



Key Stage 4

Year 10

2023-2024

Dear Parents and Carers,

Welcome to the start of Year 10, the start of Key Stage 4 and the start of your child's two-year I/GCSE journey.

Students must quickly adapt to the changing work load and requirements of their new I/GCSE courses. Many students will feel a noticeable 'jump' in expectations and it is of utmost importance that we provide strong pastoral support to help students manage this change. In addition, we give great importance to the development of supportive relationships between students - the success of each of our students individually is reliant on them working together as a group, to create the very best atmosphere for learning.

We always strive to create a school environment that is academically challenging but that is also understanding and attentive to the development of each student, since only then can they reach their full academic and personal potential.

As in previous years, we cannot underestimate the importance of parental support on this journey. We look forward to working with your support this year, to enable your child to achieve their very best.

Carla Denecker
Head of Year 10

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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)
- **Sixth Form** (Year 12 and 13, also commonly known as Sixth Form)

Key Stage 3 laid the foundation for future learning. Students studied 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 the I/GCSE (International/General Certificate of Education). Caxton College is a recognised exam centre for Pearson's Edexcel and AQA Examination Boards. These I/GCSEs 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 IGCSE 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 makes the academic progress they are capable of, as well as equipping them with values and life skills they will need beyond school. This is a crucial period in which students learn to organise themselves, to become more independent and to take responsibility for their actions and decisions.

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.

Spanish System	British System	Key Stage	Public Examinations
6º Primaria	Year 7	Key Stage 3	
1º ESO	Year 8	Key Stage 3	
2º ESO	Year 9	Key Stage 3	
3º ESO	Year 10	Key Stage 4	LAMDA
4º ESO	Year 11	Key Stage 4	I/GCSE
1º Bachillerato	Year 12	Sixth Form	AS level/ Advanced level
2º Bachillerato	Year 13	Sixth Form	A2 level/ Advanced level

Careers Education at Caxton College

Careers Education, Information, Advice and Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

At Caxton there are many non-curricular activities that students can take advantage of in order to help make informed decisions about their future.

- Lunchtime careers talks where we welcome speakers from a variety of different careers to inspire and inform our students
- All students have access to all the resources on 'Unifrog', the university and careers platform, including their webinars
- Year 11 students have the opportunity to take part in work shadowing after their GCSE exams
- Year 10 students will have the opportunity to take part in a mock interview afternoon
- Students in years 11 to 13 are kept up to date with latest career opportunities in a monthly careers newsletter
- Year 12 and 13 will have regular talks from universities on preparing for their future, including interview skills
- Every year we hold an international university fair in the school grounds
- All students have the opportunity to arrange a 1-to-1 meeting with the school psychologist to discuss their future plans
- We have an active alumni who are keen to come back into Caxton and help with a number of different ad hoc careers events and activities.
- As well as support with the Spanish university application process, we have an international university team who offer detailed and personalised support to students who want to apply to university outside of Spain

Assessments and Reports

Each academic year 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. This includes overall grades for each subject following Assessment Period three.

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).

A variety of assessment methods are used throughout the year and vary from subject to subject. In addition, at the end of Year 10, students will complete 'End of Year' exams in English, Maths and Science, as well as the 3 optional GCSE subjects, which are worth 50% of the year grade in each subject.

Aside from the official termly and end of year reports published to parents via the parent portal, teachers complete interim grades in October of Term 1, which are used to identify students that 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.

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.

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

Internal Exams and Assessments

Exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing an objective view of the student's progress. Internal exams act as good preparation for the external exams that students will sit in Key Stage 4 and Key Stage 5.

Internal exams take place at various times throughout the year and vary from subject to subject with End of Year exams taking place in the last 2 weeks of May. Attendance is compulsory with students only being absent for illness, injury or exceptional circumstances which have been approved by SLT. At this point we allow a child to sit an exam or submit work for an assessment outside of its 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. For key dates, please refer to the calendar, available via the Parent Profile.

All absences must be authorised by the parents and this must be communicated to the school.

- 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.
- During the 'End of Year Exams' period, if a student is absent the day before an exam, and this absence has not been authorised, the student will receive a zero, even if they are present on the day of the exam.

It is important to note that help and support continue to be provided during the End of Year exam period; teaching and support staff are on hand including the pastoral team: Co Head and assistant pastoral, tutors, Heads of Years, Heads of Departments, Secondary Psychologist, SENCo and the Academic Headteacher in order to best prepare the students for their upcoming exams. Revision activities are the focus in subjects that have End of Year exams. All other subjects either continue evaluating for the third term grade, begin preparation for the subject for the following year or complete enrichment activities to develop further knowledge and understanding.

Excluding the End of Year exams, if a student misses an exam or assessment during term time, it is the student's responsibility to contact their subject teacher on their return to school and arrange a new date for the assessment to take place.

Celebrating achievement

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 as well as CAT4 and National Reading Test data.

A student may move from one set to another throughout the year based on academic performance. It often takes place at the end of an Assessment Period or the start of the next one, and is done 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 teaching styles.

Criteria for Progression from Year 10 to Year 11

1. A pass grade at this level represents grades 9 – 5.
2. Students will only be allowed to progress to the next year if they have passed ALL subjects with a grade 5 or higher.
3. If a student fails:
 - 1 Subject – Students have the opportunity to resit* the subject in August. (Resit dates **29th & 30th August 2024**).
 - 2 Subjects – Students have the opportunity to resit* the subjects in August. (Resit dates **29th & 30th August 2024**).
 - 3 Subjects – Students have the opportunity to resit* the subjects in August. (Resit dates **29th & 30th August 2024**).
 - 4 Subjects or more – No resit opportunity. Students ONLY option will be to repeat the year or leave the school.

*In some subjects such as: French, German, Ethics, Religion, Personal Development, PE and Sociales, re-sits may consist of a project or skills based tasks to be handed in on the **29th & 30th August 2024**).

Pupils who have not chosen to continue French/ German, will be required to complete a set of skills based tasks by the **30st of August**.

4. If a student fails resits in August, a 'Claustro' meeting 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.

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.

Qualifications in the Spanish System

I/GCSE's (International General Certificate of Education) are British qualifications studied across two years (Year 10 and 11) and consist of an external exam taken at the end of Year 11 in May/June set by the exam board in the UK.

Students in Year 9 will have chosen 2 or 3 optional IGCSE subjects to study in Years 10 and 11 (dependent upon the Science chosen). These subjects are studied alongside the compulsory English, Maths and Science IGCSEs as well as all internally assessed subjects.

It's important to note that some optional subjects (Art, Computer Science, Music and Single Sciences) require students to meet higher criteria than the pass grade of a 5 to be able to take the subject in Year 10.

Please be aware that an I/GCSE group may not be running if the number of students who chose the subject in January of Y9 was less than 5. It is also important to note that not all I/GCSE subjects may be offered at A level for the same reason.

The requirements of the Ministry of Education of Spain requires students to take and pass Year 10 and 11 obtaining a minimum of four IGCSE passes at the end of Year 11 and pass the compulsory Spanish subjects Lengua, Sociales and Valenciano/ELE. This is essential for completion and convalidation of Secondary Education in Spain. In doing this students will receive the ESO (Certificate of Secondary Education in Spain).

The validation requirements differ to the Criteria for Progression used within the school as noted in the previous page.

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

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 recuperating. 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 fellow student. **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 staff, 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 dedicated to general classroom resources, including technological, art and science laboratory resources, 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, pencil sharpener
- One 1B and one 4B pencil for Art lessons
- Ruler of 30cm
- Compass
- Protractor
- Scientific Calculator (we recommend the Casio FX-82SPXCW)
- iPad - The minimum required specification is a 6th Generation iPad . If your child needs to buy a new iPad, the school recommends a 64GB 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 trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. 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 staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Profile. For more pressing or serious issues, 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 student 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

Should parents wish to consult any of our policies or handbooks in greater depth, these are available to view Caxton web site:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Curriculum Policy
- Gifted & Talented Policy
- SEND Policy
- Searching students and their possessions
- Complaints Policy
- Relationships and Sex Education Policy
- First Aid & Healthcare Policy
- School Technology Policy
- Admissions Policy

General Information About Subjects

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 Y10 curriculum.
English language Maths Science*	Art Business Computer Science French German Geography History English literature Music PE Psychology ELE (foreign students)	Lengua** Sociales** Valenciano**	Religion/Ethics Personal Development Physical Education LAMDA – Public Speaking Qualification

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

* Science is offered as a Double Award certificate receiving 2 GCSE grades for the subject or Single Award Sciences; Biology, Chemistry and Physics receiving 3 GCSE grades (a GCSE grade for each individual Science). The single 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 Single Sciences to access A-level Sciences. Students that prefer to take a greater variety of subjects in Y10 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 5.

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 with the exception of LAMDA, which is externally assessed and is graded as a Pass, Merit or Distinction. 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.

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 receiving less weighting than term 1 and 2 due to term 3 being 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 receiving less weighting than term 1 and 2 due to term 3 being 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. There is no Term 3 grade for GCSE subjects.

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

Head of Department: 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 KS3 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 2 days.

*Students will sit their GCSE exam at the end of Year 11. As the Art exam has a coursework component, students won't have the option of asking for a revision of this part of the exam. If you need further explanation, please do not hesitate to contact the exams officers in the Secondary office.

Exam board: Edexcel

Entry requirements for Year 10: achieved a grade **6** in Art in June of 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 the 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.

- <http://www.studentartguide.com/> (International examples of GCSE and A Level work and related careers in the industry)
- <https://caxtoncollege.com/en/category/publications/#ancla4> (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).

Head of Department: Ms JJ Wisden

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		
Term 1	Term 2	Term 3
Business Objectives Types of Organisation Factors of Production Sectors of Industry Location Globalisation	International Trade & Exchange Rates Government & External Influences Judging Business Success Organisational Structure Communication Recruitment & Selection	Training Legislation Methods of Motivation Department Functions Legal controls over Employment Revision

Year 11		
Term 1	Term 2	Term 3
Importance of Marketing Market Segmentation Marketing Mix Market Research	Economies & Diseconomies of Scale Production Methods Quality Technology in Production	Accounting & Finance, Sources of Finance Budgets & Cash Flow Forecasts Costs & Break Even Analysis Financial Statements

Assessment: The final IGCSE grade will be based on 2 one hour and 30 minute external exams at the end of Year 11.

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

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

Exam board: Edexcel

Entry requirements for Year 10: Level 5 in English and Level 5 in Maths in June of Y9.

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, Ethics, Geography, Languages, History, Maths, Physical Education, English

Recommended web pages:

www.tutor2u.net

www.bbc.com/news/business

www.businessed.co.uk/

Head of Department: Mr Gustavo Balbuena

Introduction: Computer Science is the study of how we interact with information and the role of computers in our daily lives. A computer scientist can play an important role creating technology that improves society.

Computer scientists are some of the most highly paid in the world as their skills help businesses keep up with emerging trends. Areas such as **cyber security** and **artificial intelligence**, for example, have a shortage of skilled workers so there are plenty of exciting employment opportunities.

With a computer science degree you can explore a range of specialisms depending on your career goals. Industries looking for talented programmers include **Artificial Intelligence, robotics, computer security, government, healthcare, agriculture/agritech, education, machine learning and financial services.**

Course Content:

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation (sound, text and images), data storage and data compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks (wireless and wired) and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Programming: understanding what algorithms are, what they

are used for and how they work in relation to creating programs; understanding how to decompose and analyse problems + ability to read, write, refine and evaluate programs. Programming language chosen: Python.

Assessment Y10:

Term 1: Theory and programming assignments.

Term 2: Theory and programming assignments.

Term 3: End-of-year exam Paper 1 + programming activities (Paper 2) set as assignments.

Assessment Y11: 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%)

Exam Board: Pearson Edexcel

Entry requirements: Achieved at the end of Year 9 at least a grade 7 in Computing, a grade 7 in Maths and a grade 6 in English.

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 the 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

isaacomputerscience.org

Craig 'n' Dave For Students

csfirst.withgoogle.com

live.withcode.uk

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.

The school only offers this subject in GCSE. We do not offer it in A level.

Head of Department: Mr Stephen Miller

Course Contents:

First Term	Second Term	Third Term
<ul style="list-style-type: none"> • Introduction to IGCSE • Personal Challenges • Moral dilemmas • Transactional writing • Imaginative writing 	<ul style="list-style-type: none"> • Unseen texts • Imaginative writing • Autobiographical writing • Still I Rise • Short story writing 	<ul style="list-style-type: none"> • Transactional writing • End of Year exam revision • End of year exam. • Travel experiences

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 mins.

- 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 hr 30 mins.

- 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 Year 9 with a grade 5.

Recommended Web Pages:

www.bbc.co.uk/KS3bitesize/english
www.revisionaid.co.uk
www.channel4.com/learning
www.bbc.co.uk/schools/websites

Digital platforms used:

- Century Tech

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks4-school-pupils/>

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. Priestly. Poetry from the Edexcel Anthology.
- **Year 11:** *Macbeth* by William Shakespeare. Poetry from the Edexcel Anthology. Revision for external examination (*Things Fall Apart* and poetry from the Edexcel anthology)

Assessment in Y11:

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.

*Students will sit their GCSE exam at the end of Year 11. As the English Lit. exam has a coursework component, students won't have the possibility of asking for a revision of this part of the exam. If you need further explanation, please do not hesitate to contact the exams officers in the Secondary office.

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 the 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

www.shmoop.com

www.bbc.co.uk/schools/gcsebitesize/english

More recommendations will be given throughout the course.

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, and 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 30 more 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 (and 11) Course Content:

- Personal life and Relationships
- Home and Abroad
- Social activities, Fitness and Health
- Education and employment
- The world around us

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

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

Assessment Y10: At the end of year 10 students sit an End of Year exam (Listening, Reading, Grammar and Writing, 90 minutes), which covers all the contents studied throughout the year and contributes 50% to the overall grade. The remainder of the grade is made up from a combination of the first 2 terms (25% each).

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 the university: Learning another language enriches the mind and opens up new horizons, both personally and professionally. 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:

<https://www.languagesonline.org>

<https://www.lepointdufle.net>

<https://www.parlons-français.tv5monde.com>

Digital platforms used

Active learn

Head of Department: Shared responsibility

- Ms Louise Parmenter – KS5
- Ms Kathrin Weers – KS3& 4

Introduction:

Let's start off by debunking the myth that German is especially hard - grammatically speaking, French and German are equally difficult. Regarding vocabulary, 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.

German speaking countries are consistently among the strongest economies in the EU, with the best salaries and lowest unemployment levels. Germany's economy is the fourth largest in the world and is most known for its engineering and science prowess.

So stand out and make an impression with German iGCSE, providing you with a more academic knowledge of the language. You will have already covered the first 2 topics (1/4) of the iGCSE course in Year 9 and continuing will give you 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 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 and encourage pupils to use the language as much as possible in lessons.

Course content:

Year 10:

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

Assessment Year 11: 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 minutes.
- Paper 2 – Reading and Writing (50 %). 1 hr 45 minutes.
- Paper 3 – Speaking Assessment (25%). 8-10 minutes.

Assessment Y10: At the end of year 10 students sit an End of Year exam (Listening, Reading, Grammar and Writing, 90 minutes), which covers all the contents studied throughout the year and contributes 50% to the overall grade. The remainder of the grade is made up from a combination of the first 2 terms (25% each).

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 subject for the university: For example, at the University of Valencia you could study a Degree in Translation and Interlinguistic Mediation with German or at Oxford University you could study Philosophy with German. At most international universities you can combine your chosen degree with modules in German, which would enable you to spend a semester or year of your degree as an Erasmus student in a German speaking country or complete your practical experience in a German company. 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

Head of Department: Mr Mathew Callaghan

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 contribute to term grades. Each of these assessments will be designed to develop key exam skills and techniques needed for the final IGCSE exams in Year 11.

- Paper 1: Physical Geography: Hazards and Rivers (40%). 1h 10 minutes.
- Paper 2: Human Geography: Urban environments, economic activity and global issues (60%). 1h 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, tourism, NGOs and law. 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 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 Studies, History.

Recommended web pages:

<https://www.gapminder.org/tools>

<https://earth.nullschool.net/>

HISTORY

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: Two papers

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

Exam board: Edexcel IGCSE History

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 option 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 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 <https://www.history.org.uk/student>

Alpha History <https://alphahistory.com/>

MATHEMATICS

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

- 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 [www.channel4learning.com/apps/homeworkhigh-](http://www.channel4learning.com/apps/homeworkhigh-remove)
remove this one
www.nrich.maths.org
www.corbettmaths.org

Digital platforms used

Century Tech
MyiMaths

Additional information

Some students will have the opportunity to take a Level 2 qualification in 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.

*Further Math is not an IGCSE. It is a Level 2 Certificate offered by AQA exam board. It is a unique qualification designed to stretch and challenge high achieving mathematicians who either already have, or are expected to achieve the top grades in GCSE Mathematics or are likely to progress to A-level study in Mathematics and possibly Further Mathematics.

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 confederation students also develop all seven of the skills that define employability as announced by the Confederation of British Industry: self-management, teamwork, 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:

<https://www.bbc.com/bitesize/subjects/zpf3cdm>

<https://www.thomann.de/>

PHYSICAL EDUCATION GCSE

Head of Department: Mr Bleddyn Lewis Jones

Introduction:

GCSE PE allows students to develop theoretical knowledge of the factors that underpin Physical activity and sport. Students learn the contribution that Physical activity and sport make to health, fitness and wellbeing as well as developing their own performance.

Course Contents

Theory 60%		Practical 30%	Coursework 10%
Y10 <ul style="list-style-type: none">• Health, fitness and well-being• Sports Psychology• Physical training• Socio-cultural influences	Y11 <ul style="list-style-type: none">• Movement Analysis• Anatomy & Physiology• Exam preparation	<ul style="list-style-type: none">• Football or Basketball• Table Tennis or Badminton• Athletics or Swimming <p>Students submit three video's which are assessed out of 35. Students can choose to be assessed in any of the sports offered in school or alternatively from a pre-approved list of activities outside of school.</p>	Students will complete a Performance Development Programme to improve an area of their performance.

Assessment in Y11 GCSE:

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%)

*Students will sit their GCSE exam at the end of Year 11. As the PE exam has a coursework component, students won't have the option to ask for a revision of this part of the exam. If you need further explanation, please do not hesitate to contact the exams officers in the Secondary office.

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
www.qualifications.pearson.com
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"> • The nature and variety of living organisms • Structures and functions in living organisms • Reproduction and inheritance • Ecology and the environment 	<ul style="list-style-type: none"> • Principles of Chemistry • Inorganic Chemistry • Physical Chemistry • Organic Chemistry 	<ul style="list-style-type: none"> • Forces and motion • Waves • Energy resources and energy transfers • Solids, liquids and gases
Recommended Web pages	www.bbc.co.uk/schools/gcsebitesize/biology	www.wpbschoolhouse.btinternet.co.uk/page10/page10.htm www.bbc.co.uk/schools/gcsebitesize/chemistry www.S-cool.co.uk www.revisiontime.com www.gcsechemistry.com www.physicsandmathstutor.com	www.century.tech www.bbc.co.uk/schools/gcsebitesize/physics www.gradegorilla.com

*Topics covered for the Double and Separate Science Award are the same, however for the Separate Science 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 Paper 1 – 2 hour exam. 33.3%
 - Chemistry Paper 1 – 2 hour exam. 33.3%
 - Physics Paper 1 – 2 hour exam. 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

CenturyTech

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 IVs, DVs 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 behaviour 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

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. Students will also take the IGCSE Spanish exam at the end of Y10 giving them another IGCSE Qualification.

Course Contents Year 10:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Epic poetry: El Cantar de Mio Cid• Medieval literature: traditional poetry	<ul style="list-style-type: none">• Medieval literature: cultured poetry: Jorge Manrique• Narrative cultured poetry• Medieval prose	<ul style="list-style-type: none">• Baroque poetry Project: Góngora and Quevedo• Novels of the Golden Centuries literature: <i>Lazarillo de Tormes</i> <i>Don Quijote</i>

Assessment:

There is no End of Year exam. This subject will be evaluated through periodic tests, classwork and project work. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

External IGCSE exam: Students will be prepared in their spanish lessons for the Spanish IGCSE exam. It consists of 3 units: Speaking, Listening and Reading and Writing.

Additional Information:

Reading is a very important part of education. This school year our reading books are: La Celestina (adapted) and. We also encourage students to visit public libraries where they can enjoy a variety of books and new technologies.

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 curriculum Lengua Española, Ciencias Sociales and Valenciano classes. 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:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Express purpose and cause. • Express probability and hypothesis in the past. • Ask and give advice and recommendations. 	<ul style="list-style-type: none"> • Present of Subjunctive. • Express feelings and moods. • State verbs. 	<ul style="list-style-type: none"> • Connectives. • Indirect speech. • Express agreement and disagreement.

Assessment in Y11: The subject will be assessed by regular tests on the matter taught in lessons. 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 – Written examination (50 %). 1 hr 45 minutes.

Paper 3 – Speaking (25%). 8-10 minutes.

Assessment in Y10: 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 receiving less weighting than term 1 and 2 due to term 3 being shorter. There is no End of Year Exam.

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.

Head of Department: Ms Carla Denecker

Introduction: The LAMDA Level 1 - Grade 2 Award in Communication: Speaking in Public is designed to enable students to develop basic skills in public speaking. Students will be able to prepare and deliver a speech with a clear structure, speaking audibly and clearly. The use of visual aids will help to engage the audience. Students will be able to answer questions about the content of their speech and maintain a conversation with the Examiner on a topic of their own choice.

Course contents:

First Term	Second Term	Third Term
<ul style="list-style-type: none"> • Introduction to LAMDA • Informative Speech • Political Speech 	<ul style="list-style-type: none"> • Personal Speech • Persuasive Speech • Preparation external exam 	<ul style="list-style-type: none"> • Soft skills development. • Students continue to explore possible university careers, job opportunities, etc.,

Students will be encouraged to develop their skills in public speaking, debating, thinking and relating with others so that they can make correct decisions regarding their future and achieve ambitious goals.

This subject supports the subject of English as it is focused on improving the comprehension and oral expression of the students.

Assessment: Students will be evaluated for their ability to perform different speeches, their ability to participate in public speaking activities and for their effort and contribution in all classroom activities. There will be an assessment for every different speech style.

In March/April students will take the external LAMDA exam (Speaking in Public), which will give them an official certificate according to their exam grade (Pass, Merit or Distinction).

Recommended web pages.

<https://www.ted.com/talks>

<https://bigthink.com/>

<http://www.ignitetalks.io/>

INTERNALLY ASSESSED COMPULSORY SUBJECTS

SPANISH SOCIAL STUDIES

Head of Department: Ms M^a Carmen Lopez

Course Contents:

First Term	Second Term	Third Term
Political Geography. Political and territorial organisation of Spain and the Valencian Autonomous Region.	Human and physical Geography. Population and cities. Physical Geography of Spain and the Valencian Autonomous Region.	Economic Geography. Primary, secondary and tertiary sectors in Spain. Relationship of these sectors with innovation and technology.
The book students will read during this year is <i>Refugiado</i> .		

Assessment: Each term grade is generated by different types of assessment which can be made up from a combination of class exercises, reading comprehension, vocabulary test, essay work and project work. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

Recommended web pages:

- www.leccionesdehistoria.com
- www.profesorfrancisco.es
- youtube channels: La cuna de Halicarnaso, Historia en Comentarios.

Additional Information:

We recommend all our students to watch the news daily, they will be the starting point for many of our lessons.

PERSONAL DEVELOPMENT

Head of Department: Ms Carolina Cebrian

Introduction: In year 10 our aim is to encourage students to develop safe, fulfilling and healthy relationships to respect ourselves and others as well as to enhance self-esteem by applying critical thinking towards social media and giving an insight into the dangers of cannabis.

Course Contents:

First Term	Second Term	Third Term
<ul style="list-style-type: none">• Body image, pornography risks and self esteem• Discrimination, prejudice and stereotypes	<ul style="list-style-type: none">• Healthy Relationships: consent and conditions for intimacy• Mental health: reframing negative thoughts	<ul style="list-style-type: none">• Sex and relationships education: reliable sources of information and introduction to contraception• Drugs education: cannabis risks, managing influence and seeking support

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.kidshealth.org
- www.youngminds.org
- www.childline.org.uk
- www.thecriticalmediaproject.org
- www.loveisrespect.org
- www.mentalhealth.org.uk

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

PHYSICAL EDUCATION

Head of Department: Mr Bleddyn Lewis Jones

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, so that pupils:

- 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	
Swimming/Lifesaving Badminton/Table Tennis Fitness Voleibol Balonmano	Alternative Activities Handball Athletics Option block - Football, Basketball, Tennis

* 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 are 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 receiving less weighting 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.
- The use of the library as an alternative to PE is not permitted unless for extenuating circumstances commented with pupil, parents, head of PE and head of year.
- Throughout the year there will be an opportunity to represent the school in Inter-school competitions; Football, Basketball, Athletics, volleyball, hockey and Swimming. Trials are held for such events where all students are welcome to attend and try out for the team.

RELIGION/ETHICS

Head of Department: Ms Almudena Cózar

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

Course Contents:

Religion	Ethics
<ul style="list-style-type: none">• The longing for happiness in the human being• History of the church in its beginnings.	<ul style="list-style-type: none">• Continental Philosophy in the age of Louis XIV• British Empiricism in the eighteenth century• The enlightenment• Kant's 'Copernican revolution'• German idealism and materialism• The Utilitarians• Nineteenth century Europe

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 receiving less weighting than term 1 and 2 due to term 3 being shorter.

Recommended web pages: More recommendations will be given throughout the course.

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

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.

In year 10 students will begin a 2-year course aiming to achieve an A2 level of the language at the end of year 11.

Course Contents:

- Vocabulary: greetings, addresses, days of the week and months, countries and nationalities, families, hobbies and sports, personality, the time, daily routines.
- Spelling and grammar: personal pronouns, question words, numbers, articles, prepositions, adverbs, verbs (present tense).

Assessment: Each term grade is generated from regular assessments completed in class and a combination of classwork and exercises completed throughout that term. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter. There is no End of Year Exam.

Recommended web pages:

- Jugallengua – Downloadable from: <http://www.ceice.gva.es/es/web/dgplgm/jugallengua>
- More recommendations will be given throughout the course.
- 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.

