

**BSO  
Outstanding  
School**



Excellence  
in Education

# ***Key Stage 4***

## ***Year 11***

**2022-2023**

Dear Parents:

We would like to welcome you and your child to Year 11. Year 11 marks the end of Key Stage 4, the end of I/GCSEs and the end of 'compulsory' education within the British Education System.

The year ahead will be challenging in many ways. Students will sit 'Mock' exams after Christmas, which will give them a realistic indication of how they will perform in their summer exams; They will be thinking ahead to A Level and PCE option choices – What careers interest them? What might they like to study at University? Where in the world might they like to study? It's important that students begin to research the answers to these questions to ensure they make informed decisions about their futures; And of course, they will be sitting their final I/GCSE external exams in May and June!

We recognise that Year 11 is a demanding and stressful year and as such, place a firm emphasis on student's mental health. As always, we have a huge team of staff who are here to support your child and offer help and guidance whenever this is needed. As in previous years, please continue to work with us to maintain the best home-school relationship possible. Your child's success relies on us working together to help them achieve their best.

We look forward to a successful year for your child and wish them the best of luck for Year 11!

Tim Lomas  
Heads of Year 11

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# Secondary Educational System

## Overview

Secondary Education at Caxton College covers the final three stages of the English National Curriculum:

- **Key Stage 3** - Year 7 to Year 9
- **Key Stage 4** - Year 10 and 11
- **Key Stage 5** - (also commonly known as Sixth Form) Year 12 and 13

Key Stage 3 laid the foundation for future learning. Students studied all British subjects and the three compulsory Spanish subjects, as well as Aspire, Personal Development and Ethics or Religion.

In Key Stage 4, students begin to specialise, focusing on compulsory core subjects, as well as their option choices. At the end of Year 11, students sit external examinations to obtain their I/GCSE (International/General Certificate of Education). Caxton College is recognised as an examination centre by Pearson Edexcel and AQA Examination Boards. These IGCSEs also enable students to obtain their ESO certificate for Spain. Access to Key Stage 5, also commonly known as 'Sixth Form', is dependent upon the I/GCSE results.

Currently, access to Spanish Universities is gained by combining the final grades from the English A Levels taken with the grades from the Spanish PCE subjects. Access to International Universities is based on English A Levels only and the requirements vary depending on the country. Each student's choice of A Levels and PCE subjects will be linked to their future University/career aspirations.

Throughout Secondary, it is our aim to ensure each student is able to make the best academic progress possible, as well as provide them with values and life skills they will accompany them in their daily life. This is a crucial period in which students learn good study habits, take responsibility for their own actions and decisions, they discover how to use their free time properly, and, of course, they become better people.

Therefore, clear communication, collaboration and support between parents, students and teachers is essential for effective teaching and learning and also for the success of our students.

| <b>Spanish System</b> | <b>British System</b> | <b>Key Stage</b> | <b>Public Examinations</b>  |
|-----------------------|-----------------------|------------------|-----------------------------|
| 6º Primaria           | Year 7                | Key Stage 3      |                             |
| 1º ESO                | Year 8                | Key Stage 3      |                             |
| 2º ESO                | Year 9                | Key Stage 3      |                             |
| 3ª ESO                | Year 10               | Key Stage 4      | LAMDA                       |
| 4º ESO                | Year 11               | Key Stage 4      | I/GCSE                      |
| 1º Bachillerato       | Year 12               | Key Stage 5      | AS Level/<br>Advanced Level |
| 2º Bachillerato       | Year 13               | Key Stage 5      | A2 Level/<br>Advanced Level |

# Assessments and Reports

As in previous years, Year 11 is divided into three Assessment Periods. At the end of each Assessment Period, parents will receive an online report of the academic performance and behaviour grades obtained by their child.

Academic Performance in all subjects is graded from 9 to 1 (with 9 being the highest possible grade and 1 being the lowest), in accordance with the English National Curriculum. Behaviour is graded from A to F (with A being the highest grade possible and F being the lowest).

Any student that fails a subject each term will have an Academic Action Plan (AAP) generated for them by their subject teacher which should identify specific targets and areas for improvements. These AAP's can be viewed on the Progress list on the day grades are published online.

Students may find themselves assessed more regularly throughout Year 11, to ensure they are on track to achieve the grades they are capable of in the external, exams (May-June). An increasing number of assessments may be carried out under 'exam conditions' to help prepare students on the management of the time and the pressure. Interim grades still form part of the assessment process which take place in October of Term 1 and are used to identify students who may need additional challenge or further support. These are not graded in the same way as the termly reports and therefore not shared with parents, however any concerns at this point are communicated with parents, targets outlined and possible interventions identified ahead of any further assessments in Term 1.

In addition, Year 11 complete 'Mock Exams' in January. These exams count as 50% of the Assessment Period 2 grades and are a useful indicator as to how students might perform in their external summer exams.

In the third Assessment Period, parents will receive an online report that includes predicted grades for I/GCSEs, as well as final grades for internally assessed subjects.

The results of the external I/GCSEs exams will be available in August.

Caxton College has a clear progression policy from one academic year to the next one. Further information can be found in the 'Criteria for Progression' section of this handbook.

## Internal exams

At Caxton College we consider exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing an objective view of the student's progress. Internal exams are a great preparation for the British external exams to which students will face at the end of Year 11, and also in Sixth Form/Key Stage 5. These take place at various times throughout the year to assess progress each term with Mock exams taking place in January following the Christmas break. Students' attendance in school is compulsory as there is no study leave during this period.

**Families should keep in mind that, except in special circumstances, we will not allow a child to sit an exam or submit work for assessment outside of it's scheduled date. Therefore we strongly advise that parents do not plan trips or other activities that require the student to be absent from school during term time.**

**If a student is absent on the day of an exam or assessment, and this absence has not been authorised, the student will receive a 'zero'.**

**If a student misses an exam or assessment, they must contact their teacher as soon as they return to school, to arrange a new date for assessment.**

## External exams

Please be aware that dates of external exams cannot be changed. These are fixed by the Exam Boards in the UK and the same dates are used all over the world.

It is therefore vital that all students are present in school during the external exam period and that parents do not book trips or activities that cause their child to be absent during this time.

The External exam period runs from May to June with language oral exams taking place from March onwards. Throughout the exam period in May-June, lessons continue to run as normal with the key focus being on subject specific revision in order to help best prepare for their upcoming exams with subject teachers who are the experts in their subject to answer any questions with many of them having experience of being a examiner for the exam board (invaluable). Preparation will include the use of the most effective revision strategies, completion of past exam papers, use of mark schemes as a learning tool, creation of mind maps, individual support based on strengths and weaknesses of subject knowledge and much more.

We believe attendance is crucial to ensure students have the best chance of achieving their potential. We ask that parents continue to support the school, understanding students are best placed in school.

## Celebrating achievement - NEW

Outstanding Results Celebration - At the end of each term following the release of the term grades a celebration is organised for all students that achieved 7 or more level 8 or 9 grades academically and/or 7 or more A grades for behaviour. This is to congratulate and reward students for all their hard work and effort throughout the term.

Prize Giving - At the end of the year we invite parents to share in congratulating students who have performed exceptionally well



throughout the year, whether this be for academics, behaviour or involvement in the wider school community. Achievement should be recognised and celebrated and we look forward to celebrating with you.

Residential trips - Residential trips are held at the end of the school year and are another way to not only celebrate the hard work and good behaviour throughout the year but also provides students the opportunity to learn, practice and develop vital skills for life such as; confidence, independence, adaptability, responsibility, teamwork and cooperation, adaptability all in a new and challenging environment.

## **Delivery of Subject Content**

Students are taught in a number of different ways throughout the various subjects including; groups being split by ability, mixed ability groups and being taught as a form group. This ensures the needs of all students are met and gives students the best possible chance of achieving their maximum potential academically.

From Year 8 – 11, information from internal evaluations, teacher observations and final exams contribute to the formation of groups.

A student can change groups throughout the year moving from one set to another. This is based on academic performance and often at the end of an Assessment Period/start of the next one, in order to ensure students achieve their maximum potential.

Please rest assured that there is no difference in the curriculum students follow, the exams the students sit or the books the students use. Different groupings simply allows for the greatest possible progress to be made, by all students, using the most suitable pedagogical styles.

# Criteria for Progression to Year 12

1. **A pass grade at this level represents grades 9 – 5.**
2. **Students must meet the following requirements to progress to Year 12:**
  - 2.1 Pass 5 IGCSE subjects with a grade 5 or higher, including English and Mathematics. There is no option to rearrange these exams; they are externally set by the exam board. Grades are received in August. Date to be confirmed.
  - 2.2 Pass all internal subjects with a grade 5 or higher. If a student fails an internal subject in June, he/she can take the resit exams in August, as long as he/she has not failed more than 3 subjects. The resit exams take place at the end of August. In some subjects, resits may consist of a project to be handed in, rather than an exam.
  - 2.3 There are specific entry requirements for some A Level subjects. Please check these carefully (attached at the end of this document)

**Please note that if the number of students that choose an A level or PCE subject is less than 5 the group may not run.**

Please note:

Progression is not solely based on academic achievement. Progression is also reliant on a student's ability to demonstrate the behaviour and maturity appropriate for the demands of the year group. As such, the school will also carefully consider student's behaviour grades, alongside academic achievement, when making decisions about progression.

3. **What happens if a student does not meet the requirements to progress to Year 12:**
  - 3.1 If a student meets requirement 2.1, but does not achieve specific grades for their chosen options (requirement 2.3), the student will need to select different option subjects.
  - 3.2 If a student meets requirement 2.1, and 2.3, but fails more than three internal subjects, a Claustro meeting (attended by SLT and the School Psychologist) will be held to decide if the student will be given the opportunity to repeat the year or not. Students cannot repeat a year more than once during their education at Caxton College.

3.3 If a student does not meet requirement 2.1, the student will be required to change to a different school.

3.4 If a student does not meet the school's Criteria for progression, and wishes to move to the equivalent of Year 12 in a new school, they must meet the requirements to obtain the ESO certificate (see 'Validation of studies to the Spanish system' below).

## Validation of studies to the Spanish System

The requirements of the Ministry of Education of Spain for the validation of British studies are as follows:

- To obtain the ESO Certificate (Obligatory Secondary Education) students must:
  - i. take and pass Years 10 and 11
  - ii. obtain a minimum of four IGCSE passes (Grade 4 or higher, a pass in the UK system) at the end of Year 11 and;
  - iii. must pass all internal examinations in Spanish Language, Sociales and Valenciano or ELE.

If a student meets the school's Criteria for Progression into Year 12, they have already met the requirements to receive the ESO Certificate.

### Monitoring of 'At Risk' students

If a student is not achieving the expected Level 5 or above, by the end of each Assessment Period, the subject teacher will complete an Academic Action Plan (AAP). The AAP will outline areas for improvement along with suggested strategies for improvement. This information is shared with parents through the Progress List.

If a student is not achieving a Level 5 or above, in a range of subject areas, they may be placed on monitoring by their Head of Year. This means that their subject teachers must write a comment on the Progress List at least once per fortnight, updating parents about their child's progress and attitude.

In addition, parents may be asked to attend a meeting with the subject teacher, Head of Department or Head of Year, in order to ensure the student, parents and teachers work together to bring about an improvement.

### **Private tutoring lessons**

If your child has private lessons for a specific subject or subjects, it is always useful to inform the Form Tutor and/or relevant subject teacher(s).

## **Homework and Independent Work**

Subject Teachers will assign homework when they feel it is most appropriate. For some subjects this may be weekly whereas others occasionally, and for this reason on some days, students may have less homework than on others.

**Century Tech (Digital platform)** is a great tool for accelerating learning providing an intelligent personalised programme to improve engagement and understanding in English, Math and Science. It uses Artificial Intelligence to identify gaps in knowledge, address misconceptions and support and stretch each learner at a pace that is appropriate for them. It is for this reason we recommend students complete a minimum 30 mins of each subject weekly to further challenge and support students in their learning.

In addition to this we recommend that students spend approximately 30 minutes per day reviewing notes, completing any unfinished tasks and carrying out independent work at home. This consolidates knowledge and the understanding of topics covered and encourages a notion of independent learning, which we at Caxton aim to generate and foster. This style of learning develops:

- Good learning habits for life
- Family involvement in learning

We would also advise that student's focus an additional 25-30 minutes per day on any subjects that they feel are more challenging.

If, at any point, students feel overwhelmed, please encourage them to speak to their Form Tutor, or please contact the Form Tutor directly.

## Absences

If a student is absent from school due to illness, we believe they should be at home resting and recovering. If a student is absent for:

- 3 days or less - it is the student's responsibility to catch up on the work missed using google classroom or notes from a classmate. We ask that parents refrain from emailing and requesting work from teachers at this point.
- 4 days or more – In the first instance, students should check Google classroom for resources and/homework before making contact with subject teachers.

Any planned absences should have permission from a member of the Senior Leadership Team. Under these circumstances, it is the student's responsibility to speak to teachers, collect work, complete it and hand it in, in accordance with the conditions set by the individual subject teachers.

## School supplies

School supplies fees are intended for educational resources in the classroom: including technological material for art and science laboratories, as well as photocopies and printed resources. School supply fees do not include the cost of individual materials such as text or exercise books, or necessary iPad Apps.

All students are required to provide their own:

- Pens, pencils, rubber and pencil sharpener
- One 1B and one 4B pencil for Art lessons
- 30cm ruler
- Compass
- Protractor
- Scientific calculator (we recommend the Casio FX-82SP X II or a similar model that has the 'replay' function)
- iPad - The minimum required specification is a 5th Generation iPad . If your child needs to buy a new iPad, the school recommends a 256GB iPad 9th Generation.
- Headphones

Text books and exercise books can all be purchased through the school. Some resources may only be used for one academic year, but many will be used across multiple years.

## Parental contact

As you know, in order for us to be successful in maximising your child's potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we have no doubt that you make the best decisions for your child at home and therefore we kindly ask that you trust us in the same way. Our teachers are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all teachers use our Behaviour for Learning Policy to guide them (available in full on the Parent Profile). The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please, remember that our teachers keep in touch with you through the Progress List, which can be viewed daily through the Parent Profile. For any important issue or serious incident, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns or would like to share good news with us, please contact the school via the Parent Profile. In doing so, you will receive an acknowledgement from the school that your email has been received and you should then expect an email or phone call response within 72 hours. Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking students work and giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical. Your child's education is very much a team effort and we ask for your help and support throughout their time here in Secondary.

# Additional School Policies and Handbooks

We highly recommend parents to consult the school policies and handbooks in greater depth, these are available in the Parent Profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy
- Progression Policy
- Technology Policy

## Information about subjects

The subjects studied in Year 10 and 11 can be divided as follows:

| I/GCSE SUBJECTS             |  | NON I/GCSE SUBJECTS                             |  |
|-----------------------------|--|---|--|
| Compulsory British subjects | Optional subjects (choose 3 or 2 if Single Sciences has been chosen) | Compulsory Spanish subjects Internally assessed | Additional subjects included in the Y11 curriculum.  |
| English Language            | Art  | Lengua**  | Religion/Ethics & Philosophy                         |
| Maths                       | Business   | Sociales**                                      | Personal Development                                 |
| Science*                    | Computer Science   | Valenciano**                                    | Physical Education                                   |
|                             | French   |   | LAMDA – Public Speaking Qualification (Year 10 only) |
|                             | German   |   | Aspire (Year 11 only)                                |
|                             | Geography  |   |  |
|                             | History  |   |  |
|                             | English literature   |   |  |
|                             | Music  |   |  |
|                             | PE   |   |  |
|                             | Psychology   |   |  |
|                             | ELE (foreign students)   |   |  |



\* Science is offered as a Double Award certificate receiving 2 GCSE grades for the subject or Separate Award Sciences; Biology, Chemistry and Physics receiving 3 GCSE grades (a GCSE grade for each individual Science). The Separate Award covers content in greater detail and better prepares those students who wish to choose Biology, Chemistry or Physics for A Level, although it is not obligatory to take Separate Sciences to access A Level Sciences. Students that prefer to take a greater variety of subjects in Year 10 would be recommended to opt for the Double Award.

\*\* Lengua, Sociales and Valenciano or ELE are required for validation of the ESO (Secondary Certificate of Education) in addition to passing a minimum of 4 GCSE subjects with a grade 4 (a pass in the UK system yet not sufficient to study A Levels).

### **General points to Note:**

#### **GRADING**

In all subjects students will be assessed on a grading scale from 9-1 in line with UK assessments, 9 being the highest, 1 being the lowest and 5 being the required grade to pass at Caxton. Grade boundaries vary from subject to subject as these are set externally by exam boards based on the previous years External exams, therefore the percentage to pass (achieve a level 5) in each subject varies as well as the percentage to achieve grades from 9-1.

#### **GOOGLE CLASSROOM**

Is an educational platform in which all teachers across all subjects place materials and resources such as: videos, articles, recommended Reading, websites of interest as well as exam dates and homeworks. All located in one place with the added advantage that students can collaborate on work, submit work electronically and teachers can mark it, give feedback and grade work. Teachers and students can keep in regular contact and post comments and instructions at a moments notice. A great addition to the technological world of teaching.

## **INDEPENDENCE AND RESPONSIBILITY**

Students in Secondary will be encouraged to take more responsibility for their learning, be proactive, take the initiative and become more independent. Subject specific problems should first be discussed with their class teacher before approaching the Head of Department, Academic Head teacher or involving parents.

## **SUBJECT INFORMATION**

All subjects have outlined their intended course contents below, however please be aware that this is a guideline only and may be subject to change. These changes will be at the discretion of the Head of Department due to changing circumstances within the term such as, term length, bank holidays, special activities organized within the school, student understanding of key content etc... in the best interest of the students.

# IGCSE SUBJECT INFORMATION

## Assessment

### Year 10:

- Non IGCSE subjects: Each term grade is a combination of classwork, homework and assessments completed throughout the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighed slightly less than term 1 and 2 due term 3 being that much shorter.
- GCSE subjects: End of term tests, mini/progress tests, class work, exam style questions, projects and homework all contribute towards the Term 1 grade and the Term 2 grade each being worth 25% with a final End of Year exam contributing 50% to the overall End of Year grade (Term 3 is too short to effectively assess any new content before the End of Year exam takes place in May).

### Year 11:

- Non IGCSE subjects: Each term grade is a combination of classwork, homework and assessments completed throughout the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighed slightly less than term 1 and 2 due term 3 being that much shorter.
- GCSE subjects: End of term tests, mini/progress tests, class work, exam style questions, projects and homework all contribute to create both the Term 1 and Term 2 grade. In January of Year 11, all students will complete a Mock exam in all I/GCSE subjects in preparation for the real I/GCSE exams, which take place in May/June, and a predicted grade is generated for each subject and shared with parents in April/May.

Each subject has identified the EXTERNAL I/GCSE assessment in the information below: exam papers, percentages, duration of exams, coursework and subject specific information.

## ART & DESIGN

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**Head of Department:** Ms Charlotte Owen

### **Introduction:**

If you enjoy a challenge, thinking creatively, working practically and engaging with the world of Art and Design, this course could be for you. You will work in a variety of media and techniques, but unlike in Key Stage 3 you will be working in a more individual and independent way. Enthusiasm for the subject and an open mind are essential.

### **Course Content:**

- **Year 10** starts with a project that ensures access to first-hand sources, such as Landscape or Food, and every piece of work produced in it (both in school and at home) including the first term of Year 11, becomes the 'Coursework Unit'.
- **Year 11** will have the Autumn term to complete coursework on themes taken from previous exam papers (which will include the Mock Exam before Christmas). The actual exam paper is given out early in term 2 to allow for weeks of preparation in class and at home in developing an individual response. Unit 2 is externally set.

### **Assessment:**

Unit 1 (Coursework) will form 60% of your GCSE grade and consists of everything you do from the start of the course to term 2 in Year 11.

Unit 2 (The externally set exam theme) forms 40% of the final grade and as it is given out well in advance of the creation of the final piece, under exam conditions, it should hold no surprises. The actual exam time is 10 hours, usually spread over 3 days.

**Exam board:** Edexcel

**Entry requirements for Year 10:** achieved a grade **6** in Art in Year 9.

### **Possible future careers:**

Digital Web Based Designer

Interior Designer

Architect

Museum Curator  
Art Dealer  
Film and Theatre Set Designer  
Fashion Designer  
Special effects makeup artist  
Photographer  
Art restoration and conservation  
Game Designer  
Creative Director  
Theme Park Designer  
Commercial Display Planner  
Courtroom artist  
Gallery Director  
Product Designer  
Graphic Designer  
Illustrator ( Medical / Industrial / Book / Art Therapist / Graphic Novels / Signage/ Archeological)  
Layout for Magazines.

**Value of subject for the university:**

Dependent on choice of study area: Creative Thinking, Problem Solving, Visual Literacy, Film Studies, History of Art, Fine Art, Marketing, and courses linked to careers listed above.

**Subjects that can be complementary:**

Maths, Physics, Psychology, ICT, English Literature.

**Recommended web pages:**

- [www.studentartguide.com/](http://www.studentartguide.com/) (International examples of GCSE and A Level work and related careers in the industry)
- [www.caxtoncollege.com/en/category/publications](http://www.caxtoncollege.com/en/category/publications) (The Caxton Exam Exhibition catalogue from 2018 showing images of student work)
- <https://www.gold.ac.uk/art/> (Goldsmiths, London, one of many possible future destinations for Art degrees).

## BUSINESS

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**Head of Department:** Grant Crichton

### Introduction:

This subject gives you the opportunity to learn about the many areas of business and how they are applied in real life situations. You will be able to study how both small and large businesses are operated and explore the basics of starting up a new business venture. You will also develop a good understanding of marketing, finance, operations and Human Resources.

### Course Content:

| Year 10               |                                      |                                | Year 11                 |                                   |  |
|-----------------------|--------------------------------------|--------------------------------|-------------------------|-----------------------------------|--|
| Term 1                | Term 2                               | Term 3                         | Term 1                  | Term 2                            | Term 3                                   |
| Business Objectives   | International Trade & Exchange Rates | Training<br>Legislation        | Importance of Marketing | Economies & Diseconomies of Scale | Accounting & Finance, Sources of Finance |
| Types of Organisation | Government & External Influences     | Methods of Motivation          | Market Segmentation     | Production Methods Quality        | Budgets & Cash                           |
| Factors of Production | Judging Business Success             | Department Functions           | Marketing Mix           | Technology in Production          | Flow Forecasts                           |
| Sectors of Industry   | Organisational Structure             | Legal controls over Employment | Market Research         |                                   | Costs & Break Even Analysis              |
| Location              | Communication                        | Revision                       |                         |                                   | Financial Statements                     |
| Globalisation         | Recruitment & Selection              |                                |                         |                                   |  |

### Assessment:

The final IGCSE grade will be based on two 1 hour and 30 minute external exams at the end of Year 11.

Paper 1: Investigating Small Businesses - 1 hour 30 minutes. (50%)

Paper 2: Investigating Large Businesses - 1 hour 30 minutes (50%)

**Exam board:** Edexcel

**Entry requirements for Year 10:** achieved a level 5 in English and Level 5 in Maths in June of Year 9.

**Possible future careers:**

The transferable skills and knowledge you will gain through the study of Business at Caxton College will be invaluable in enabling you to access a wide range of courses at university and give you an excellent grounding for multiple career opportunities including:

Banking and Finance  
Business Law  
Management Consultancy  
Teaching and Development  
Logistics  
Fashion and Retail  
Data Analyst  
Trading

**Subjects that can be complementary:**

Computing/ICT, Ethics, Geography, Maths, Physical Education, English, Languages, History

**Recommended web pages:**

- [www.tutor2u.net](http://www.tutor2u.net)
- [www.bbc.com/news/business](http://www.bbc.com/news/business)
- [www.businessed.co.uk](http://www.businessed.co.uk)

## COMPUTER SCIENCE

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**Head of Department:** Mr Gustavo Balbuena

### **Introduction:**

Pearson Edexcel developed this new GCSE Computer Science in collaboration with teachers and the computer science community, to create an engaging qualification that equips students with the knowledge and practical skills to thrive in the fast-changing world of Computer Science.

The GCSE Computer Science qualification provides a practical approach to developing computational skills. This includes innovative, practical onscreen assessment to ensure all students develop the computational skills they need for an exciting digital future beyond the classroom.

The qualification's combination of written and practical elements balances theory and practical application, providing students with a rounded experience of Computer Science.

### **Course Content:**

The two-year course comprises six comprehensive topic areas, assessed through two externally-examined papers. One of these is a written paper focused on computational thinking, data, computers, networks, and issues and impact of computing in the world today. The other is a practical onscreen assessment, which focuses on the ability to analyse and solve problems by designing, writing, testing and refining programs. Python is the chosen programming language at Caxton College.

### **Assessment Y11 GCSE Grade:**

**GCSE:** The final IGCSE grade will be based on 2 exam papers:

Paper 1: Principles of Computer Science - 1 hour 30 mins. (50%)

Paper 2: Application of Computational Thinking - 2 hour (50%)

The ramping in the external exam papers means they have a gradual increase in difficulty, helping build confidence for students as they work through the questions. The papers' consistent assessment structure and



straightforward mark schemes make expectations clear to both teachers and students.

**Exam Board:** Pearson Edexcel

**Entry Requirements :** to join the course in Year 11 students must show sound knowledge and understanding of what has been taught in Year 10, with at least a grade 7 in both, the theory and programming.

**Possible future careers:**

Information Technology and telecommunications professionals

Software Developer

Web Designer

IT support Technician

Management Consultant

IT Manager

Graphic Designer

Robotics engineering and Automation.

**Value of subject for university:**

Computer Science is a discipline, like Maths, Physics, or History. It has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime. The core skill-set of Computer Science offers the opportunity to learn the workings of the digital systems that pervade the world today including various technologies and programming techniques allowing access to the many IT job opportunities there are, and understanding the vital contribution that IT makes to the wider economy.

**Recommended Web Pages:**

- BBC Bitesize GCSE Computer Science
- Pearson Edexcel GCSE Computer Science
- [makecode.microbit.org](http://makecode.microbit.org)
- [isaacomputerscience.org](http://isaacomputerscience.org)
- Craig 'n' Dave For Students
- [csfirst.withgoogle.com](http://csfirst.withgoogle.com)
- [live.withcode.uk](http://live.withcode.uk)
- [brilliant.org/computer-science](http://brilliant.org/computer-science)
- YouTube channel: Computer Science crash course

**Digital platforms used:**

- **Google Classroom** to deliver the course content
- **trinket.io** to write Python programs from iPad, PC or Mac.

**ENGLISH LANGUAGE**

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**Head of Department:** Mr Stephen Miller**Course Contents:**

| <b>First Term</b>  | <b>Second Term</b>   |
|--|--|
| <ul style="list-style-type: none"><li>• Short story writing</li><li>• Travel experiences</li><li>• <i>Night</i> (Short stories continued)</li><li>• Loss</li><li>• Preparation for Mock exam</li></ul> | <ul style="list-style-type: none"><li>• Mock examinations</li><li>• Narrative writing</li><li>• Stereotypes: images of Africa</li><li>• Preparation for IGCSE.</li></ul> |

As we study the anthology texts according to the above programme, we will be practising various writing skills, both transactional (Paper 1) and creative (Paper 2) and carrying out various tasks involving the comparison of texts.

**Assessment:** Edexcel IGCSE English Language Specification A.**Paper 1:** Non-fiction Texts and Transactional Writing. (60%). 2 hours 15 minutes.

- Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract.
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose. Students will be provided with the anthology text in the examination.

**Paper 2: Poetry and Prose Texts and Imaginative Writing (40%). 1 hour 30 minutes.**

- Section A: Reading: one 30-mark essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology.
- Section B: Imaginative Writing – one 30-mark imaginative writing task from a choice of three

**Exam Board:** Edexcel

**Entry requirements:** Passed English in Y9 with a grade 5.

**Recommended web pages:**

- [www.bbc.co.uk/KS3bitesize/english](http://www.bbc.co.uk/KS3bitesize/english)
- [www.revisionaid.co.uk](http://www.revisionaid.co.uk)
- [www.channel4.com/learning](http://www.channel4.com/learning)
- [www.bbc.co.uk/schools/websites](http://www.bbc.co.uk/schools/websites)
- <https://schoolreadinglist.co.uk/category/reading-lists-for-ks4-school-pupils/>

## **ENGLISH LITERATURE**

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**Head of Department:** Mr Stephen Miller

**Introduction:**

Literature isn't simply about reading books! It helps us to understand the world we live in, giving us insight into different cultures, while developing a number of skills such as presentational, conversational and debating abilities, not forgetting the more obvious benefit of greatly improved writing technique. Literature will certainly enable any student to attain a level of English they would not reach without such study.

**Course Content:**

- **Year 10:** *Things Fall Apart* by Chinua Achebe. *An Inspector Calls* by J.B. Priestley. Poetry from the Edexcel Anthology.
- **Year 11:** *Macbeth* by William Shakespeare. Poetry from the Edexcel Anthology. Revision for external examination (*Of Mice and Men* and poetry from the Edexcel anthology)

**Assessment:**

**Component 1:** Poetry and Modern Prose. This is closed book, but candidates are given a copy of the poems in the examination. The paper is 2 hours long and is worth 60% of the total IGCSE grade.

**Component 2:** Modern Drama and Literary Heritage texts. These texts are tested by coursework, with one essay on each text being required on each text.

**Exam Board :** Edexcel

**Entry requirements:** Pass English in Year 9 with a grade 5.

**Possible future careers:**

Law, Journalism, Advertising/Marketing, Internal Relations, Personnel/ Human Resources, Civil Service, Educator, Translator, Travel Business, Proof Reader, Acting, Direction/Production (film and TV), Theatre, Script writing, Radio, Music Business, Politics, Historian and related careers, Curator, Cultural affairs occupations.

**Value of subject for university:**

Taken at A Level, English Literature is a highly respected subject at university, especially in the United Kingdom and the USA.

**Subjects that can be complementary:**

At this stage over specialism is unnecessary and English Literature can be taken with any available options. It does, however, go especially well with humanities subjects, like History.

**Recommended Web Pages:**

- [www.bbc.co.uk/education/revision](http://www.bbc.co.uk/education/revision)
- [www.shmoop.com](http://www.shmoop.com)
- [www.bbc.co.uk/schools/gcsebitesize/english](http://www.bbc.co.uk/schools/gcsebitesize/english)

More recommendations will be given throughout the course.

**Digital platforms used:**

Century Tech

## FRENCH

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**Head of Department:** Ms Cathy Desbois

### **Introduction:**

You have been learning French for 3 years AND you have already studied 2 modules of the IGCSE course....Doesn't it make sense to keep going and get a qualification? Not yet convinced? Keep on reading....

Did you know that French is....

- Along with English, the only language spoken on five continents?
- France is often considered the language of culture. A French lesson is a cultural journey into the worlds of fashion, gastronomy and architecture?
- A career asset: French is a working language in a wide range of sectors (retailing, automotive, luxury goods, aeronautics, etc)? France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students.
- An advantage for studying in France?: Speaking French opens up opportunities for higher education at some of France's best-known universities or elite grandes écoles
- The language of international relations in the United Nations, the European Union, UNESCO amongst others? Proficiency in French is essential for anyone considering a career in any international organisation.
- A language of reasoning and debate?: French is an analytical language that structures thought and develops critical thinking.
- A language that opens up the world?: After English and German, French is the third most widely used language on the Internet, ahead of Spanish.
- A great opportunity to go on exchange programs in France, Canada, Switzerland, Belgium and at least another 30 countries where French is the official language!

**MOST IMPORTANTLY** French is a language that is fun and easy to learn, especially for Spanish native students!

### **Year 10 & 11 Course Content:**

Theme A: Urban and Rural Life, Holidays and Tourism, Customs and Traditions

Theme B: School life, Careers and Volunteering, Future Plans

Theme C: House and home, Relationships, Role Models, Childhood

Theme D: The Environment, Travel and Transport, Technology

Theme E: Hobbies, Sports, Shopping, Food and Drink

### **Assessment:**

- Paper 1 - Listening and Responding (25%). 35 minutes.
- Paper 2 – Reading and Writing (50 %). 1hr45 minutes.
- Paper 3 – Speaking Assessment (25%). 8-10 minutes.

**Exam Board :** Edexcel

**Entry requirements:** achieved a level **6** in French in Year 9.

### **Possible future careers:**

Translator, Interpreter, Publishing, Proofreading, Diplomat, ambassador, Tour guide, Resort staff, Flight attendant, French teacher, ESL teacher, Voice over artist.

### **Value of subject for university:**

Learning another language enriches the mind and opens up new horizons, both personally and professionally and for those students wanting to increase their chances of finding a job either at home or abroad in a number of different fields, French is an excellent A Level choice.

### **Subjects that can be complementary**

French can be taken with any available options.

### **Recommended websites:**

- [www.languagesonline.org](http://www.languagesonline.org)
- [www.lepointdufle.net](http://www.lepointdufle.net)
- [www.parlons-français.tv5monde.com](http://www.parlons-français.tv5monde.com)

### **Digital platforms used:**

Active learn

## GERMAN

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**Head of Department:** Shared responsibility

- Ms Louise Parmenter – KS5 (Year 12 & 13)
- Ms Kathrin Weers – KS3& 4 (Year 7-11)

**Introduction:**

Let's start off by debunking the myth that German is especially hard. Despite all what you have heard about it being an impossible language to learn, if you are an English speaker, you are actually already quite advantaged as German and English share the same Germanic root.

German is the language of inventors and thinkers. Over one hundred Nobel Prizes have gone to brilliant Germans for accomplishments in physics, medicine, chemistry, literature and other areas.

So stand out and make an impression with a German IGCSE, providing you with a more academic knowledge of the language and the gateway to any world class higher education.

Taking IGCSE German means you will:

- Have much more fun when travelling to a German speaking country (and there are many!)
- Add an extra dimension to your profile which will impress anyone who reads your CV.
- Knowing German has the potential to greatly enhance your career opportunities. Be in a stronger position to get a job amongst the large number of economic German global players. Siemens, Volkswagen, Adidas, BMW, Mercedes, Porsche and Lufthansa are globally recognized brands and corporations.
- Be well prepared to continue German at A Level at Caxton College.

The IGCSE German course will equip you to use spoken and written German in practical everyday situations – on holiday, at the shops or restaurants etc. and also offers valuable insights into the culture where German is spoken. In lessons, we aim to share our passion for the German language and culture with our students and encourage them to use the language as much as possible in lessons.

**Course content:****Year 10 & 11:**

- Home and Abroad
- Education and Employment
- Personal life and relationships
- The world around us.
- Social activities, Fitness and Health

**Assessment:**

The IGCSE German examination is designed to test ability in the four skills of listening, speaking, reading and writing.

- Paper 1 - Listening and Responding (25%). 35 mins.
- Paper 2 – Reading and Writing (50 %). 1 hour 45 minutes.
- Paper 3 – Speaking Assessment (25%). 8-10 minutes.

**Exam board:** Edexcel

**Entry requirements for Year 10:** achieved a level **6** in German in Year 9.

**Possible future careers:**

German offers numerous career opportunities, such as engineering, law, business and finance. Germany has the strongest and biggest economy in Europe and the fourth biggest in the world.

**Value of the subject for the university:**

At the University of Valencia, you may study a Degree in Translation and Interlinguistic Mediation with German, and at Oxford University you could even study Philosophy with German and another language. If you are interested in automotive design and engineering, you have the option to study it at the Universitat Politecnica de Catalunya and then complete an apprenticeship at BMW in either Oxford or Munich in Germany. For those who love motor racing and want to travel the world, you could join the F1 Mercedes Petronas Motorsport Team and work with famous car racers like Lewis Hamilton and could even be involved in the most advanced car-racing design teams in the world!!



**Subjects that can be complementary:**

A combination of Physics and German or Business or Economics with German would be very good options to choose for Key Stage 4.

**Recommended web pages:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-german-2017.html>

**Digital platforms used:**

Active learn

## **GEOGRAPHY**

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**Head of Department:** Ms Jennifer Freemantle

**Introduction:**

‘Our world has never been so well connected, so complicated and so unpredictable. As students of geography, how can we make sense of this planet to ensure a prosperous future for the human race?’ Theoretical content and practical skills are at the centre of this exciting, contemporary and critical journey through some of the most important questions facing our world today. We will investigate global economies, environmental issues, the most destructive forces known in nature and some of the largest urban areas in the world.

**Course content:****Year 10:**

- A. Hazardous environments
- B. Urban environments + Practical fieldwork investigation
- C. Economic activity and energy

**Year 11:**

- A. River environments + Practical fieldwork investigation
- B. Globalisation and migration
- C. Revision

**Assessment:**

During Year 10 and Year 11 each unit will be assessed through a number of tasks, projects and exam questions which contributes to term grades. Each of these assessments will be designed to develop key exam skills and techniques present needed for the final IGCSE exams in Year 11.

- Paper 1: Physical Geography: Hazards and Rivers (40%). 1hour 10 minutes
- Paper 2: Human Geography: Urban environments, economic activity and global issues (60%). 1hour 45 minutes

**Exam board:** Edexcel

**Entry requirements for Year 10:**

As good written English and numeracy skills are vital for success in Geography, a level **5** in Geography from Year 9 is a minimum requirement.

**Possible future careers:**

You will find Geographers working in a wide range of jobs, from the City of London stock exchange to urban planning, working in the environment and tourism, even in international charities and retail. Studying Geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future.

**Value of the subject for the university:**

Some subjects like Geography are more frequently required for entry to degree courses than others. These are called 'facilitating' subjects because choosing them at GCSE and Advanced Level leaves open a wide range of options for university study.

**Subjects that can be complementary:** English, Maths, Science, Business, History.

**Recommended web pages:**

- [www.gapminder.org/tools](http://www.gapminder.org/tools)
- [www.earth.nullschool.net/](http://www.earth.nullschool.net/)

## HISTORY

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**Head of Department:** Ms Jeanette Nugent

### **Introduction:**

HISTORY MATTERS! We cannot understand Trump without understanding Roosevelt and America's political background. We cannot understand Europe without understanding the catastrophic background of Germany in the 1920s and 30s, World War Two and the Cold War. We cannot even begin to predict our future without understanding the histories of the key protagonists China, America and Russia (the USSR). We will focus on the 20th century because it matters to us now.

### **Course Contents:**

#### **Year 10:**

- Germany 1918-45.
- A World Divided: Super power relations 1943-72

#### **Year 11:**

- USA 1918-41
- China – Conflict, crisis and change

### **Types of assessment:**

- Paper 1: Depth Studies -1hour 30 minutes.
- Paper 2: Historical Investigations and Breadth Studies -1hour 30 minutes.

**Exam board:** Edexcel

**Entry Requirements :** Level 5 in English and History.

**Possible future careers:** Lawyer, Journalist, Archaeologist, Trade Unionist, Economist, Politician, Immigration Officer, Town Planner, Accountancy, Social Services Manager, Archivist, Broadcaster, Foreign Services Officer, Police Officer, Teacher, Archivist, Museum curator. Employers highly respect the knowledge, approaches and skills that form part of a history degree, making history an especially flexible IGCSE and A Level choice for future career choices.

**Subjects that can be complementary:**

History fosters a skill set that is highly beneficial to the studies of other subject areas such as Business Studies, Geography and Psychology. A good historian can put a convincing argument together, write in a coherent and intelligent manner and knows much about the world we live in. These are key skills which are required in a vast array of professions such as law and journalism. Equally, professions such as Medicine or Engineering value it as a third subject at A Level. History graduates can therefore be found in a wide range of fields from politics to business. John F Kennedy, Woodrow Wilson and Annita Roddick, the founder of 'Body Shop', are only a few examples of highly successful and influential history graduates.

**Value of the subject for the university:**

Employers and universities know what good historians can do and look favourably on those who studied it successfully even when outside the traditional areas associated with the subject. History is rightfully regarded as a highly academic and demanding subject and a History IGCSE qualification is therefore a very useful asset for future employees and degree courses. They will know that a History qualification means that you can write, can use complex sources to draw conclusions and argue backed with evidence and explanation. We are one of the 'facilitating' subjects identified by the top British universities. This means that we are one of the most popular subjects named by universities as being a preferred subject.

**Recommended web pages:**

- Historical Association [www.history.org.uk/student](http://www.history.org.uk/student)
- Alpha History [www.alphahistory.com/](http://www.alphahistory.com/)

## MATHEMATICS

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**Head of Department:** Ms Christine Bruce

**Introduction:**

The course follows the structure of the textbook with five units each covering topics on number, algebra, shape and space and statistics. Other topics in Mathematics, such as set theory and calculus, are also introduced during Year 10.

**Course Contents Year 10 & 11:**

- 1: Numbers and the number system
- 2: Equations, formulae and identities
- 3: Sequences, functions and graphs
- 4: Geometry and trigonometry
- 5: Vectors and transformation geometry
- 6: Statistics and probability

**Assessment:** Two papers

Two external exams are sat at the end of Year 11:

- Paper 1 – 2 hour exam (50%)
- Paper 2 – 2 hour exam (50%)

**Exam board:** Edexcel IGCSE Maths (Higher Tier).

**Entry requirements for Year 10:** Level 5 in Maths at the end of Year 9.

**Recommended web pages:**

- [www.myimaths.com](http://www.myimaths.com)
- [www.channel4learning.com/apps/homeworkhigh](http://www.channel4learning.com/apps/homeworkhigh)
- [www.nrich.maths.org](http://www.nrich.maths.org)

**Digital platforms used:**

- Century Tech
- MyiMaths

**Additional information** - Some students will have the opportunity to take GCSE Further Maths and will begin preparing this alongside their IGCSE Maths taking the additional External exam in May/June of Year 11. This is

a completely optional exam and students will be able to opt out if they prefer not to take the exam.

## **MUSIC DEPARTMENT**

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**Head of Department:** Mr Gerry Paci

### **Introduction:**

The aim of the course is to provide students with wide ranging, essentially practical experience of musical skills and understanding, suitable both as a basis for study of Music at A Level and a creative outlet for an interest in music.

### **Course Information:**

- **Performing 30%.**

All students will need to perform one solo piece and one ensemble piece by the end of the course.

- **Composing 30%.**

Students will compose music throughout the course using computer sequencing software and will build up a portfolio of compositions in a variety of styles. They will then select two compositions to be submitted towards the final exam.

- **Listening 40%.**

Students will listen and respond to music from a wide variety of styles and traditions. This will include jazz, classical, pop and rock music, folk and world music. There will be a listening exam at the end of the course.

### **Where could it lead?**

GCSE Music provides a solid foundation for the AS/A Level in Music and is an excellent entrance subject for university because admissions tutors look for well-rounded confident and culturally aware students. Music students also develop all seven of the skills that define employability as announced by the Confederation of British Industry: self-management, team work, customer awareness, problem solving, numeracy and ICT.

Perhaps most importantly, Music is a skill for life and provides opportunity for enjoyment, leisure, participation and social interaction.

**Assessment:**

Students will be assessed continuously in performing, composing and listening. The performing and composing assessment is worth 60%, and the listening component is evaluated in a 1 hour and 30 minute exam worth 40%.

**Exam board:** Edexcel

**Entry requirements for Year 10:** Level 7 end of year grade. Grade 4 performance certificate or equivalent entering Year 10 on your chosen instrument or voice.

**Possible future careers:**

The music and entertainment industry is big business in Europe and GCSE Music could pave the way to any career within the industry. These might include artist management, accountancy, copyright law, events management, journalism, performer, publisher, sound engineer, teacher, tv/radio presenter.

**Value of subject for the university:**

As mentioned in 'Where could it lead' section.

**Subjects that can be complementary:** Science, Maths, English, History.

**Recommended web pages:**

- [www.bbc.com/bitesize/subjects/zpf3cdm](http://www.bbc.com/bitesize/subjects/zpf3cdm)
- [/www.thomann.de/](http://www.thomann.de/)

## PHYSICAL EDUCATION

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**Head of Department:** Ms Leah White

### **Introduction:**

Many of you will be thinking whether GCSE PE is the right course for you, so read on!

- 1) Are you interested in anatomy, physiology, health, fitness, drugs, diet, sports psychology, designing a training programme and much more?
- 2) Sport!! You don't have to be the most amazing sports person in the world, just enjoy sport and have an interest in developing your skill.
- 3) Are you determined, keen to succeed, motivated...? If so this could be the course for you!

### **Course Contents:**

| Year 10   |   | Year 11  |  |
|---|---|--|--|
| Theory  | Practical   | Theory   | Practical  |
| <ul style="list-style-type: none"><li>• Health, fitness and well-being</li><li>• Sports Psychology</li><li>• Socio-cultural influences</li><li>• Anatomy &amp; Physiology</li></ul> | <ul style="list-style-type: none"><li>• One team sport</li><li>• One individual sport</li></ul> | <ul style="list-style-type: none"><li>• Movement Analysis</li><li>• Physical training</li><li>• Exam preparation</li></ul> | <ul style="list-style-type: none"><li>• One team sport</li><li>• One Individual sport</li><li>• One team or Individual sport</li></ul> |

### **Assessment:**

#### **Theory (60%)**

- Paper 1: Fitness and Body Systems (36%). 1 hour and 45 minutes
- Paper 2: Health and Performance (24%). 1 hour and 15 minutes

#### **Practical (40%)**

- 3 Practical performances/activities. (30%)
- 1 Coursework piece: Personal Exercise Programme (PEP). (10%)

**Exam board:** Edexcel



**Entry requirements for Year 10:** Level 5 PE at the end of Year 9.

**Possible future careers:**

PE complements nearly every subject and it can be studied alongside anything. It has a Biology, Psychology and Sociology component and will be perfect for anyone looking at university degrees in these areas as well as the traditional sports based courses:

Sports Medicine

Physiotherapy

PE Teacher

Fitness Instructor

Sports Psychologist

Nutritionist

Leisure Management

Sports Journalism

**Subjects that can be complementary:** Biology, Chemistry, Psychology, Sociology, Business, languages, practically any subject!

**Recommended web pages:**

- [www.bbc.com/Bitesize/examspecs/zxbg39q](http://www.bbc.com/Bitesize/examspecs/zxbg39q)
- [www.qualifications.pearson.com](http://www.qualifications.pearson.com)
- [www.bbc sport.co.uk](http://www.bbc sport.co.uk)

## SCIENCE DOUBLE AWARD & SEPARATE SCIENCES

| Subject               | BIOLOGY  | CHEMISTRY   | PHYSICS  |
|-----------------------|--|---|--|
| Head of Department    | Dr Bill Kemball  | Ms Stephanie Boyko  | Mr James Spiller   |
| Course Contents       | <ul style="list-style-type: none"> <li>• The nature and variety of living organisms</li> <li>• Structures and functions in living organisms</li> <li>• Reproduction and inheritance</li> <li>• Ecology and the environment</li> <li>• Use of biological resources</li> </ul> | <ul style="list-style-type: none"> <li>• Principles of Chemistry</li> <li>• Inorganic Chemistry</li> <li>• Physical Chemistry</li> <li>• Organic Chemistry</li> </ul>   | <ul style="list-style-type: none"> <li>• Radioactivity and particles</li> <li>• Electricity</li> <li>• Magnetism and electromagnetism</li> <li>• Astrophysics</li> </ul>         |
| Recommended Web pages | <a href="http://www.bbc.co.uk/schools/gcsebitesize/biology">www.bbc.co.uk/schools/gcsebitesize/biology</a>   | <a href="http://www.wpbschoolhouse.btinternet.co.uk/page10/page10.htm">www.wpbschoolhouse.btinternet.co.uk/page10/page10.htm</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/chemistry">www.bbc.co.uk/schools/gcsebitesize/chemistry</a><br><a href="http://www.S-cool.co.uk">www.S-cool.co.uk</a><br><a href="http://www.revisiontime.com">www.revisiontime.com</a><br><a href="http://www.gcsechemistry.com">www.gcsechemistry.com</a><br><a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> | <a href="http://www.scool.co.uk">www.scool.co.uk</a><br><a href="http://www.gradegorilla.com">www.gradegorilla.com</a><br><a href="http://www.century.tech">www.century.tech</a> |

\*Topics covered for the Double and Separate Award are the same; however for the single award, topics are covered in greater depth.

### Assessment:

The IGCSE is taken at the end of Year 11. The number of exams to be taken depends upon the award:

- **Double Award – students take 3 separate exams, 1 exam for each Science.**
  - Biology – 2 hour 33.3%
  - Chemistry– 2 hour 33.3%
  - Physics– 2 hour 33.3%

- **Separate Sciences – students take 6 separate exams, 2 exams for each Science.**

#### **Biology**

Paper 1 – 2 hour exam. 61.1%.

Paper 2 – 1 hour 10 minutes exam. 38.9%

#### **Chemistry**

Paper 1 – 2 hour exam. 61.1%.

Paper 2 – 1 hour 10 minutes exam. 38.9%

#### **Physics**

Paper 1 – 2 hour exam. 61.1%.

Paper 2 – 1 hour 10 minutes exam. 38.9%

**Exam Board:** Edexcel

#### **Entry requirements for Year 10:**

- Pass the subject with a level **5** at the end of Year 9 for the Double Award Science.
- Pass the subject with a grade **6** at the end of Year 9 in order to take Separate Sciences.

#### **Digital platforms used:**

Doodle

CenturyTech

## PSYCHOLOGY

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**Head of Department:** Ms Claire Brunell

### **Introduction:**

Are you interested in human behaviour and understanding more about why we do what we do? If so, then Psychology is for you!

### **Course Contents:**

Throughout the course we look at a number of different behaviours in 7 different topics and think about why they happen. For example we consider questions like:

- Why people conform? And why some people don't?
- How does our memory work?
- How do we develop our ability to think?
- What causes addiction?
- How is animal communication different from human communication?
- How does the brain work?
- Why are we tricked by visual illusions?

In order to answer these questions we need to have a good understanding of how to do research on people, and throughout the course you will learn all about how Psychologists conduct their experiments. This is one of the most important parts of studying Psychology.

### **Assessment:**

Two exams at the end of Year 11. Both are 1 hour and 45 minutes and have multiple choice, short answers and some extended writing.

**Exam board :** AQA

### **Entry requirements for Year 10:**

As Psychology is a science and, even though the studies are on people, we will still talk about things like IV's, DV's and fair tests. Due to this, we ask that you have at least a level 5 in Science from year 9.

### **Possible future careers:**

As Psychology is all about people's behavior it can help with lots of different careers.

For example, Clinical Psychologists can work with people with mental health problems but Occupational Psychologists might look at how to improve the way people are working in a business and Sports Psychologists will work with athletes to help them improve.

### **Value of subject for the university:**

Many degrees will have elements of Psychology in them from Medicine to

Business, Teaching to Sports Science, so an introduction to Psychology will help with many different degrees at university.

**Subjects that can be complementary:**

Psychology can fit with many different subjects depending on your interests e.g. Biology and Psychology if you are interested in the human brain; Business and Psychology if you are interested in how consumers think; PE and Psychology if you are interested in how sports people can be motivated.

**Recommended web pages.**

<https://learndojo.org/aqa/gcse-psychology-revision/> will tell you all about the course

<https://digest.bps.org.uk/> for up-to-date research in psychology.

**SPANISH LANGUAGE AND LITERATURE AND AS LEVEL**

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**Head of Department:** Ms Mar González

**Introduction:**

Students in Year 10 are being prepared to take the AS Spanish exam in Year 11. Either being native or having an extremely good level of Spanish means that students can take the AS exam in Year 11 and complete the A Level in Year 12 leaving more time to study their remaining A Level exams in Year 13.

**Course Contents Year 10, 11 & 12:**

| Term 1   | Term 2   | Term 3   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Romantic literature</li> <li>• Texts and its characteristics</li> <li>• Argumentative texts</li> <li>• Realistic and Naturalistic literature</li> <li>• Preparing for external exam Spanish IAL (Unit 1,2)</li> </ul>   | <ul style="list-style-type: none"> <li>• Modernist poetry</li> <li>• Generación del 98.</li> <li>• Preparing for external exam Spanish IAL (Unit 1,2)</li> </ul> | <ul style="list-style-type: none"> <li>• Generación del 27</li> <li>• Project: Contemporary authors (Poetry, narrative and drama from 1940)</li> </ul> |
| <p>Reading is a very important part of education. This school year our reading books are: <i>Don Juan Tenorio</i> (adapted) by José Zorrilla and <i>Simón no, Saimon</i> by Jorge Gamero. We also encourage students to visit public libraries where they can enjoy a variety of books and new technologies.</p> |  |  |

**Assessment:**

This subject will be evaluated through periodic tests , classwork, projects and other works.

The overall grade for the year is a combination of the 3 terms, with term 3 being weighed slightly less than term 1 and 2 due to term 3 being that much shorter.

**External exam:**

In Year 11 students will also take an A level exam (IAL Units 1 y 2), for which students will be prepared in some Spanish lessons. In year 12 they will prepare Units 3 and 4 in specific lessons allocated for it in their timetables.

**Assessment:**

To achieve the IAS, students must complete Units 1 and 2 which are completely externally assessed.

To achieve the IAL (Year 12), students will complete the remaining Units 3 & 4 which are completely externally assessed.

**In Year 11 students will complete:**

- Paper 1 – Spoken expression and response (30% of AS). Oral exam. 8-10 minutes.
- Paper 2 – Understanding and written response (70% of AS). 2 hour 30 minutes exam.
  - Section A – Listening
  - Section B – Reading and Grammar
  - Section C - Writing

**Recommended web pages.**

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/spanish/2016/specification-and-sample-assessments/IAL-Spanish-Specification.pdf>

## **SPANISH FOR FOREIGNERS (ELE) GCSE**

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**Head of Department:** Ms Pilar Tortonda

### **Introduction:**

The aim of the ELE programme is to increase the level of Spanish for those who are not native and have a lower level of Spanish, and are not able to follow the Spanish route taking Lengua and Sociales. The focus is on 3 different aspects: listening, speaking and reading and writing with the aim to take the IGCSE exam at the end of Year 11.

### **Course Contents:**

#### **Year 11:**

- Home and Abroad
- Education and Employment
- Personal life and relationships
- The world around us.
- Social activities, Fitness and Health

### **Assessment:**

The subject will be assessed by regular tests on the material given in class. In addition, grades will be given for classwork, projects, etc. The end of the year grade will be obtained from the average of the term grades.

The IGCSE Spanish examination taken in Year 11 is designed to test ability in the four skills of listening, speaking, reading and writing.

- Paper 1 - Listening (25%). 35 minutes.
- Paper 2 – Reading and Writing (50 %). 1 hour 45 minutes.
- Paper 3 – Speaking (25%). 8-10 minutes.

### **Additional Information:**

Read over and revise class content regularly in order to develop good study habits. Try to practise the oral language as much as possible.

# INTERNALLY ASSESSED COMPULSORY SUBJECTS

## ASPIRE

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**Head of Department:** Ms Claire Brunell

**Introduction:**

Students in Year 11 will attend fortnightly lessons where they will be given information about their future options choices and career opportunities.

**Course Contents:**

Students will be answering questions about their future including...

What kind of future do I want?

What to study at university, and where?

What are the best sixth form options for me?

What skills do I need for my future career and how do I develop them?

## SPANISH SOCIAL STUDIES

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**Head of Department:** Ms M<sup>a</sup> Carmen López

**Course Contents:**

| FIRST TERM                                       | SECOND TERM   | THIRD TERM                             |
|--|---|--|
| 20th Century in Spain:<br>Restoration, Civil War | 20th Century in Spain: Dic-<br>tatorship and Transition | Spain in the present day:<br>Democracy |

**Reading book:** *Bajo el fuego de las balas pensaré en ti.*



**Assessment:**

An exam takes place each term with other assessments contributing to each term grade, which can be made up from a combination of class exercises, reading comprehension, essays, projects, evaluation of notebooks and self assessments. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

**Recommended web pages:**

- [www.educahistoria.com](http://www.educahistoria.com)
- [www.artehistoria.com](http://www.artehistoria.com)
- [www.isaacbuzo.com](http://www.isaacbuzo.com)
- [www.profesorfrancisco.es](http://www.profesorfrancisco.es)
- [www.santillana.es](http://www.santillana.es)
- [www.leccionesdehistoria.com/4ESO/](http://www.leccionesdehistoria.com/4ESO/)
- YouTube channels: La cuna de Halicarnaso, Historia en comentarios, Academiaplay

**Additional Information:** Reading is a fundamental part of developing subject knowledge as well as a greater understanding of topics. To complement this subject, we recommend that pupils visit exhibitions, museums, historical recreations and historical locations where interesting activities are organised for families.

## **PERSONAL DEVELOPMENT**

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**Head of Department:** Ms Carolina Cebrián

**Introduction:**

The objective of Year 11 is to adopt a critical attitude to social stereotypes, assess gender differences as being of benefit to society as a whole, and study equal rights and obligations between the sexes. Students will analyse the relationship between freedom and responsibility and the impact of new technologies on teenagers and children.

**Course Contents:**

| <b>First Term</b>   | <b>Second Term</b>   | <b>Third Term</b>   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Healthy relationships: consent</li> <li>• Mental Health</li> </ul> | <ul style="list-style-type: none"> <li>• Sex and relationships education: abstinence, contraception and STD's</li> </ul> | <ul style="list-style-type: none"> <li>• Pornography</li> <li>• Gambling</li> </ul> |

**Assessment:**

A project will be assigned by the teacher each term, which is to be completed in class and at home. Failure to hand in the project will result in the student failing the term. In addition to the project, student participation, attitude and classwork also contribute to the final grade. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being shorter.

**Recommended web pages:**

- [www.fad.es](http://www.fad.es)
- [www.youngminds.org](http://www.youngminds.org)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.thecriticalmediaproject.org](http://www.thecriticalmediaproject.org)
- [www.loveisrespect.org](http://www.loveisrespect.org)

**Additional Information:** We encourage you to discuss the different topics with your child so that they will be more aware of the values we want to promote.

## PHYSICAL EDUCATION

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**Head of Department:** Ms Leah White

**Introduction:**

PE is a compulsory subject under the National Curriculum at Key Stages 3 and 4. At Caxton College we ensure that the stated aims of the National Curriculum for PE are fulfilled:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

**Course Contents:**

| Term 1               | Term 2               | Term 3                     |
|----------------------|----------------------|----------------------------|
| Hockey/Football      | Options              | Options including swimming |
| Badminton            | Tag Rugby            | Volleyball /Softball       |
| Basketball / Fitness | Volleyball/badminton |                            |

*\* Please note activities are subject to change depending on availability of facilities and resources.*

**Assessment:**

Each topic students will be assessed on a scale from 9-1 on their ability to perform the required skills of that activity and then how they can apply those skills in competitive game situations (where possible). All assessment criteria is posted and available via Google Classroom before the start of the activity. At the end of each term the activities that have been assessed are averaged out giving an overall grade for the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being shorter.

**Recommended web pages:**

- <https://www.bbc.co.uk/sport>
- <https://www.ukcoaching.org/resources>
- <https://www.uksport.gov.uk/>

**Additional Information:**

- Students should bring PE kit to every lesson even if they will not be taking an active part due to injury or illness.
- Students are not permitted to use the library as an alternative to PE. Any extenuating circumstances will be agreed with pupils, parents, head of department and head of year.
- Throughout the year there will be an opportunity to represent the school in Inter-school competitions; Football, Basketball, Athletics and Swimming. Trials are held for such events where all students are welcome to attend and try out for the team.

## RELIGION/ETHICS & PHILOSOPHY

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**Head of Department:** Ms Almudena Cózar

**Introduction:**

Students in Year 10 and Year 11 continue to study either Religion or Ethics & Philosophy following the course contents outlined below.

**Course Contents:**

| Religion   | Ethics & Philosophy   |
|--|---|
| <ul style="list-style-type: none"><li>• Church History in the Middle and Modern ages.</li><li>• The Church today</li></ul> | <ul style="list-style-type: none"><li>• Logic and the foundations of mathematics</li><li>• The later Wittgenstein</li><li>• Existentialism</li><li>• Recent continental philosophy</li><li>• Recent analytical philosophy</li></ul> |

**Assessment:**

This subject will be evaluated through classwork, projects, study of Christian prayers and others works plus attitude and participation.

The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than Term 1 and 2 due to term 3 being that much shorter.

**Recommended web pages:** Recommendations will be given throughout the give.

**Additional Information:**

Students have the choice whether to study Religion or Ethics, which they do until year 11. If students wish to continue their studies in this area in sixth form, they can take Philosophy as an A Level.

Students that study Religion need to remember that it is not just a subject but also a way of life, therefore the pupils' education should be shared with the families, and reinforced through discussion of topics at home, practicing basic prayers, etc. *\*In Years 10 & 11, Catechesis in preparation for the Confirmation is taught outside the school timetable, after 5:00pm. In order to be allowed to attend, students should have attended Religion classes since they started their Secondary education.*

Students cannot change the subject during the academic year.

## VALENCIAN LANGUAGE

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**Head of Department:** Ms Pilar Tortonda

**Introduction:** Valencian Language is a compulsory subject that all students must take in order to successfully complete their Secondary education in Spain.

**Course Contents:**

**Vocabulary:** Food, the city, daily routines, travel, the weather, housework, cinema, theatre and shows, the house.

**Spelling and grammar:** imperative tense, synonyms, past participle, future tense, questions, weak pronouns, comparisons.

**Evaluation:** There will be an exam at the end of the three terms. Each term grade is generated from regular assessments completed in class and a combination of classwork, Project work and exercises completed throughout that term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighed slightly less than term 1 and 2 due to term 3 being that much shorter.

**Recommended web pages:**

- Jugallengua – Downloadable from: [www.ceice.gva.es/es/web/dgplgm/jugallengua](http://www.ceice.gva.es/es/web/dgplgm/jugallengua)
- [www.diccionarivalencia.com](http://www.diccionarivalencia.com)

**Additional Information:** It is important to note that all students must study Valencian Language, whether they are foreign or native Spanish speakers. This is a requirement by the Spanish government. All lessons are carefully planned and prepared to ensure they are accessible by all, and that all students make good progress.

