 1 – Explorations in creative reading and writing (1 hr 45mins) 50% of GCSE

Section A Reading: Students answer a series of questions, worth progressively more marks, on an extract from a literary fiction text. (For example Jamaica Inn)

Section B Writing: Students produce a piece of creative writing from a choice of two topics. (e.g. Write the opening part of a story about a place that is severely affected by the weather)

Paper 2 – Writers' viewpoints and perspectives (1 hr 45mins) 50% of GCSE

Section A Reading: Students read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

Section B Writing: Students produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that is introduced in Section A.

Non-exam assessment

Speaking and Listening: The assessment allows students to demonstrate their speaking and listening skills by giving a presentation (on a topic chosen by their teacher) in a formal context, responding appropriately to questions and asking questions to elicit clarification. Standard English should be used throughout. The assessment will be separately endorsed and will cover AO7, AO8 and AO9.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback.

AO9: Use spoken Standard English effectively in speeches and presentations.

HOW WILL I BE ASSESSED?

Exam Papers	% of GCSE	Details
Paper 1: Explorations in creative reading and writing	50%	Section A Reading: 25% (40 marks) One lit fiction text 1x4 marks, 2x8 marks, 1x20 marks Section B Writing: 25% (40 marks) Descriptive or narrative writing 24 marks for content, 16 marks for technical accuracy
Paper 2: Writers' viewpoints and perspectives	50%	Section A Reading: 25% (40 marks) One non-fiction and one literary non-fiction text (linked but from different periods) 1x4, 1x8, 1x12, 1x16 marks Section B Writing: 25% (40 marks) Writing to present a viewpoint 24 marks for content, 16 marks for technical accuracy
Non-exam assessment	% of GCSE	Details
Presentation	0%	The final level/grade for speaking and listening will appear as an endorsement on the students' GCSE certificate. Distinction, Merit, Pass or Fail.

ENGLISH LITERATURE

Head of Department

Mr P Berry

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Exam Board

AQA

Specification

8702

COURSE DETAILS

Examination

The course is now linear and will be examined at the end of Year 11. The course is “closed book” so students will not be allowed copies of set texts in the examination room.

Paper 1

Shakespeare and the 19th century novel (1 hr 45mins) 40% of GCSE

Section A Shakespeare: Students answer one question on the Shakespeare play they have studied: first they respond to an extract from the play and then they develop their answer to cover the whole text (Macbeth).

Section B 19th century novel: Students answer one question on the text they have studied: first they respond to an extract from the text and then they develop their answer to cover the whole text (Dr Jekyll and Mr Hyde).

Paper 2

Modern texts and poetry (2 hrs 15mins) 60% of GCSE

Section A Modern texts: Students answer one essay question from a choice of two on modern prose or drama (An Inspector Calls).

Section B Poetry: Students answer one comparative question on one named poem and one other poem from the anthology of poetry they have studied on the theme of Power and Conflict.

Section C Unseen poetry: Students answer one question on each of two unseen poems and then a comparative question.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Read, understand and respond to texts.

- Maintain a critical style and develop an informed response.
- Use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

HOW WILL I BE ASSESSED?

Exam Papers	% of GCSE	Details
Paper 1: Shakespeare and the 19th century novel	40%	64 marks in total Section A Shakespeare: 34 marks (including 4 marks for AO4) Section B 19th century novel: 30 marks
Paper 2: Modern texts and poetry	60%	96 marks in total Section A Modern texts: 34 marks (including 4 marks for AO4) Section B Poetry: (compare/contrast 2 poems) 30 marks Section C Unseen poetry: analyse an unseen poem 24 marks Then compare/contrast with 2nd unseen poem 8 marks

MATHEMATICS

Head of Department

Mr G Knight
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Exam Board

Edexcel

Specification

1MA1

COURSE DETAILS

- The new GCSE Mathematics Specification is designed for two ability levels: Foundation and Higher.
- Foundation Tier covers grades 1 to 5 and focuses on the key skills.
- Higher Tier prepares students for AS/A Level Mathematics and covers grades 4 to 9. This covers topics to a greater depth and includes more advanced techniques.

TYPICAL ACTIVITIES

The aims and objectives of the course are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and concepts.

ASSESSMENT OBJECTIVES AND WEIGHTINGS

		Foundation	Higher
AO1:	Use and apply standard techniques	50%	40%
AO2:	Reason, interpret and communicate mathematically	25%	30%
AO3:	Solve problems within mathematics and in other contexts	25%	30%

HOW WILL I BE ASSESSED?

100% externally marked examination.

Exam Papers	% of GCSE	Details
Paper 1	33.33%	Non-Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 2	33.33%	Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 3	33.33%	Calculator paper: 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

SCIENCE: BIOLOGY

Head of Department

Mr S Matthews

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Exam Board

AQA

Specification

8461

COURSE DETAILS

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

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	Details
Biology 1	50%	1 hour 45 minutes, 100 marks. Questions on topics 1-4 Foundation and Higher tier Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	50%	1 hour 45 minutes, 100 marks. Questions on topics 5-7 Foundation and Higher tier Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

SCIENCE: CHEMISTRY

Head of Department

Mrs F Radley

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Exam Board

AQA

Specification

8462

COURSE DETAILS

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

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	Details
Chemistry 1	50%	1 hour 45 minutes, 100 marks. Questions on topics 1-5. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	50%	1 hour 45 minutes, 100 marks. Questions on topics 6-10. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

SCIENCE: PHYSICS

Head of Department

Mr S Matthews

smatthews@gordons.school

Exam Board

AQA

Specification

8463

COURSE DETAILS

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

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	Details
Physics 1	50%	1 hour 45 minutes, 100 marks. Questions on topics 1-4. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	50%	1 hour 45 minutes, 100 marks. Questions on topics 5-8. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

COMBINED SCIENCE

Head of Department

Mr S Matthews
smatthews@gordons.school

Exam Board

AQA

Specification

8464

COURSE DETAILS

- | | |
|---|--|
| 1. Cell biology | 13. The rate and extent of chemical change |
| 2. Organisation | 14. Organic chemistry |
| 3. Bioenergetics | 15. Chemical analysis |
| 4. Infection and response | 16. Chemistry of the atmosphere |
| 5. Homeostasis and response | 17. Using resources |
| 6. Inheritance, variation and evolution | 18. Energy |
| 7. Ecology | 19. Electricity |
| 8. Atomic structure and the periodic table | 20. Particle model of matter |
| 9. Bonding, structure, and the properties of matter | 21. Atomic structure |
| 10. Quantitative chemistry | 22. Forces |
| 11. Chemical changes | 23. Waves |
| 12. Energy changes | 24. Magnetism and electromagnetism |

TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

HOW WILL I BE ASSESSED?

100% externally marked exam

Exam Papers	% of GCSE	Details
Biology 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 1-4. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 5-7. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 8-12. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 13-17. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 18-21. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics 22-24. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be sixteen required practicals during the course.

FRENCH

Head of Department

Miss M Cottam
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Exam Board

EDUQAS

Specification

C800P

COURSE DETAILS

Students will study 3 topics which are an extension of KS3 topics:

- Identity and Culture.
- Local, national, international and global areas of interest.
- Current and future study and employment

TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and comprehension.
- Speaking with teacher and peers.
- Producing different types of written pieces in the target language.
- Translation activities from and to French.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Understand spoken language (listening)

AO2: Communicate in speech (speaking)

AO3: Understand written language (reading)

AO4: Communicate in writing (writing)

HOW WILL I BE ASSESSED?

100% externally marked examination

Exam Papers	% of GCSE	Details
Unit 1: Speaking	25%	Students will have a role play, a photo card to discuss and a general conversation (available at Higher and Foundation level).
Unit 2: Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken French (available at Higher and Foundation level).
Unit 3: Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written French (available at Higher and Foundation level). There will also be a translation task from French into English.
Unit 4: Writing	25%	Students will answer structured and open-ended writing tasks and translate from English into French (available at Higher and Foundation level).

GERMAN

Head of Department

Mr S Depoix
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Exam Board

AQA

Specification

8668

COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

- Theme 1: Identity and Culture (me, family, friends, technology, free time, customs and festivals).
- Theme 2: Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).
- Theme 3: Current and Future Study and Employment (school, work experience, further education, jobs).

TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher, foreign language assistant and peers.
- Producing different types of writing pieces in the target language.
- Translating from and into German

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Understand spoken language (listening)

AO2: Communicate in speech (speaking)

AO3: Understand written language (reading)

AO4: Communicate in writing (writing)

HOW WILL I BE ASSESSED?

100 % Externally marked exams at the end of Year 11.

Students MUST be entered at the same tier for all four papers.

Exam Papers	% of GCSE	Details
Paper 1: Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken German. Section A will require non-verbal or English responses, Section B will require German responses (Higher & Foundation level).
Paper 2: Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1-3 above. Foundation: 7-9 minutes (with 10-12 mins prep time). Higher: 10-12 minutes (with 10-12 mins prep).
Paper 3: Reading	25%	Students will read a number of texts and answer questions to assess your ability to understand written German. Section A: Non-verbal or English responses. Section B: German responses. Section C: Translation from German into English (a minimum of 35 words at Foundation and 50 words at Higher) (Higher and Foundation level).
Paper 4: Writing	25%	<p><u>Foundation Tier</u></p> <ul style="list-style-type: none"> • Question 1 – photo prompt (students produce four simple sentences) • Question 2 – message (students produce forty words in response to four bullet points) • Question 3 – translation from English into German (min 35 words) • Question 4 – structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> • Question 1 – as Q4 above • Question 2 – open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions • Question 3 – translation from English into German (minimum 50 words)

SPANISH

Head of Department

Miss S Amos
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Miss H Shires
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Exam Board

AQA

Specification

8698

COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

- Theme 1: Identity and Culture (me, family, friends, technology, free time, customs and festivals).
- Theme 2: Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).
- Theme 3: Current and Future Study and Employment (school, work experience, further education, jobs).

TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher, foreign language assistant and peers.
- Producing different types of writing pieces in the target language.
- Translating from and into Spanish

ASSESSMENT OBJECTIVES AND WEIGHTINGS

AO1: Understand spoken language (listening)

AO2: Communicate in speech (speaking)

AO3: Understand written language (reading)

AO4: Communicate in writing (writing)

HOW WILL I BE ASSESSED?

100 % Externally marked exams at the end of Year 11.

Students MUST be entered at the same tier for all four papers.

Exam Papers	% of GCSE	Details
Paper 1: Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken Spanish. Section A will require non-verbal or English responses, Section B will require Spanish responses (Higher & Foundation level).
Paper 2: Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1-3 above. Foundation: 7-9 minutes (with 10-12 mins prep time). Higher: 10-12 minutes (with 10-12 mins prep).
Paper 3: Reading	25%	Students will read a number of texts and answer questions to assess your ability to understand written Spanish. Section A: Non-verbal or English responses. Section B: Spanish responses. Section C: Translation from Spanish into English (a minimum of 35 words at Foundation and 50 words at Higher) (Higher and Foundation level).
Paper 4: Writing	25%	<p><u>Foundation Tier</u></p> <ul style="list-style-type: none"> • Question 1 – photo prompt (students produce four simple sentences) • Question 2 – message (students produce forty words in response to four bullet points) • Question 3 – translation from English into Spanish (min 35 words) • Question 4 – structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> • Question 1 – as Q4 above • Question 2 – open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions • Question 3 – translation from English into Spanish (minimum 50 words)

RELIGIOUS EDUCATION: SHORT COURSE

Head of Department

Mrs F Lewis

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Exam Board

AQA

Specification

8061

COURSE DETAILS

It is a legal requirement that all students take an examination course in RE at KS4. Students have already begun their study of the short course GCSE in Year 9 and this will continue into Year 10, when students will sit an external exam in May 2020. Students study for the AQA Religious Studies A syllabus. Students study:

The beliefs and teachings of:

Christianity

Islam

Two religious, philosophical and ethical studies from:

Theme A: Relationships and families

Theme B: Religion, peace and conflict

TYPICAL ACTIVITIES

- Exploring the beliefs and practices of Christianity as the main religious tradition in Great Britain. Students will consider the impact of Christianity on contemporary life, as well as British history.
- Exploring the beliefs and teachings of Islam, with its foundations in a different continent and culture, to compare and contrast with Christianity. Also, to consider the lives and experiences of Muslims within British society.
- Discussion and debate of ethical and philosophical issues. Is it ever right to go to war? Is there gender equality in Britain? Should same-sex couples be allowed to marry in a church? Are nuclear weapons an acceptable deterrent?
- Interpreting religious teachings and applying them to modern day scenarios. For example, how does a belief in the sanctity of life influence decisions about the use of contraception?
- Formulating and expressing opinions. Exploring our own views, and those of others, to engage in the issues and questions that religion raises. To be able to vocalise and write down those views, from a religious or non-religious perspective.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Describe, explain and analyse, using knowledge and understanding

AO2: Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.

HOW WILL I BE ASSESSED?

100% exam

Exam Papers	% of GCSE	Details
Study of religions and thematic studies	100% of short course	Written exam: 1 hour 45 minutes <i>Section A:</i> Students answer questions on 2 religions Each religion has a common structure of five-part questions of 1, 2, 4, 5 and 12 marks. <i>Section B:</i> Students answer questions on both themes Each theme has a common structure of five-part questions of 1, 2, 4, 5 and 12 marks. Total marks: 96 + 6 marks for SPaG
Controlled Assessments	% of GCSE	There are no Controlled Assessments for RE GCSE

ART AND DESIGN

Head of Department
Mr A Holt (Temporary)
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Exam Board
Edexcel

Specification
1AD0

COURSE DETAILS

The two year Edexcel GCSE course in Art and Design consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

TYPICAL ACTIVITIES

- Research
- Supporting studies
- Analysis
- Experimentation
- Work in journal

ASSESSMENT OBJECTIVES AND WEIGHTINGS

AO1:	Develop ideas through investigations, demonstrating critical understanding of sources.	25%
AO2:	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	25%
AO3:	Record ideas, observations and insights relevant to intentions as work progresses.	25%
AO4:	Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language.	25%

These assessment objectives are equally weighted and form the basis of the course.

The externally set assignment or exam theme will be given in January with approximately eight school weeks to prepare for it.

HOW WILL I BE ASSESSED?

Assessment	% of GCSE	Details
Personal Portfolio	60%	The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least 2 work journals and larger pieces of 2 and/or 3 dimensions. A work journal is a sketchbook and time-based record. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.
Final Exam	40%	The final exam theme is set by the examining board and is in two parts: SUPPORTING STUDIES: Eight school weeks allowed for students to develop ideas (20%) TIMED TEST: 10 hours allowed to complete the final piece of work based on the supporting studies (20%)

The personal portfolio and exam work are exhibited for the final moderation carried out by the visiting moderator.

BUSINESS (GCSE)

Head of Department

Mr A Grace
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Exam Board

OCR

Specification

J204

COURSE DETAILS

Year 10

At the beginning of this course, students are introduced to key concepts and issues concerning the activities of a business. They explore the purpose and role of a business from providing goods and services to meet customer needs, through to the growth of an established business. Students will learn what makes a successful entrepreneur, how to identify and develop a business idea and spot opportunities that might one day make money, through participation in activities such as Dragons' Den. They also look at the role of marketing and human resources.

Year 11

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

TYPICAL ACTIVITIES

Case Studies, Mini Projects, Multiple Choice Questions, Decision Making, Essays.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- AO1:** Demonstrate knowledge and understanding of business concepts and issues
AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.
AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

HOW WILL I BE ASSESSED?

100% Externally marked exam (no coursework or controlled assessment)

Exam Papers	% of GCSE	Details
Business (01): Business activity, marketing and people	50%	A one hour and thirty-minute exam with calculations, multiple-choice, short-answer and extended-response questions.
Business (02): Operations, finance and influences on business	50%	A one hour and thirty-minute exam with calculations, multiple-choice, short-answer and extended-response questions.

ENTERPRISE: BUSINESS (BTEC)

Head of Department

Mr A Grace
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Course Leader

Mr S Moore
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Exam Board

Pearson (Edexcel)

Specification

Pearson BTEC Level 1/Level 2
Tech Award in Enterprise

COURSE DETAILS

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise

This exciting qualification is for students who wish to study the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business, but in a more practical and vocational context compared to GCSE.

During this course, students will explore a variety of different types of business organisation, from the large multi-national companies such as Amazon, to the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Working in small groups, students will then set up their own small enterprise and take responsibility for devising a business idea and putting this into practice. Students will also learn how a business manages its' money and people, and how it markets products that people want to buy.

This BTEC course is assessed mainly through coursework and is equivalent to one GCSE All learners will develop a range of knowledge and skills relevant to the business world and that are essential for successful performance in working life.

TYPICAL ACTIVITIES

Investigations, case studies, coursework and presentations are a core element of the course.

ASSESSMENT OBJECTIVES* - REQUIRED SKILLS AND KNOWLEDGE

- Apply business knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks.
- Develop practical and technical skills, including ICT, literacy and numeracy.
- Develop generic skills for work e.g. organisation, working in a team, communication and presentation skills.

**Students can gain a Pass, Merit or Distinction for each Unit and each separate Unit has specified assessment criteria which must be completed.*

HOW WILL I BE ASSESSED?

25% Externally marked exam.

75% Internally marked coursework (Three coursework tasks in total).

Years 10/11	Weighting	Details
Exploring Enterprises	30%	Internally assessed by coursework
Planning for and Running an Enterprise	30%	Internally assessed by coursework
Promotion and Finance for Enterprise	40%	External assessment - Supervised controlled assessment task, based on a case study

COMPUTER SCIENCE

Head of Department

Mr A Walters
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Exam Board

WJEC/EDUQAS

Specification

601/8291/X

COURSE DETAILS

GCSE Computer Science comprises 3 different assessments: 2 written exams and 1 Controlled Assessment. One written exam tests a pupil's knowledge of theoretical subjects within computer science, the other is an on screen exam testing computational thinking and programming techniques, while the Controlled Assessment tests a pupil's practical programming knowledge.

TYPICAL ACTIVITIES

Students will use a wide range of software to create a number of documents and publications relating to both the theory and the Controlled Assessment. Students will learn coding from a basic level upwards, looking at several different types of code and how a computer uses/interprets them; essentially, learning how a computer works. The theoretical elements of programming will be covered in the computational thinking component of the course, this will cover; problem solving, algorithms and programming constructs whilst learning different programming languages (Python, Greenfoot, assembly language and HTML). Students will consider, organisation and structure of data, different hardware components, operating systems, security and data management.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- AO1:** Candidates should demonstrate knowledge and understanding of the key concepts and principles of computer science.
AO2: Candidates will apply knowledge and understanding of key concepts and principles of computer science.
AO3: Candidates will analyse problems in computational terms:
- To make reasoned judgements.
 - To design, program, evaluate and refine solutions.

HOW WILL I BE ASSESSED?

80% Externally marked exam.

20% Internally marked externally moderated Controlled Assessment.

Exam Papers	% of GCSE	Details
Understanding Computer Science	50%	1 hour 45 minutes, 70 marks. Questions on topics 1-4. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Computational Thinking and Programming	30%	2 hours, 60 marks. Questions on topics 5-7. Foundation and Higher tier. Questions: multiple choice, structured, closed short answers, open-responses and programming problems.
Controlled Assessments	% of GCSE	Details
Software Development	20%	This component requires students to produce a programmed solution to a problem. Students must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution students are required to produce a refinement log that evidences the development of the solution.

DESIGN AND TECHNOLOGY

Head of Department

Miss K Klavenes

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Exam Board

AQA

Specification

8552

COURSE DETAILS

Students should be advised that the significant NEA (coursework) element of the subject means that students must be self motivated, independent learners and are expected to put in significant effort outside of lesson time to be successful.

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 get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

TYPICAL ACTIVITIES

Students will spend an almost equal amount of time on theory tasks and practical application, there is a significant amount of written work.

- materials and components
- design and market influences
- processes and manufacture
- the new specifications place a large emphasis on Science and Math's within the course
- focus on creative strategies to enable different outcomes

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

HOW WILL I BE ASSESSED?

50% Externally marked exam.

50% Internally marked Controlled Assessment - Written folder of approximately 24 x A3 digital portfolio pages.

Written Exam	% of GCSE	Details
2 hours (100 marks)	50%	<p>Section A: Core technical principles (20 marks): A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B: Specialist technical principles (30 marks): Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles (50 marks): A mixture of short answer and extended response questions.</p>
Non-exam assessment (NEA)	% of GCSE	Details
30–35 hours approx. (100 marks)	50%	<p>Substantial design and make task assessment criteria:</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating • In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner • Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence • Work will be marked by teachers and moderated by AQA

DRAMA

Head of Department (Maternity Cover)

Miss K Moore
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Exam Board
WJEC/EDUQAS

Specification
601/8420/6

COURSE DETAILS

Examination: The course is examined at the end of Year 11

Component 1: Devising Theatre

This component requires students to participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus

In the study of this component students will:

- Perform in, or design a piece of devised work.
- Write a creative log exploring the process of developing the performance work, written or audio.
- Write an evaluation of the devised piece.

Component 2: Performing a Text

Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

In the study of this component students will:

- Learners will be assessed on **either** acting **or** design.
- Learners study **two** extracts from the **same** performance text
- Learners participate in **one** performance using sections of text from **both** extracts.
- Learners must submit to the examiner a brief account of approximately 150 words (i.e. approximately **half** a side of A4) outlining their artistic intentions for the piece.

Component 3: Text in Performance

This component is a written exam. Students will study the set text of The Caucasian Chalk Circle from the perspectives of directors, actors and designers. They are also to evaluate the work of a live theatre piece that they have seen during their GCSE year from the perspective of directors, actors and designers.

In the study of this component students will:

- Develop understanding of the texts' original performance conditions
- Explore how the texts could be interpreted from a performance, design and directorial perspective
- Evaluate how directorial, design and acting decisions were used effectively within a piece of live theatre.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- AO1:** Create and develop ideas to communicate meaning for theatrical performance.
AO2: Apply theatrical skills to realise artistic intentions in live performance.
AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4: Analyse and Evaluate their own work and the work of others.

HOW WILL I BE ASSESSED?

30% practical examination
70% written examination

Exam Papers	% of GCSE	Details
Component 1	40%	Devising Theatre. Students will devise and perform a piece of original theatre in response to a stimulus. They will be assessed in either acting or design/technical skills. Students will also complete a written portfolio exploring the creating process and a written evaluation of the final piece.
Component 2	20%	Students will participate in a performance from a text. Students will be assessed in either acting or design/technical. They will be required to present their skill in front of an audience and a visiting examiner.
Component 3	40%	Written examination. Students are required to sit a 1½ hour written examination. Students will be required to demonstrate their understanding of a set text. They will explore how the set text might be interpreted in performance from the perspectives of an actor, director and designer. They will also be required to write an evaluation of a piece of live theatre they have seen during the course.

FOOD PREPARATION AND NUTRITION

Head of Department

Mrs K Rentell
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Exam Board

AQA

Specification

8585

COURSE DETAILS

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The food industry is one of the largest across the globe – everyone has to eat every single day. Skills can be utilised for many different aspects of the food world, with jobs in marketing, safety, quality management, nutrition and sales.

Students will spend an almost equal amount of time on written tasks and practical application throughout the course and will be able to make informed choices about a wide range of food related topics which include:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Students will complete 2 Non Examination Assessments in Year 11 which are set by the exam board. The first will allow them to investigate the working characteristics of ingredients and the second will prepare them to plan, prepare and cook a menu of 3 dishes.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare and present dishes, combining appropriate techniques.

HOW WILL I BE ASSESSED?

50% Externally marked exam

50% Internally marked Non Examination Assessment:

- Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- Task 2: Written or electronic portfolio not exceeding 15 A4 pages, including photographic evidence. Photographic evidence of the three final dishes must be included.

Exam Papers	% of GCSE	Details
Exam Paper 1	50%	Students will sit a 1 hour 45 minute exam worth 100 marks. To cover the five food preparation skills, Food, nutrition and health, Food science, Food safety, Food choice, Food provenance. Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)
NEA	% of GCSE	Details
NEA 1	15%	NEA 1: Food investigation Students' understanding of the working characteristics, functional and chemical properties of ingredients.
NEA 2	35%	NEA 2: Food preparation assessment Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

GEOGRAPHY

Head of Department

Mr P Schofield

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Exam Board

AQA

Specification

8035

COURSE DETAILS

Unit 1 - 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.

Unit 2 - Challenges in the human environment

This Unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. 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.

Unit 3 - Geographical applications

Section A: Issue evaluation

This section contributes a critical thinking and problem-solving skills. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Section B: Fieldwork (NOT Controlled Assessment)

Fieldwork is an essential aspect of Geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students need to undertake two fieldwork enquiries, one physical and one human - they will not be submitted but questions asked about them in the exam.

Geographical skills

In addition, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

HOW WILL I BE ASSESSED?

100% externally marked examination

Exam Papers	% of GCSE	Details
Unit 1: Living with the physical environment	35%	<ul style="list-style-type: none">Written exam: 1 hour 30 minutes88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
Unit 2: Challenges in the human environment	35%	<ul style="list-style-type: none">Written exam: 1 hour 30 minutes88 marks (including 3 marks for SPaG)
Unit 3: Geographical applications	30%	<ul style="list-style-type: none">Written exam: 1 hour 15 minutes76 marks (including 6 marks for SPaG)

HISTORY

Head of Department

Miss K Fairweather
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Exam Board

AQA

Specification

8145

COURSE DETAILS

Paper 1: Understanding the modern world

Section A: Period Studies

1C Russia 1894-1945

Section B: Wider world depth studies

Conflict and tension between East and West, 1945-1972

Paper 2: Shaping the nation

Section A: Thematic studies

2C Britain: Migration, empires and the people: c790 to the present day

Section B: Elizabethan England 1568-1603

TYPICAL ACTIVITIES

- Provide a clear overview of the time periods and an understanding of chronology.
- Analyse historical evidence to draw conclusions about the past.
- Variety of tasks to develop students of all learning styles.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

HOW WILL I BE ASSESSED?

This qualification is linear and is examined after two years of study. There is **no** coursework.

Exam Papers	% of GCSE	Details
Unit 1	50%	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks (including 4 marks for spelling, punctuation and grammar.• 50% GCSE
Unit 2	50%	<ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 84 marks (including 4 marks for spelling, punctuation and grammar.• 50% GCSE

MUSIC

Head of Department

Mrs R Brazendale
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Exam Board

AQA

Specification

8271

COURSE DETAILS

The GCSE Music course is designed to actively engage students in the process of music making; to allow students to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Students will develop their own musical interests and skills and will enjoy performing individually and in groups. They will learn to understand and appreciate a range of different kinds of music. **It is strongly advised that students taking GCSE Music have individual instrumental or vocal lessons** and there is an expectation that they will be heavily involved in Music throughout the School, as it is only through wide exposure to music in different styles that they will achieve the highest marks.

TYPICAL ACTIVITIES

- Performing individually and in groups on a variety of projects.
- Listening analytically to music.
- Individual composition in a range of styles.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Performing Skills: Performing with technical control, expression and interpretation.

AO2: Composing skills: Creating and developing musical ideas with technical control and coherence.

AO3: Listening and appraising skills: Analysing and evaluating music using musical terminology.

HOW WILL I BE ASSESSED?

40% Externally marked exam

60% Internally marked Controlled Assessment (3 Controlled Assessment tasks in total)

Exam Papers	% of GCSE	Details
Exam Paper 1	40%	Unit 1: Listening to, understanding and appraising Music
Coursework	% of GCSE	Details
Unit 2	30%	Composing Music
Unit 3	30%	Performing Music

PHOTOGRAPHY

Head of Department
Mr A Holt (Temporary)
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Exam Board
Edexcel

Specification
1PYO

COURSE DETAILS

The two year Edexcel GCSE course in Art and Design consists of coursework, now called the personal portfolio, and an externally set assignment (Timed Exam).

TYPICAL ACTIVITIES

- Research
- Developmental work
- Film, video and digital imaging

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

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

These Assessment Objectives are equally weighted (25% each), and form the basis of the course.

The externally set assignment or exam theme will be given in January with approx eight school weeks to prepare for it.

HOW WILL I BE ASSESSED?

Assessment	% of GCSE	Details
Personal Portfolio	60%	<p>The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least two work journals and larger pieces using either film, video, digital imaging or light sensitive materials.</p> <p>A work journal is a time-based record, with images and annotation. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.</p>
Final Exam	40%	<p>The final exam theme is set by the examining board and is in two parts: SUPPORTING STUDIES: Eight school weeks allowed for studies to develop ideas (20%) TIMED TEST: 10 hours allowed to complete the final piece of work based on the supporting studies (20%)</p>

The personal portfolio and exam work are exhibited for the final moderation carried out by the visiting moderator.

PHYSICAL EDUCATION (GCSE)

Head of Department

Mr P King
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Exam Board

OCR

Specification

J587

COURSE DETAILS

The GCSE course consists of three components.

Component One: Physical factors affecting performance

- Applied anatomy and physiology
- Physical training
- Risk Assessment

Component 02: Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

Component 03: Performance in physical education

Guide to Non-Exam Assessment (NEA)

- **Practical** - need to choose 3 practical activities - 1x Team 1x Individual and 1x Team or Individual (List specified by OCR)
- Written assessment on components of the two year course.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport.

HOW WILL I BE ASSESSED?

60% Externally marked exam (2 x one hour examinations)

40% Internally marked Controlled Assessment (3 activities and 1 written task)

Exam Papers	% of GCSE	Details
Paper 1: Physical Factors Affecting Performance	30%	This Unit will be assessed through a written examination which contains two sections Section A is multiple choice and smaller marked questions Section B is short answer and extended response questions
Paper 2: Socio-Cultural Issues and Sport Psychology	30%	This Unit will be assessed through a written examination which contains two sections Section A is multiple choice and smaller marked questions Section B is short answer and extended response questions
Controlled Assessments	% of GCSE	Details
Practical and Controlled Assessments	40%	Learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: <ul style="list-style-type: none"> • analyse aspects of personal performance in a practical activity • evaluate the strengths and weaknesses of the performance • produce an action plan which aims to improve the quality and effectiveness of the performance. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

RELIGIOUS EDUCATION: FULL COURSE

Head of Department

Mrs F Lewis
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Exam Board

AQA

Specification

8062

COURSE DETAILS

It is a legal requirement that all students take an examination course in RE at KS4. Students have already begun their GCSE studies in Year 9 for a short course GCSE qualification but there is an opportunity for students to opt to study the full course GCSE in Years 10 and 11 with two written exams in May 2021. Students study for the AQA Religious Studies A syllabus. Students study:

The beliefs, teachings and practices of:

Christianity

Buddhism

Four religious, philosophical and ethical studies from:

Theme A: Relationships and families

Theme B: Religion and life

Theme C: The existence of God and revelation

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Theme F: Religion, human rights and social justice

TYPICAL ACTIVITIES

- Exploring the beliefs and practices of Christianity as the main religious tradition in Great Britain. Students will consider the impact of Christianity on contemporary life, as well as British history.
- Exploring the beliefs and teachings of Buddhism, with its foundations in a different continent and culture, to compare and contrast with Christianity. Also, to consider the lives and experiences of Buddhists within British society.
- Discussion and debate of ethical and philosophical issues. For example, should animals be tested on? Should the legal limit for abortion be lowered? Is it ever right to go to war? Should there be the death penalty? Considering the 'Big Questions' like 'Does God exist? Is there life after death? Why is there suffering and evil?
- Interpreting religious teachings and applying them to modern day scenarios. For example, how does a belief in the sanctity of life influence decisions about abortion, fertility treatments or euthanasia?
- Formulating and expressing opinions. Exploring our own views, and those of others, to engage in the issues and questions that religion raises. To be able to vocalise and write down those views, from a religious or non-religious perspective.

ASSESSMENT OBJECTIVES - REQUIRED SKILLS KNOWLEDGE

AO1: Demonstrate knowledge and understanding of religion and beliefs

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence

HOW WILL I BE ASSESSED?

100% exam

Exam Papers	% of GCSE	Details
Study of religions	50% of full course	Written exam: 1 hour 45 minutes Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48 + 6 marks for SPaG
Thematic studies	50% of full course	Written exam: 1 hour 45 minutes Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24
Controlled Assessments	% of GCSE	There are no Controlled Assessments for RE GCSE

TRAVEL AND TOURISM (BTEC)

Head of Department

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Course Leader

Ms R Suarez
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Exam Board

Edexcel

Specification

BTEC Level 1/Level 2 First Award in Travel and Tourism

COURSE DETAILS

Edexcel BTEC Level 1/Level 2 First Award in Travel and Tourism

During this course students will gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector. Students will learn the main types of tourism in the UK and on an international scale. Students will understand what the different destinations have to offer different types of visitors and how the UK travel and tourism industry has developed with changing lifestyles, interests and technology. This course will inspire students to consider working in the dynamic travel and tourism sector. Not only personally rewarding, with a chance to travel the world, but this career could be financially rewarding too.

This BTEC course is assessed 75% through coursework and is equivalent to one GCSE. All learners will develop a range of knowledge and skills relevant to the travel industry and that are essential for successful performance in working life.

TYPICAL ACTIVITIES

Map work, mini brochures, multimedia presentations, role play scenarios, holiday itineraries and investigations.

ASSESSMENT OBJECTIVES* - REQUIRED SKILLS AND KNOWLEDGE

- Apply knowledge and understanding of the travel and tourism sector in real world contexts, with reference to relevant concepts and processes.
- Develop practical and technical skills, including ICT, literacy and numeracy.
- Develop generic skills for work e.g. organisation, working in a team, communication and presentation skills.

**You can gain a Pass, Merit or Distinction for each Unit and each separate Unit has specified assessment criteria which must be completed.*

HOW WILL I BE ASSESSED?

25% Externally marked exam

75% Internally marked coursework (Three coursework tasks per unit in total)

Year 10	Weighting	Details
Unit 1 The UK Travel and Tourism Sector	25%	Assessed externally by examination
Unit 2 UK Travel and Tourism Destinations	25%	Assessed by coursework
Year 11	Weighting	Details
Unit 4 International Travel and Tourism Destinations	25%	Assessed by coursework
Unit 6 The Travel and Tourism Customer Experience	25%	Assessed by coursework

The background of the page is a dark blue gradient with a large, faint watermark of the Gordon School crest. The crest features a shield with a cross, a banner across the middle, and a crest above. The name 'GORDON' is written across the banner, and '1862' is written below it. The motto 'FIDELIUS' is visible at the bottom of the shield.

KEY STAGE 4
ACADEMIC GUIDE

ADVICE, INFORMATION AND GUIDANCE TO STUDENTS, MINIMUM REQUIREMENTS

All students will have in their books / folders as a minimum:

1. Curriculum Content page.
2. Evidence of spelling corrections in the back of their books/ folders.

GCSE students will also receive:

3. Examination specifications.
 4. Content and date of important assessment points.
-

A GRADE HIGHER: TARGET SETTING, TRACKING AND INTERVENTION

At Gordon's all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

Target grades:

Targets for KS4 students are set at the top 10% nationally, meaning that progress and achievement for those obtaining this standard is outstanding and 'a grade higher' than achieved in most schools.

Targets	GCSE
Students	90th SE (top 10% nationally, based on prior attainment in a socio-economic context)

Target grades are given out at the beginning of the Autumn Term and recorded in students' diaries.

Students have until October half-term to request a change to their Target Grades. Requests must go via the Deputy Head Curriculum and, downgrades especially, will only be granted in exceptional circumstances.

ASSESSMENT, RECORDING AND REPORTING (ARR)

ARR - ASSESSMENT


Students will be assessed according to the demands of each subject. At the start of each year students will generally be given guidance and an outline of the assessment schedule for each subject.

Tri-Weeklies - roughly every three weeks (9/10 lessons) there is substantive formative feedback

Tri-Weekly Assessments, which fall between Key Assessments, provide students with additional next steps advice.

These assessments may come in many forms e.g. presentations, preps, classwork, tests, performances or mini projects and the work may be individual or group based.

Tri-Weeklies should nonetheless provide substantial narrative 'Next Steps' guidance that aids students' understanding of how to improve against clear success criteria.

Annotation in book/file: 


Key Assessments – once every half term there is a substantive exam-style assessment

These are assessment events which provide students with:

1. A GCSE grade
2. Constructive feedback on their performance in the assessment
3. 'Next steps' advice to take forward into future lessons and the next Key Assessment

Key guidance:

- A Key Assessment mark is not necessarily a student's Working Grade
- Next steps advice should be useful and practical i.e. refer to specific improvements required.

Annotation in book/file: 

		Year 10	Year 11
Every three weeks or one every 9/10 lessons	Tri-weekly	✓	✓
Half Term 1	Key Assessment	✓	✓
Half Term 2	Key Assessment	✓	✓
Half Term 3	Key Assessment	✓	✓
Half Term 4	Key Assessment	✓	✓
Half Term 5	Key Assessment	✓	X
Half Term 6	Key Assessment	✓	X

ARR - RECORDING

MARKING AND FEEDBACK

There are two types of 'deep marking' moments that occur regularly throughout the curriculum. These are Key Assessments and Tri-Weeklies. However, all students' work will be at least acknowledged by the teacher although frequent marking is, of course, encouraged.

Teachers are provided with three stamps which they will use when marking students' work. These stamps are:

1. 'WORK SEEN BY TEACHER' stamp – To be used by the teacher to acknowledge work. Whilst no qualitative judgement is being made about the work, using this stamp implicitly sends the message that the work is, at least, acceptable.

Annotation in book/file:



2. 'VERBAL FEEDBACK' stamp – To be used by teachers to acknowledge work and identify when students were given verbal feedback on work completed.

Annotation in book/file:  plus date

3. 'UNACCEPTABLE WORK' stamp – To be used by the teacher to acknowledge unacceptable work. This could be for a number of reasons e.g. poor quality, poor quantity or poor presentation. A comment of explanation should accompany the stamp.

Annotation in book/file:



- a. Students should expect work that has been clearly rushed or poorly presented will be deemed to be unacceptable and work should be re-done.
- b. Repetitive student errors should be tracked and clearly addressed by department teams. In most cases departments will have 'common errors' that will be tracked and tackled across each year.

EFFORT GRADES WITHIN MARKING

Some marked work, and all reports, will also include an effort grade ranging from 1 – 5. These numbers are attributed as follows:

- 1 = Outstanding
- 2 = Very good
- 3 = Good, but occasionally inconsistent
- 4 = Cause for concern
- 5 = Unacceptable

SPECIAL NOTE ON LITERACY

Marking to improve literacy is a whole-school initiative and an expectation of all staff. The minimum expectation is not that teachers mark all work for SPaG (Spelling, Punctuation and Grammar), but that significant pieces of extended writing, including Tri-Weeklies and Key Assessments, will be marked for 'literacy'. When marking for SPaG the codes below should always be used to ensure consistency.

Code	Explanation	Teacher marking	Student correction
//	Shows the point that a new paragraph should begin	"Where do you think you are going?" barked Mr Smith. // "To lunch" I replied.	"Where do you think you are going?" barked Mr Smith. "To lunch" I replied.
/	Shows the point that a new sentence should begin	It was a cold day / There was frost on the window.	It was a cold day. There was frost on the window.
C	Connecting word or phrase missed	Mother told me to head up to my room unpack my things	Mother told me to head up to my room and unpack my things
P	Error in punctuation	P Its great to be home.	It's great to be home.
SP	Spelling error	SP That won't be necessary.	That won't be necessary.
CP	Missed capital letter	CP My name is amy.	My name is Amy.
TE	Mistake made with tense	TE I went home and there is my letter.	I went home and there was my letter.
TS	Missed topic sentence	TS For example, it repeats the colour "red" which indicates danger.	There is an atmosphere of fear in the poem. For example, it repeats the colour "red" which indicates danger.
Λ	Missing word	All of a sudden, Λ was alone.	All of a sudden, I was alone.
V	Vocabulary error	V I ran slow.	I ran slowly.
?	Something not clear	? The man, who was old and wrinkly.	The man, who was old and wrinkly, followed me.
Dev	Develop idea/more explanation needed	The poem begins with a question which makes you think. Dev	The poem begins with a question which makes you think about your view on the war.
Q	Insert quote or reference	Strong imagery is used to help the reader visualise the horrors of war. Q	Strong imagery is used to help the reader visualise the horrors of war, for example, "an ecstasy of fumbling".

- SPaG marking will occur, as a minimum, in pieces of extended writing such as Tri-Weekly and Key Assessments.
- Typically, teachers will correct no more than 3 mistakes of the same type in a piece of work.
- Students are to correct SPaG errors, particularly spelling mistakes, in the back of their books/ folders.
- Word level mistakes are generally identified by applying the code above the mistake.
- Sentence and paragraph level mistakes are generally marked at the point within the sentence where the error has occurred.

ARR - REPORTING

Reporting is Half Termly at Key Stages 4. The philosophy of report writing at Gordon's is based on two fundamental beliefs. First, that students and parents are best served by a 'little and often' approach so that concerns can be raised in a timely fashion and second that the most effective way of supporting students and parents is through oral dialogue, not lengthy reports. Reporting is, therefore, largely grade based at Key Stage 4, apart from Year 10 Next Steps Advice reports and International Full Reports which are grade based and include narrative feedback.

REPORTING SCHEDULE

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Half Termly	Grade based information: <ul style="list-style-type: none"> • Effort Grade each Term • Target Grade • Working Grade
International Full Report	Once per Year in the Spring Term	Designed, primarily, to 'bridge the gap' that exists because parents of our international students cannot attend Parents' Evenings.
Year 10	NSA Report once per year in the Summer Term	Grade based information: <ul style="list-style-type: none"> • Subject Next Steps Advice • Head of House narrative • Tutor narrative

In all reports the accompanying letter from the Deputy Head Curriculum encourages parents to make contact with either the appropriate Head of Department or Head of House should there be any concerns either in individual subjects or across the Curriculum. This message is reiterated at Parents' Information Evenings at the beginning of the year.

Definitions of various grades that are awarded to students:

- **Effort grade** - The grade reflects how hard a student is working. It is not a reflection of academic ability or performance. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.
- **Target grade** - A statistically generated GCSE grade that is personal to each student and subject. It is designed to be both achievable and challenging.
- **Working grade** - The GCSE grade that a student is currently working at. The grade should be based on student performance over time and be separate from effort. Key Assessments will help inform the grade.

REPORTING GOOD EFFORT GRADES

Effort Grade	Grade Descriptors
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

+	Effort particularly worthy of praise	-	Effort that causes concern
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There is a 'correlation' expectation between effort grades and key competency entries, these additional entries are a good opportunity for teachers to put effort and working grades into some sort of context.

The aim is that, increasingly, learning builds the core qualities of Gordon's School: courtesy, integrity, diligence, enthusiasm and resilience. We believe these character strengths support higher level learning needed to help students achieve their potential and their very best examination results.

REPORTING KEY LEARNING COMPETENCIES

Competencies are complex and crucial qualities of successful learners. Parents may find the following table useful in considering how character strengths might be related to key competencies in lessons:

Character	Key learning competencies	Good performance standard
Courtesy	1) Group work	Willingness to work well with others. Able to be tolerant of the views of others and actively listen.
Integrity	2) Independent study	Willingness to take responsibility for own learning e.g. to follow the 4Bs (brain, book, buddy, boss).
Integrity	3) Reflection	Willingness to reflect honestly on progress, the humility to act on advice and feedback.
Diligence	4) Attention to detail	Thorough completion of work. Conscientious. Pride taken in work e.g. date, title, underlining, capitals.
Diligence	5) Prep	Completing prep on time and to the best of one's ability.
Diligence	6) Organisation	Responsibly organise self, including correct equipment brought to lessons and being punctual.
Enthusiasm	7) Contribution	Willingness / confidence to volunteer in lessons, to become involved in discussions / tasks, to take risks.
Enthusiasm	8) Commitment	Dedication and reliability. Continuously seeking to improve. Eager for knowledge, asking searching questions and willing to take risks.
Resilience	9) Focus	Willingness to concentrate on tasks, to avoid distractions and get to work without undue procrastination.
Resilience	10) Determination	Drive to succeed. Willingness to deal with setbacks, cope with pressure and challenging work.

REPORTING WORKING GRADES

Working grade	Action
2 or more below TG	This should generate one or more communication, numeracy or thinking skill # of concern to guide parents and form the basis of future discussion.

REPORTING COMMUNICATION, NUMERACY AND THINKING SKILLS

At Key Stage 4, if the subject teacher feels that there is a cause for concern and they feel it is appropriate they may indicate one or more communication, numeracy or thinking skill # to guide parents and form the basis of future discussion.

	Explanation
Communication	Includes written and oral communication. To spell and punctuate successfully, using good sentence structure and well-developed vocab. The ability to articulate clearly & appropriately.
Numeracy	The ability to use and understand statistics and basic maths clearly and appropriately.
Remember	Recalling information. E.g. Identify the main characters in 'Macbeth'.
Understand	Explaining ideas or concepts. E.g. Why does Lady Macbeth respond in that way?
Apply	Using information in another familiar situation. E.g. Predict how Lady Macbeth will react when...?
Analyse	Breaking information into parts to explore understandings and relationships. E.g. How does Shakespeare present Lady Macbeth at this point...?
Evaluate	Justifying a decision. E.g. How far do you agree with the view that Lady Macbeth is the true villain of the play?
Create	Creating a new product or point of view. E.g. Compare Shakespeare's presentation of women in 'Macbeth' and one other play.

ATTENDANCE

All students will register their arrival at school in the morning using a biometric reader. Tutors will take a mark book-register in tutor time and outside Chapel/assembly at 8.20am.

Teachers will use Lesson Monitor in SIMS to record all students in all lessons. Students arriving more than a minute after the start of lessons 1, 3 & 5 will be marked late (L), unless they offer a valid reason.

- Students are expected to attend all registration sessions and all lessons on time.
- If a student is unwell, their parents must contact the school regarding absence from all or part of the day. The parents of any student missing a registration session will be contacted by the Attendance Officer if notice has not been received within an hour of the registration session closing.
- If a student arrives after a registration session, they must sign in to the School Office.
- If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.
- Any student who misses any lesson outside the registration sessions must report to the School Office to explain their absence. Unauthorised Absences will be recorded and followed up by Heads of Houses and Tutors and will be referred to the Deputy Head (Pastoral).

CAREERS AND WORK RELATED LEARNING

Gordon's School is committed to ensuring that all our students receive effective, independent and impartial careers guidance.

Gordon's students will take part in a holistic education whereby they will have access to excellent academic opportunities and at the same time be fully prepared for work and life.

The aim of Careers and Work Related Learning at Gordon's is to guide students towards a career which is going to inspire them and equip them with the skills, qualifications and experience they need to achieve those aspirations. We want students to be ready for the world of work – whatever form that might take.

Students have access to independent careers advice, interviews and group sessions where they can speak with a careers professional in order to help them make positive choices for the future. Part of this guidance may involve completing psychometric tests so that students can better understand themselves and where their strengths might lie, as well as giving more advice on non-university options such as apprenticeships and vocational courses.

CLASSROOM PROTOCOLS FOR STUDENTS

- Students must enter the building and classroom in an orderly manner
- No scarves, gloves or hats
- Top buttons fastened and shirts tucked in
- Diaries on desks (Y7-11)
- Students will not be released early to reach the next lesson
- Orderly dismissal – silence, chairs under, blazers on
- Students must not call out answers without elicitation and talk must be relevant to the task



Does your work stand up to inspection?

Presentation of Work...

Underline the Title

Date: 01/09/2019

USE OF CAPITAL LETTERS

Rule off

CLINICS

Throughout the year Departments will deliver academic clinics to students at lunchtime or after school. Some clinics are compulsory while others are optional.

HONOURS PROGRAMME

The Gordon's Honours Programme seeks to promote and capture good character, rewarding hard work, service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities across the school, whether inside or outside the classroom.

HOW IT WORKS

Depending on the level of honours programme, students will be awarded their half and full honours based upon a variety of factors, which encourage progression, accountability and leadership. Key Stage 3 will accumulate 'stamps' for their participation and service across the school, whilst Key Stage 4 students will be recognised for their average effort grade. Key Stage 5 students will be rewarded for the hours of volunteering and service they provide both in and out of school.

Categories	
Academic	Above and beyond within a subject / lessons
Whole School (KS3)	Above and beyond outside the classroom (includes Houses)
House Effort (KS4)	Above and beyond in the House

AWARDS

Level	Years Involved	Half Honours	Full Honours
Bronze	7	100 stamps	Top 5 highest scorers
Silver	8 & 9	100 stamps	Top 5 highest scorers
Gold	10 & 11	Top 25% (effort grade)	Top 5 highest scorers
Platinum	12 & 13	Top 20% per year*	Top 10 in Y13

Half Honours are awarded at the end of term 3-1. Students in Y7-9 are awarded when they reach 100 stamps or more. Students in Y10-11 are awarded their Half Honours, if they are in the top 25% of the cumulated effort grades for both years (including academic and House) and students in Y12-13 are awarded when they reach 20 hours of volunteering and beyond.

*Top 20% of students eligible. Students who have already been awarded Half Honours are not eligible.

RECOGNITION

Level	Half Honours	Full Honours	Annual Prize
Bronze	Badge	Stripe	Top scorer
Silver	Badge	Tie + Stripe	Top scorer per year
Gold	Badge	Tie + Stripe	Top scorer per year
Platinum	Badge	Certificate†	Top scorer

NOTE: Students in KS3 achieving three full pages of academic stamps will receive an academic achievement certificate.

† Students gaining their Platinum Full Honours will receive an Amazon voucher and be eligible to apply for the Head Teacher's Grant.

INDEPENDENT LEARNING

PREP

A Prep timetable will be issued in September each year which staff will typically follow. At Key Stage 4, staff will aim to set 45 minutes of prep per timetabled subject, per day. Next-day prep is acceptable and sometimes necessary. Persistent failure and/or the regular production of work not compatible with a student’s ability is likely to result in a sanction.

Continued non-compliance is likely to result in a referral to the Deputy Head Curriculum.

STUDY SKILLS

At the start of each academic year, all students in KS4 will participate in a Study Skills programme delivered by the company The Life Skills Company. This is ‘topped-up’ just before Easter for students in Year 11 about to embark on their final preparation for GCSE exams. Information about these sessions and the ongoing Study Skills programme at Gordon’s is available on the School website.

A substantial programme of Easter Revision sessions will be offered to Year 11 students each year. These sessions will be supported through booklets containing general revision advice and work set by subjects that will also be put on the School website. During the academic year, subject clinics will run during the working week.

WIDER READING

Reading has been proved to be one of the biggest, if not the biggest, factors influencing academic success. Subjects will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support of this, the Library has a subject specific wider reading section; subject teachers will encourage these books to be read, refer to them whenever possible and ask the Librarian to order new books annually.

In the evenings, students who have finished their prep are strongly recommended to read until 7.30pm.

REMOTE ACCESS AND BYOD

The School network can be accessed from home through the School website. Students can also use their personal electronic device on the School’s Wi-Fi. Please see the IT Acceptable Use Policy.

REWARDS AND SANCTIONS

Behaviour	Reward	Behaviour	Sanction
Outstanding contribution to school life	6 Colours, Honours, Annual Prizes	Refusal, repeated disruption or high-level offence	5 Immediate referral to the School Office
Full page of Academic stamps (KS3)	5 Certificate / letter home (Head)	Continued disruption	4 School Detention
Effort grade average in top 25%	4 Commendation Letter (Head)	Repeated or increased disruption	3 Remove from room for 5 minutes
Excellent contribution and effort	3 Postcard sent home (HoD / HoH)	Repeated disruption	2 Bad comment in diary
Good contribution and effort	2 Good Comment or Stamp in Diary	Talking / low-level disruption	1 Verbal reprimand
Helpful, attentive and polite	1 Verbal Praise	Level	
Level			

SCHOLARS' PROGRAMME

By invitation

Gordon's Scholars' Programme involves a commitment from invited students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the schools' Scholars' Programme.

Students on the Scholars' Programme should complete a series of tasks and attend a range of events which will enhance their academic experience and fine-tune their wider critical thinking skills. Students should therefore draw on the extensive co-curricular academic offer as a part of their scholarship journey. This could include attending Library Lectures or Insight Talks, Chemistry Olympiad, participating in debating or MUN (Model United Nations), reading extensively around a subject or competing in a national essay based competition.

STUDENT DIARIES

The student diary is an integral part of student life and is an important vehicle for organisation and home-school contact. Students will be asked to have their diaries out on their desks in every lesson. Students who do not have their diaries with them will be sent directly to the Deputy Head Pastoral. Diaries must be kept neatly with all required sections completed.

Diary checks will be conducted weekly by Tutors, Heads of House and the Deputy Head (Pastoral). Diaries are also checked by members of WLT and SLT during Learning Walks. The following will be checked;

- That timetables and prep timetables have been entered correctly
 - That Heads of House (or delegated tutor) have signed the diary each week
 - That the correct subjects have been entered for prep each day
-

STUDY LEAVE FOR EXAMINATIONS

The School has a policy of 'no study leave'.

Before May half term:

- All Y11 students continue to attend all timetabled lessons in their timetabled classrooms, unless they are in an examination.
- The only exception to this is that students may study at home or in Residential Houses during the morning if they have an examination in the afternoon.
- Requests from parents for study leave will not be sanctioned and any absences will be recorded as 'Unauthorised'.
- If all examinations in a given subject have been taken, students may use the lesson time to revise silently for any remaining examinations.

After May half term:

- All Y11 students continue to attend lessons in those subjects in which they are still to sit an examination.
- Day Boarders may request in writing to the Head to stay at home to study, but must attend all lessons in subjects still to be examined. Absence will be recorded as 'Authorised'.
- Residential Boarders may stay in Houses to study but must attend all lessons in subjects still to be examined.
- A classroom will be available for Day or Residential Boarders who wish to study 'in School'.
- Students who have completed all of their examinations will not be required to attend school, unless required for activities and sports teams, including Inter-House events.

Students must sign in and out of school during examination periods using biometric readers as normal.



KEY DATES FOR ACADEMIC YEAR 2018-19

AUTUMN TERM 2018

INSET - Monday 3rd September 2018
INSET - Tuesday 4th September 2018
New Y7-10 Residential Students Arrive - Tuesday 4th September between 4-5pm
Y12 Residential Students Arrive - Wednesday 5th September between 10am and 12pm
INSET - Wednesday 5th September 2018
New Student Induction Day (Y7-10) - Wednesday 5th September 2018 (9.30am)
New Student Induction Day (Y12) - Wednesday 5th September 2018 (12.30pm)
First Day of Term - Thursday 6th September 2018
PARADE - Sunday 23rd September 2018
EXEAT - Saturday 29th and Sunday 30th September 2018
HARVEST PARADE - Sunday 14th October 2018
Half Term begins (1.5 weeks) - Friday 19th October 2018 at 3.35pm
INSET - Wednesday 31st October 2018
Lessons Commence - Thursday 1st November 2018
REMEMBRANCE PARADE - Sunday 11th November 2018
EXEAT - Saturday 24th and Sunday 25th November 2018
Last Day of Term - Friday 14th December 2018 at 12.40 pm

SPRING TERM 2019

First Day of Term - Thursday 3rd January 2019
WHITEHALL PARADE - Saturday 19th January 2019
Guildford Cathedral Service - Sunday 20th January 2019
EXEAT - Saturday 26th and Sunday 27th January 2019
PARADE - Sunday 10th February 2019
Half Term Begins (1 week) - Friday 15th February 2019 at 3.35 pm
EXEAT - Saturday 16th and Sunday 17th March 2019
PARADE - Sunday 24th March 2019
Last Day of Term - Friday 29th March 2019 at 12.40 pm

SUMMER TERM 2019

INSET - Tuesday 23rd April 2019
First Day of Term - Wednesday 24th April 2019
EXEAT - Saturday 4th and Sunday 5th May 2019
Public Holiday - Monday 6th May 2019
Half Term Begins (1 week) - Friday 24th May 2019 at 3.35 pm
PATRON'S PARADE - Saturday 8th June 2019
Annual Inspection and Prize Giving - Saturday 29th June 2019
EXEAT - Sunday 30th June and Monday 1st July 2019
Last Day of Term - Friday 12th July 2019 at 12.40 pm

KEY DATES FOR ACADEMIC YEAR 2019-20

AUTUMN TERM 2019

INSET - Monday 2nd September 2019
INSET - Tuesday 3rd September 2019
New Y7-10 Residential Students Arrive - Tuesday 3rd September between 4-5pm
Y12 Residential Students Arrive - Wednesday 4th September between 10am and 12noon
INSET - Wednesday 4th September 2019
New Student Induction Day (Y7-10) - Wednesday 4th September 2019 (9.30am)
New Student Induction Day (Y12) - Wednesday 4th September 2019 (12.30pm)
First Day of Term - Thursday 5th September 2019
PARADE – Sunday 22nd September 2019
EXEAT - Saturday 28th and Sunday 29th September 2019
PARADE – Sunday 20th October 2019
Half Term begins (1.5 weeks) – Wednesday 23rd October 2019 at 3.35 pm
Lessons Commence – Monday 4th November 2019
PARADE - Sunday 10th November 2019
EXEAT - Saturday 23rd and Sunday 24th November 2019
Last Day of Term - Friday 13th December 2019 at 12.40 pm

SPRING TERM 2020

INSET – Monday 6th January 2020
First Day of Term – Tuesday 7th January 2020
Memorial Weekend - Saturday 18th and Sunday 19th January 2020
EXEAT - Saturday 25th and Sunday 26th January 2020
PARADE – Sunday 9th February 2020
Half Term Begins (1 week) - Friday 14th February 2020 at 3.35 pm
EXEAT - Saturday 14th and Sunday 15th March 2020
PARADE - Sunday 22nd March 2020
Last Day of Term – Tuesday 31st March 2020 at 3.35 pm

SUMMER TERM 2020

INSET – Monday 20th April 2020
First Day of Term – Tuesday 21st April 2020
EXEAT - Saturday 2nd and Sunday 3rd May 2020
Public Holiday - Monday 4th May 2020
Half Term Begins (1 week) - Friday 22nd May 2020 at 3.35 pm
PATRON'S PARADE & Family Fun Day – Saturday 6th June 2020
EXEAT – Saturday 20th and Sunday 21st June 2020
ANNUAL PARADE and Prize Giving - Saturday 4th July 2020
Last Day of Term – Wednesday 8th July 2020 at 12.40 pm



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GORDON

FIDELITY