



# GORDON'S SCHOOL

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## KEY STAGE 4 OPTIONS AND ACADEMIC GUIDE 2020

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# 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

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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
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## BOARDING HOUSE CONTACT DETAILS

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RE	Fiona Lewis	flewis@gordons.school
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Super Curriculum	Simon Depoix	sdepoix@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
<b>Break</b>	<b>10.30am - 10.50am</b>
Period 3	10.50am - 11.45am
Period 4	11.45am - 12.40pm
<b>Lunch</b>	<b>12.40pm - 1.45pm</b>
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	3.55pm - 4.55pm
<b>Tea</b>	<b>5.00pm</b>
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.





A large, faint watermark of the Gordon School crest is visible in the background. The crest features a shield with a cross, a book, and a sword, with the motto 'SEMPER FIDELIS' at the bottom.

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# KEY STAGE 4

## OPTIONS GUIDE

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# 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 the 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*

## CURRICULUM 2020

September 2020 sees the introduction of our Curriculum 2020 reforms. These particularly affect Key Stages 3 and 5, however, there are some improvements at Key Stage 4 as well.

A two week timetable is being introduced to provide the flexibility necessary to ensure that more of our students are able to undertake their first choice GCSE options. This should ensure that students are on the right courses for their personal educational journey; allowing them to select subjects they are passionate about and in which they are best placed to succeed.

A two year lecture based programme is also being introduced so that students continue to receive a broad and balanced curriculum at Key Stage 4. This programme will introduce them to contemporary global issues as well as moral and philosophical ideas. These lectures and guest speakers will replace the existing Short Course in Religious Education currently undertaken in Years 9 and 10. Of course, GCSE Religious Education will remain as an option for students to select and religious themes will also be covered in our weekly Chapel services as well as in the Key Stage 4 PSHE programme.

The School is also embarking on its 'Thinking Schools' accreditation which embraces the key ideas of independent learning, problem-solving and challenge, both within and beyond the classroom. This initiative will provide students with the key skills needed to support their continued education as they move from GCSEs into A levels and on into post-18 education, training or into the world of work.

# 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
- 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)
- Public Services (BTEC)\*
- Religious Education (Full Course)
- Travel and Tourism (BTEC)

**Please note: The option subjects listed above are all potentially available to students, 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:

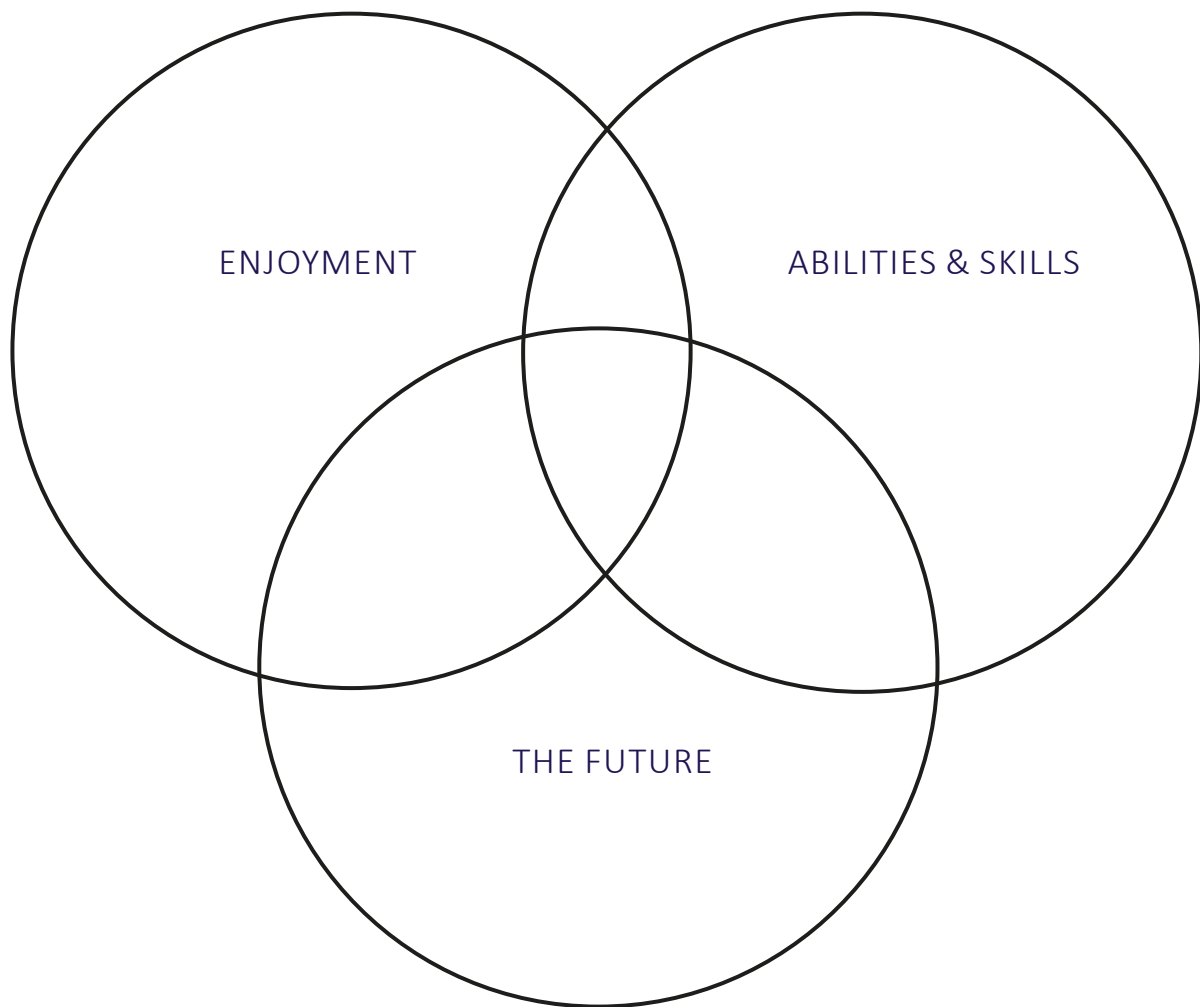
- Student demand
- Staffing

**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.**

*\* Public Services (BTEC) is offered as an alternative option for those students permitted to withdraw from Modern Foreign Languages due to their SEN. It is not available to all students.*

# 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			
Public Services BTEC*			
Religious Education (Full Course)			
Travel & Tourism BTEC			

7. Anything else you feel will help you make the right decision.
8. When you are ready, please complete the options choice form and make sure it is submitted by **Monday 10<sup>th</sup> February**.

\* Pubic Services (BTEC) is offered as an alternative option for those students permitted to withdraw from Modern Foreign Languages due to their SEN. It is not available to all students.

# 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 student 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 student 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 students will be placed into for their GCSE course.

Please ensure, therefore, that your son or daughter takes these examinations 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 Examinations in Years 10 and 11. Re-setting will take place based on the results of these tests. Please note, however, that for Year 11 students there will be no movement between Sets 1 and 2 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.

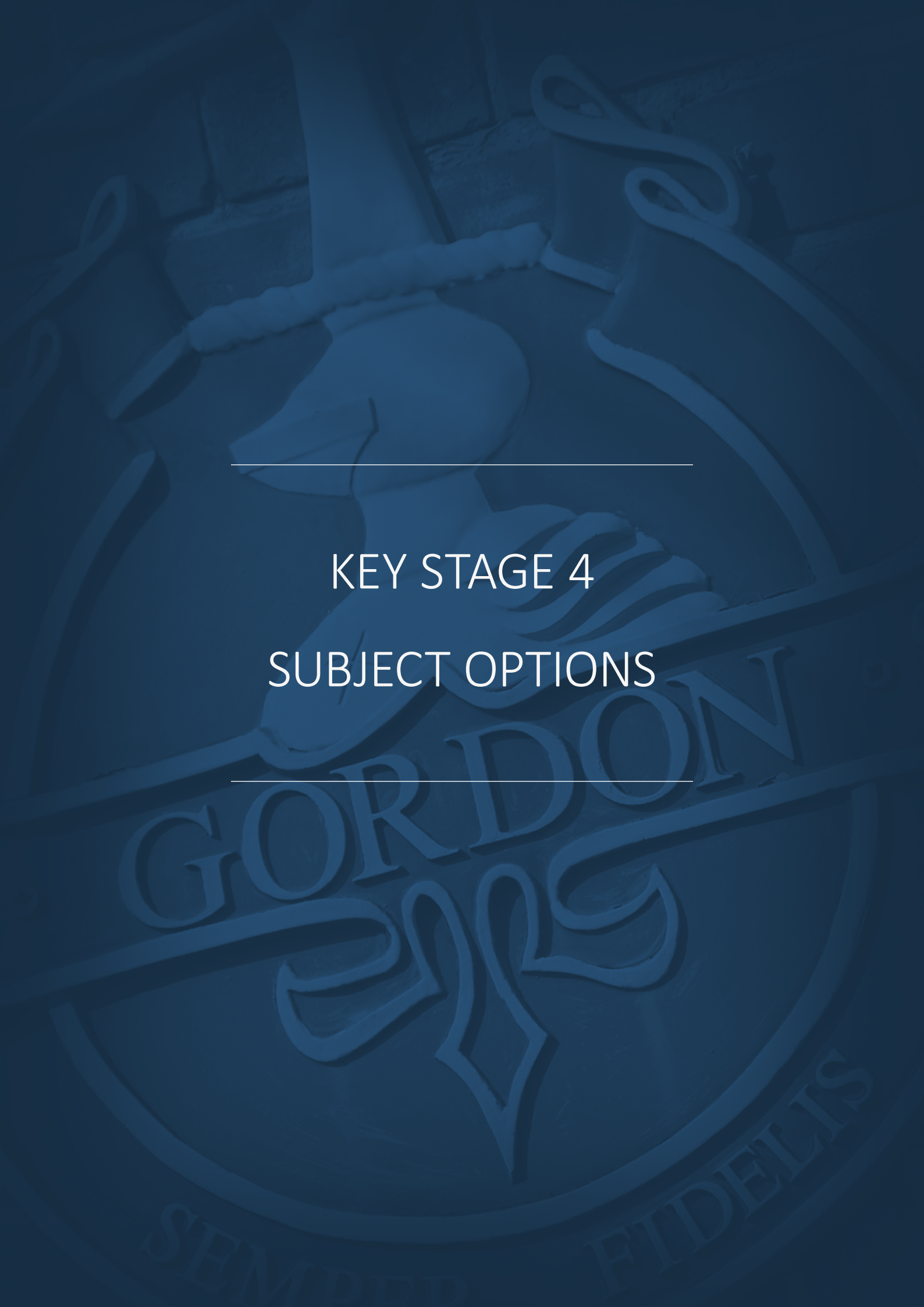
It is important to note that the end of Year 9 Science examinations will be used to determine the Set a student will be placed in for their GCSE course. Please ensure, therefore, that your son or daughter takes these examinations seriously and prepares for them appropriately.



# GORDON'S SIXTH FORM SUBJECT ENTRANCE CRITERIA SEPTEMBER 2019 ENTRY

Subject	Notes	Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English & Mathematics
		The expected entry criteria for each subject is shown below:
<b>Art *</b>	If destination is Architecture, Art typically is taken with Mathematics and/or Physics. Needed for some Sports Science subjects at University. Highly recommended for medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	GCSE grade 6 in Art or Photography.
<b>Biology</b>		GCSE grade 7-7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if separate sciences studied.
<b>Business</b>		GCSE grade 6 in Business or Distinction in BTEC Enterprise (Business) if studied. If not studied, grade 5 in English and Mathematics.
<b>Chemistry</b>	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.
<b>Computer Science</b>	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied. If not studied, grade 5 in English, and a GCSE grade 6 in Mathematics is required.
<b>Drama &amp; Theatre Studies *</b>	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied, or GCSE Grade 6 in either English Language or English Literature.
<b>Design &amp; Technology *</b>	Strongly advisable to those wishing to study Engineering, Architecture, Product/Graphic Design and aligns well with Arts or STEM subjects. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE. Recommended third subject for Engineering by the University of Cambridge and Imperial College London.	GCSE grade 6 in Technology if studied. If not studied, grade 5 in English and Mathematics.
<b>Economics</b>		GCSE grade 6 in Economics if studied, and GCSE grade 6 in Mathematics. If not studied, grade 5 in English and grade 6 in Mathematics.
<b>English Language</b>		GCSE grade 6 in English Language.
<b>English Literature</b>		GCSE grade 6 in English Literature and grade 6 English Language.
<b>French</b>	Exceptions may be made for native speakers.	GCSE grade 6 in French.
<b>German</b>	Exceptions may be made for native speakers.	GCSE grade 6 in German.
<b>Geography</b>	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography.
<b>History</b>		GCSE grade 6 in History and grade 6 in English Literature.
<b>Mathematics</b>	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 2020.
<b>Further Mathematics</b>		GCSE grade 8 in Mathematics & must study A Level Mathematics over two years.
<b>Media *</b>		GCSE grade 5 in either English Language or English Literature.
<b>Music</b>	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music plus minimum grade 5 instrumental/vocal. If a student has not studied Music, then a Grade 5 Instrumental/vocal (any board) and Grade 5 Theory (ABRSM) is required.
<b>Physical Education *</b>	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. If not studied, grade 5 in English, or a grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
<b>Physics</b>	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and <b>must be accompanied by A Level Mathematics for two years, or AS Mathematics in Year 12.</b>
<b>Photography</b>		GCSE grade 6 in Art or Photography.
<b>Psychology</b>	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.	A GCSE grade 6-6 in Combined Science, or grade 6 in Biology if separate sciences studied, and a grade 5 in English. If GCSE Psychology has been studied, a grade 6 is also required in addition to the above.
<b>Spanish</b>	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer		
<b>Physical Education – Level 3 Diploma in Sport (BTEC)</b>	Double BTEC course.	GCSE grade 4 in English Language and Mathematics are required.
<b>Business (BTEC)</b>	Single BTEC course.	GCSE grade 4 in English Language and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
Supporting information:		
<ol style="list-style-type: none"> <li>For the sciences, IGCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement.</li> <li>In terms of access to A 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 require a grade BB to access Psychology.</li> <li>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.</li> <li>* Consider accompanying these subjects with facilitating subjects when applying to <b>Russell Group</b> Universities.</li> </ol>		



A large, faint watermark of the Gordon School crest is visible in the background. The crest features a shield with a cross, a book, and a sword, with the word 'GORDON' and the motto 'SEMPER FIDELIS' (Always Faithful) inscribed on it.

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# KEY STAGE 4

## SUBJECT OPTIONS

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# 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-Examination 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?

Examination Papers	% of GCSE	Details
Paper 1: Explorations in creative reading and writing	50%	<b>Section A Reading:</b> 25% (40 marks) One literary fiction text 1x4 marks, 2x8 marks, 1x20 marks <b>Section B Writing:</b> 25% (40 marks) Descriptive or narrative writing 24 marks for content, 16 marks for technical accuracy
Paper 2: Writers' viewpoints and perspectives	50%	<b>Section A Reading:</b> 25% (40 marks) One non-fiction and one literary non-fiction text (linked but from different periods) 1x4, 1x8, 1x12, 1x16 marks <b>Section B Writing:</b> 25% (40 marks) Writing to present a viewpoint 24 marks for content, 16 marks for technical accuracy
Non-Examination 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  
*pberry@gordons.school*

**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 answer 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?

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

# MATHEMATICS

## Head of Department

Mr M Eaden

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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

**AO1:** Use and apply standard techniques (Foundation: 50%, Higher: 40%)

**AO2:** Reason, interpret and communicate mathematically (Foundation: 25%, Higher: 30%)

**AO3:** Solve problems within Mathematics and in other contexts (Foundation: 25%, Higher: 30%)

## HOW WILL I BE ASSESSED?

100% externally marked examination.

Examination Papers	% of GCSE	Details
Paper 1	33.33%	<b>Non-Calculator paper:</b> 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%	<b>Calculator paper:</b> 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%	<b>Calculator paper:</b> 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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## Head of Biology

Mrs A Beecham

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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 examination.

Examination 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

Mr S Matthews

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## Head of Chemistry

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 examination.

Examination 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  
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## Head of Physics

Mrs K Lockett  
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## 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 examination

Examination 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 examination

Examination 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

**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 French.
- 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 examinations

Examination 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**  
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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 German.
- 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 examinationss at the end of Year 11.

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

Examination 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. <b>Foundation:</b> 7-9 minutes (with 10-12 mins prep time). <b>Higher:</b> 10-12 minutes (with 10-12 mins prep).
Paper 3: Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written German. <b>Section A:</b> Non-verbal or English responses. <b>Section B:</b> German responses. <b>Section C:</b> 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"> <li>• <i>Question 1</i> – photo prompt (students produce four simple sentences)</li> <li>• <i>Question 2</i> – message (students produce forty words in response to four bullet points)</li> <li>• <i>Question 3</i> – translation from English into German (min 35 words)</li> <li>• <i>Question 4</i> – structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions</li> </ul> <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> <li>• <i>Question 1</i> – as Q4 above</li> <li>• <i>Question 2</i> – open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions</li> <li>• <i>Question 3</i> – translation from English into German (minimum 50 words)</li> </ul>



# SPANISH

## Head of Department

Mrs J Quinlan

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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 Spanish.
- 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 examinations at the end of Year 11.

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

Examination 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. <b>Foundation:</b> 7-9 minutes (with 10-12 mins prep time). <b>Higher:</b> 10-12 minutes (with 10-12 mins prep).
Paper 3: Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written Spanish. <b>Section A:</b> Non-verbal or English responses. <b>Section B:</b> Spanish responses. <b>Section C:</b> 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"> <li>• <i>Question 1</i> – photo prompt (students produce four simple sentences)</li> <li>• <i>Question 2</i> – message (students produce forty words in response to four bullet points)</li> <li>• <i>Question 3</i> – translation from English into Spanish (min 35 words)</li> <li>• <i>Question 4</i> – structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions</li> </ul> <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> <li>• <i>Question 1</i> – as Q4 above</li> <li>• <i>Question 2</i> – open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions</li> <li>• <i>Question 3</i> – translation from English into Spanish (minimum 50 words)</li> </ul>

# ART AND DESIGN

## Head of Department

Miss E Pankhurst

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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 examination).

- **Component 1:** The personal portfolio will consist of two projects based on a theme. Students will draw from a range of sources, using a wide range of media such as ink, charcoal and pencils. They will have the opportunity to learn new print-making skills, paint on a variety of surfaces and work three-dimensionally. Students are encouraged to work on a much larger scale and will be pushed creatively at every step.
- **Component 2:** Students will create a project based on the given theme, selecting their own artists and sources of inspiration. They will then develop a project using a wide range of materials to create development pieces before sitting the final examination. The examination will be 10 hours long, during which the final piece will be created.

## 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 examination 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%	<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 2 work journals and larger pieces of 2 and/or 3 dimensions.</p> <p>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.</p>
Final Examination	40%	<p>The final examination theme is set by the examining board and is in two parts:</p> <p><b>Supporting Studies:</b> Eight school weeks allowed for students to develop ideas (20%)</p> <p><b>Timed Test:</b> 10 hours allowed to complete the final piece of work based on the supporting studies (20%)</p>

**The personal portfolio and examination work are exhibited for the final moderation carried out by the external moderator.**

# BUSINESS

**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 examination (no coursework or controlled assessment)

Examination Papers	% of GCSE	Details
Business (01): Business activity, marketing and people	50%	A one hour and 30 minute examination with calculations, multiple-choice, short-answer and extended-response questions.
Business (02): Operations, finance and influences on business	50%	A one hour and 30 -minute examination with calculations, multiple-choice, short-answer and extended-response questions.

# ENTERPRISE: BUSINESS (BTEC)

## Head of Department

Mr J Naidu

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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 that are essential for successful performance in working life.

## TYPICAL ACTIVITIES

Investigations, case studies, coursework and presentations.

## 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 examination.

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 Grace

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## LEAD TEACHER OF COMPUTER SCIENCE

Mr J Sumsion

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## Exam Board

OCR

## Specification

J277

## COURSE DETAILS

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## 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?

OCR's GCSE (9–1) in Computer Science consists of two compulsory components (examinations) that are externally assessed.

Examination Papers	% of GCSE	Details
Computer Systems	50%	<b>1 hour 30 minutes, 80 marks</b> The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.
Computational Thinking, Algorithms and Programming	50%	<b>1 hour 30 minutes, 80 marks</b> <b>Section A</b> is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach. <b>Section B</b> is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.
Practical Programming Statement		It is a requirement for all centres to complete and submit a Practical Programming Statement for each year in which students are entered for a GCSE (9–1) in Computer Science.  This allows students to put their programming skills into practice and consolidate the knowledge from the Computational Thinking, Algorithms and Programming examination in a project based context.

# 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. The new specifications place a large emphasis on Science and Maths within the course.

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
- processes and manufacture
- design and market influences
- focus on creative strategies to enable different outcomes

**Recommended third subject for Engineering by the University of Cambridge and Imperial College London.**

## ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

The examination and non-examination 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 examination.

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

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



# DRAMA

## Head of Department

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:

- Be assessed on **either** acting **or** design.
- Study **two** extracts from the **same** performance text
- Participate in **one** performance using sections of text from **both** extracts.
- 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

Examination Papers	% of GCSE	Details
Component 1	40%	<b>Devising Theatre.</b> 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%	<b>Written examination.</b> 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 examination 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 examination

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.

Examination Papers	% of GCSE	Details
Examination Paper 1	50%	Students will sit a 1 hour 45 minutes examination 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)
Non-Examination Assessment (NEA)	% of GCSE	Details
NEA 1	15%	<b>NEA 1:</b> Food investigation Students' understanding of the working characteristics, functional and chemical properties of ingredients.
NEA 2	35%	<b>NEA 2:</b> 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  
*pschofield@gordons.school*

**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 examination 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 examination.

### 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

Examination Papers	% of GCSE	Details
Unit 1: Living with the physical environment	35%	<ul style="list-style-type: none"> <li>Written examination: 1 hour 30 minutes</li> <li>88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li> </ul>
Unit 2: Challenges in the human environment	35%	<ul style="list-style-type: none"> <li>Written examination: 1 hour 30 minutes</li> <li>88 marks (including 3 marks for SPaG)</li> </ul>
Unit 3: Geographical applications	30%	<ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>76 marks (including 6 marks for SPaG)</li> </ul>

# HISTORY

## Head of Department

Miss K Fairweather  
kfairweather@gordons.school

## 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.

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

# 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 examination

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

Examination Papers	% of GCSE	Details
Examination 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

Miss E Pankhurst

[epankhurst@gordons.school](mailto:epankhurst@gordons.school)

## Exam Board

Edexcel

## Specification

1PYO

## COURSE DETAILS

The two year Edexcel GCSE course in Photography consists of coursework, now called the personal portfolio, and an externally set assignment (timed examination).

- **Component 1:** The personal portfolio will consist of 2 projects based on themes. Students will learn how to use a camera manually and understand the technical parts of a camera. Photoshop is a key part of the course, editing photos in creative ways. Students will study a range of photographers working in a range of genres to build their skill base, and experiment with ways to manually manipulate photos, such as weaving, stitching, tearing etc. Students will produce final outcomes which will be displayed at the final exhibition of the course.
- **Component 2:** Students will create a project based on a given theme, selecting own artists and sources of inspiration. You will then develop a project using a wide range of techniques and materials to create development pieces before sitting the final examination. Your examination will be 10 hours long, where you will create your final piece.

## 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 examination 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%	<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 Examination	40%	<p>The final examination theme is set by the examining board and is in two parts:</p> <p><b>Supporting Studies:</b> Eight school weeks allowed for studies to develop ideas (20%)</p> <p><b>Timed Test:</b> 10 hours allowed to complete the final piece of work based on the supporting studies (20%)</p>

**The personal portfolio and examination work are exhibited for the final moderation carried out by the external moderator.**

# PHYSICAL EDUCATION (GCSE)

**Head of Department**  
Mr P King  
*pking@gordons.school*

**Exam Board**  
OCR

**Specification**  
J587

## COURSE DETAILS

The GCSE course consists of three components.

### Component 1: Physical factors affecting performance

- Applied anatomy and physiology
- Physical training
- Risk Assessment

### Component 2: Socio-cultural issues and sports psychology

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

### Component 3: Performance in Physical Education

Guide to non-examination 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 examination ( 2 x one hour examinations)

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

Examination 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 shorter 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"> <li>• analyse aspects of personal performance in a practical activity</li> <li>• evaluate the strengths and weaknesses of the performance</li> <li>• produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul> 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.

# PUBLIC SERVICES (BTEC)

*Public Services (BTEC) is offered as an alternative option for those students permitted to withdraw from Modern Foreign Languages due to their SEN. It is not available to all students.*

## Head of Subject

Mr A Reeve

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## Exam Board

Pearson (Edexcel)

## Specification

Pearson BTEC Level 1/Level 2  
First Award in Public Services

## COURSE DETAILS

Pearson BTEC Level 1/Level 2 First Award in Public Services

A BTEC First Award in Public Services can help you take your first steps towards a career supporting the public. This pathway will provide training and experiences for those intending to work in the Armed Forces or Emergency Services industries. During this course students will be provided with the opportunity to develop a range of practical skills, personal qualities and characteristics such as leadership and teamwork, essential for working life within part of the uniformed public services.

The course will allow students to learn through a range of methods including practical experiences and theory based lessons. Students will also be exposed to an array of professionals working within the public sector field to gain a better insight into the profession behind the scenes.

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 public services world and that are essential for a successful performance in their working life.

## TYPICAL ACTIVITIES

Role play, practical performance, verbal presentations and coursework are a core element of the course.

## ASSESSMENT OBJECTIVES - REQUIRED SKILLS AND KNOWLEDGE

- Enable learners to develop a broad and comprehensive understanding of the public service sector
- Provide relevant and appropriate public services content for 14-16 year olds.
- Develop practical and technical skills, including ICT, literacy and numeracy.

*\*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 examination

75% Internally marked coursework

*(three coursework tasks in total)*

These units will include: **two** core units and **two** optional specialist units

Pearson BTEC Level 1/Level 2 First Award in Public Services		
Unit	Core Units	Assessment Methods
1	The Role and Work of the Public Services	External
2	Working Skills in the Public Service Sector	Internal
Optional Specialist Units		
3	Employment in the Public Services	Internal
4	Public Services and Community Protection	Internal
5	Health, Fitness and Lifestyle for the Public Services	Internal



# RELIGIOUS EDUCATION: FULL COURSE

**Head of Department**  
Mrs F Lewis  
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**Exam Board**  
AQA

**Specification**  
8062

## COURSE DETAILS

Pupils study for the AQA Religious Studies A syllabus:

The beliefs, teachings and practices of:

*Christianity*

*Islam*

+

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 Islam, 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. 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 and 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% examination

Examination Papers	% of GCSE	Details
Study of religions	50%	<b>Written examination: 1 hour 45 minutes</b> 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 + 3 marks for SPaG
Thematic studies	50%	<b>Written examination: 1 hour 45 minutes</b> 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

Mr A Grace  
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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 examination

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

A large, faint watermark of the Gordon School crest is visible in the background. The crest features a shield with a cross, a book, and a sword, with the motto 'SEMPER FIDELIS' at the bottom.

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# KEY STAGE 4

## ACADEMIC GUIDE

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## ADVICE, INFORMATION AND GUIDANCE TO STUDENTS: MINIMUM REQUIRED

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.

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## 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.

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## 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. Some subjects may do regular spelling, vocab or knowledge tests, however, all subjects will undertake the following as a minimum:


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

These are formal assessment events which provide students with:

1. A GCSE Grade
2. Feedback on their performance in the assessment
3. Next steps advice which will form part of a teacher-student 'feedback loop'

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: 

## Tri-Weeklies - once every half term there is substantive formative feedback

Tri-Weekly Assessments (between Key Assessments) provide students with additional next steps advice.

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

Tri-Weeklies should also provide narrative next steps advice to aid students' understanding of how to improve against clear success criteria. This will also form the foundation of a feedback loop with the teacher as seen in Key Assessments.

Annotation in book/file: 

		YEAR 10	YEAR 11
Roughly every three weeks	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.

From September 2019, Gordon's will be moving away from all student work being acknowledged with a 'seen by teacher' or 'unacceptable work' stamp and we will be implementing a 'feedback loop' policy.

At least twice every half term, at the KA and TW marking moments, some relevant and specific 'Next Step Advice' will be given by the teacher and the student will need to respond to that advice by writing their improvements in purple pen. All students will be provided with these pens. The teacher will then acknowledge that the improvement has been made either by initialing and writing 'feedback loop closed', or using a 'Feedback Loop Closed' stamp. Should more improvement still be required, the teacher can indicate this.

Therefore, each assessment is marked and reviewed. Failure to respond to the next steps advice will result in a detention as it is failure to complete a set prep or classwork task.

Teachers may, of course, offer additional comments on student work where they deem it appropriate and will continue to provide regular verbal feedback to students.

### EFFORT GRADES WITHIN MARKING

In conjunction with this there will also be an effort grade ranging from 1 – 5 that accompanies it. 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.

FOCUS	SYMBOL	EXPLANATION
Spelling	<u>                    </u> SP	Incorrect spelling is underlined straight, with SP next to it to prompt.
Punctuation	○ P	Missing or incorrect punctuation is circled, with P next to it to prompt.
Expression	~~~~~ ?	Expression is unclear and needs rephrasing, marked with a squiggly line and a question mark.
Paragraphing	//	Two forward slashes placed where a new paragraph is needed.

- 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"><li>• Effort Grade each Term</li><li>• Target Grade</li><li>• Working Grade</li></ul>
International Full Report	Once per Year in the Spring Term	A fully narrative report designed, primarily, to 'bridge the gap' that exists because parents who live overseas cannot attend Parents' Evenings. It also includes: <ul style="list-style-type: none"><li>• Effort Grade</li><li>• Target Grade</li><li>• Working Grade</li></ul>
Year 10 NSA Report	Once per year in the Summer Term	Grade based information: <ul style="list-style-type: none"><li>• Subject Next Steps Advice</li><li>• Head of House narrative</li><li>• Tutor narrative</li></ul>

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 based grade that a student is currently working at. The grade will be based on student performance over time and be separate from effort. Key Assessments will help inform the grade but will not be the sole basis of 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

Teachers may make use of the following character strengths when considering how to allocate effort grades to students:

CHARACTER	BEHAVIOUR	GOOD PERFORMANCE STANDARD
Courtesy	Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss).
Integrity	Prep	Handing in well-presented homework on time and preparing for the next lesson.
Diligence	Attention to detail	Being punctual, bringing the correct equipment and taking pride in work e.g. correctly referenced evidence, clear titles and sub-headings, accurate facts and dates.
Enthusiasm	Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Resilience	Response to feedback	Showing the determination to respond positively to feedback and then acting upon it.

#### 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 highlight one or more communication, numeracy or thinking skills to guide parents and form the basis of future discussion.

	EXPLANATION
<b>Communication</b>	Includes written and oral communication. To spell and punctuate successfully, using good sentence structure and well-developed vocab. The ability to articulate clearly and appropriately.
<b>Numeracy and Problem Solving</b>	The ability to use and understand statistics and basic maths clearly and appropriately.
<b>Remember</b>	Recalling information e.g. Identify the main characters in 'Macbeth'.
<b>Understand</b>	Explaining ideas or concepts e.g. Why does Lady Macbeth respond in that way?
<b>Apply</b>	Using information in another familiar situation e.g. Predict how Lady Macbeth will react when...?
<b>Analyse</b>	Breaking information into parts to explore understandings and relationships e.g. How does Shakespeare present Lady Macbeth at this point...?
<b>Evaluate</b>	Justifying a decision e.g. How far do you agree with the view that Lady Macbeth is the true villain of the play?
<b>Create</b>	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 arrives after 8.20am, they must still sign in but it will be recorded as 'Late'.
  - 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 at 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.

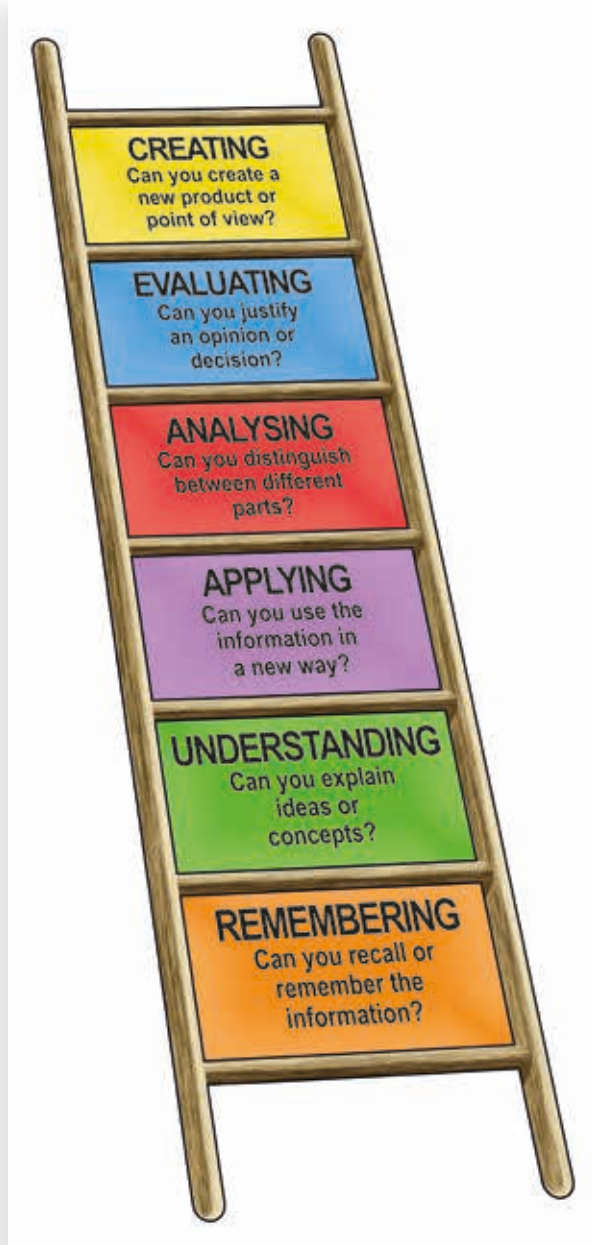
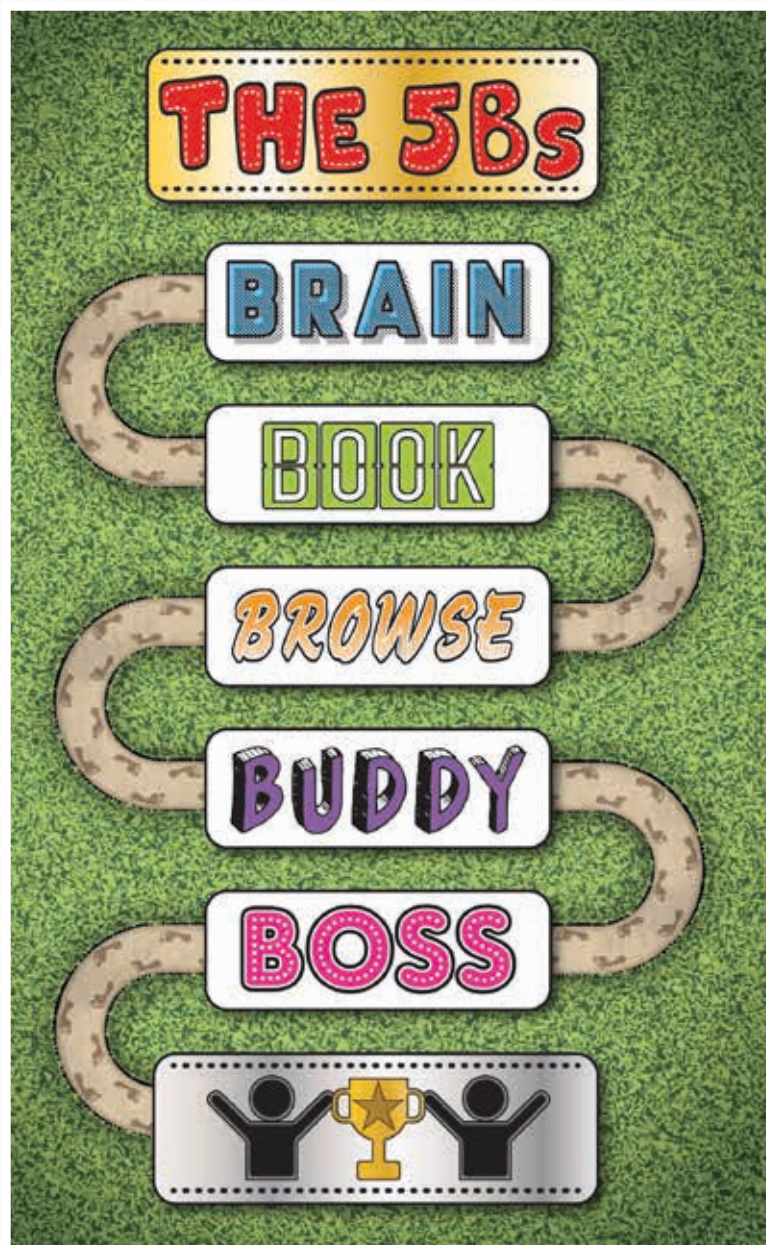
The aim of Careers and work related learning at Gordon's is to guide students towards a career which is going to inspire them and equip them with the skills, qualifications and experience they need to achieve those aspirations. We want students to be ready for the world of work – whatever form that might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

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## 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 must 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: 01/09/2020**

**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 programme seeks to promote Gordon's five character qualities by rewarding hard work, good behaviour and participation whether inside or outside the classroom. In KS3 students accumulate 'stamps' for their participation and effort inside and outside the classroom.

The Silver Award is an accumulation of 'stamps' over the duration of the two years, students are awarded at the end of Year 9.

### CATEGORIES

<b>Academic</b>	Within a subject
<b>Whole School</b>	Within the House or wider co-curriculum

### AWARDS

LEVEL	YEARS INVOLVED	HALF HONOURS	FULL HONOURS
<b>Gold</b>	Y10 & 11	Top 25% (effort grade)	Top 5 highest scorers
<b>Platinum</b>	Y12 & 13	Top 20% per year*	Top 5 highest scorers

### RECOGNITION

LEVEL	HALF HONOURS	FULL HONOURS	PRIZE AT ANNUAL
<b>Gold</b>	Badge	Tie + Stripe	Top scorer
<b>Platinum</b>	Badge	Certificate†	Top scorer

Half Honours are awarded at the end of term 3-1. 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.

† 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. Failure to complete prep 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 Life Skills Company. This is 'topped-up' just before Easter for students in Year 11 about to embark on their final preparation for GCSE examinations. 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 also 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 school 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
Outstanding contribution to school life	5	Colours, Honours, Annual Prizes
Effort grade average in top 25% / Full Pages	4	Certificate / letter home (Head)
Excellent contribution and effort	3	Postcard sent home (HoD / HoH)
Good contribution and effort	2	Good Comment or Stamp in Diary
Helpful, attentive and polite	1	Verbal Praise
Level		

Behaviour		Sanction
Refusal, repeated disruption or high-level offence	5	Immediate referral to the School Office
Continued disruption	4	School Detention
Repeated or increased disruption	3	Remove from room for 5 minutes
Repeated disruption	2	Bad comment in diary
Talking / low-level disruption	1	Verbal reprimand
Level		

## SUPER CURRICULUM PROGRAMME

### By invitation

Gordon's Super Curricular 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 School's Super Curriculum Programme.

Students on the Super curriculum 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 part of their scholarship journey. This could include attending Evening 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.

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## 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 the Wider Leadership Team and the Senior Leadership Team 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 their examinations will not be required to attend school, unless required for activities and sports teams, including Inter-House events.
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# KEY DATES FOR ACADEMIC YEAR 2019-20

## AUTUMN TERM 2019

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

## SPRING TERM 2020

INSET - Monday 6<sup>th</sup> January 2020  
First Day of Term - Tuesday 7<sup>th</sup> January 2020  
WHITEHALL PARADE - Saturday 18<sup>th</sup> January 2020  
Guildford Cathedral Service - Sunday 19<sup>th</sup> January 2020  
EXEAT - Saturday 25<sup>th</sup> and Sunday 26<sup>th</sup> January 2020  
PARADE - Sunday 9<sup>th</sup> February 2020  
Half Term Begins (1 week) - Friday 14<sup>th</sup> February 2020 (at 3.35pm)  
EXEAT - Saturday 14<sup>th</sup> and Sunday 15<sup>th</sup> March 2020  
PARADE - Sunday 22<sup>th</sup> March 2020  
Last Day of Term - Friday 31<sup>st</sup> March 2020 (at 3.35pm)

## SUMMER TERM 2020

INSET - Monday 20<sup>th</sup> April 2020  
First Day of Term - Tuesday 21<sup>st</sup> April 2020  
Public Holiday - Friday 8<sup>th</sup> May 2020  
EXEAT - Saturday 9<sup>th</sup> and Sunday 10<sup>th</sup> May 2020  
Half Term Begins (1 week) - Friday 22<sup>nd</sup> May 2020 (at 3.35pm)  
PATRON'S PARADE - Saturday 6<sup>th</sup> June 2020  
EXEAT - Saturday 20<sup>th</sup> and Sunday 21<sup>st</sup> June 2020  
Annual Inspection and Prize Giving - Saturday 4<sup>th</sup> July 2020 (from 2pm)  
Last Day of Term - Wednesday 8<sup>th</sup> July 2020 (at 12.40pm)



# KEY DATES FOR ACADEMIC YEAR 2020-21

## AUTUMN TERM 2020

INSET - Wednesday 2<sup>nd</sup> September 2020  
INSET - Thursday 3<sup>rd</sup> September 2020  
New Residential Boarders Arrive - Thursday 3<sup>rd</sup> September 2020 (between 4pm and 5pm)  
INSET - Friday 4<sup>th</sup> September 2020  
Y12 Residential Boarders Arrive - Friday 4<sup>th</sup> September 2020 between (10am and 12pm)  
New Student Induction Day (Y7-10) - Friday 4<sup>th</sup> September 2020 (9.30am)  
New Student Induction Day (Y12) - Friday 4<sup>th</sup> September 2020 (12.30pm)  
First Day of Term - Monday 7<sup>th</sup> September 2020  
PARADE - Sunday 20<sup>th</sup> September 2020  
EXEAT - Friday 25<sup>th</sup> at 3.35 pm / Saturday 26<sup>th</sup> / Sunday 27<sup>th</sup> September 2020  
PARADE - Sunday 18<sup>th</sup> October 2020  
Half Term Begins (1½ weeks) - Wednesday 21<sup>st</sup> October 2020 (3.35pm)  
Inset - Monday 2<sup>nd</sup> November 2020  
Lessons Resume - Tuesday 3<sup>rd</sup> November 2020  
PARADE - Sunday 8<sup>th</sup> November 2020  
EXEAT - Friday 27<sup>th</sup> at 3.35 pm / Saturday 28<sup>th</sup> / Sunday 29<sup>th</sup> November 2020  
Last Day of Term - Thursday 17<sup>th</sup> December 2020 (12.40pm)

## SPRING TERM 2021

INSET - Wednesday 6<sup>th</sup> January 2021  
First Day of Term - Thursday 7<sup>th</sup> January 2021  
MEMORIAL WEEKEND - Saturday 23<sup>rd</sup> / Sunday 24<sup>th</sup> January 2021  
EXEAT - Friday 29<sup>th</sup> (3.35pm) / Saturday 30<sup>th</sup> / Sunday 31<sup>st</sup> January 2021  
PARADE - Sunday 7<sup>th</sup> February 2021  
Half Term Begins (1 week) - Friday 12<sup>th</sup> February 2021 (3.35pm)  
EXEAT - Friday 12<sup>th</sup> (3.35pm) / Saturday 13<sup>th</sup> / Sunday 14<sup>th</sup> March 2021  
PARADE - Sunday 21<sup>st</sup> March 2021  
Last Day of Term - Wednesday 31<sup>st</sup> March 2021 (12.40pm)

## SUMMER TERM 2021

First Day of Term - Monday 19<sup>th</sup> April 2021  
EXEAT - Friday 30<sup>th</sup> April 2021 (3.35pm) / Saturday 1<sup>st</sup> / Sunday 2<sup>nd</sup> May 2021  
Public Holiday - Monday 3<sup>rd</sup> May 2021  
Half Term Begins (1 week) - Friday 28<sup>th</sup> May 2021 (3.35pm)  
PARADE & FUN DAY - Saturday 12<sup>th</sup> June 2021  
EXEAT - Friday 25<sup>th</sup> (3.35pm) / Saturday 26<sup>th</sup> / Sunday 27<sup>th</sup> June 2021  
Annual Parade & Prize Giving - Saturday 3<sup>rd</sup> July 2021 (2pm)  
Last Day of Term - Saturday 3<sup>rd</sup> July 2021 after the Annual Parade  
First Day of the Autumn Term - Monday 6<sup>th</sup> September 2021



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GORDON'S SCHOOL  
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SURREY GU24 9PT

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[info@gordons.school](mailto:info@gordons.school)

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GORDON

SEMPER PARATI  
FIDELIS