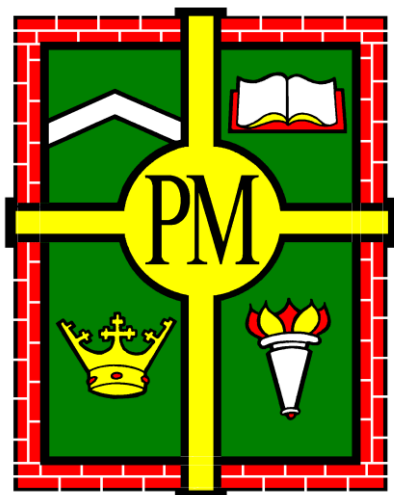


*THE  
PHILIP MORANT  
SCHOOL AND COLLEGE*



**Key Stage 4  
Course  
Outlines  
2008-09**



## **Key Stage 4: Art & Design and Art & Design: Textiles**

**Exam Board:** Edexcel  
**Syllabus No:** 1027 (Art & Design)  
**Syllabus No:** 1030 (Art & Design: Textiles)  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### **Specification Aims:**

This specification develops:

- Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- An understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate.
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

### **PHILIP MORANT SCHOOL Art & Design/Art & Design: Textiles Course Outline:**

#### **Years 10 and 11:**

Students follow a combined programme of study to complete a body of research, supporting studies and developmental work leading to creative outcomes.

All four assessment objectives must be covered. They include: recording experience and ideas; analysing and evaluating art and design; developing media; and reviewing progress and completing personal responses that make informed connections with the work of others.

All coursework is ongoing until a final deadline in February of year 11. Students then undertake an externally set thematic assignment and will have eight weeks to prepare supporting evidence for a final design that will be completed in the timed test.



## Key Stage 4: Biology

**Exam Board:** AQA  
**Syllabus No:** 4411  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

This course encourages students to:

- Develop their interest and enthusiasm for science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### PHILIP MORANT SCHOOL Biology Course Outline:

#### Year 10:

Students study a core of biological principles that are also studied in GCSE Science. Not only does the course provide a body of scientific knowledge but also a range of opportunities to develop the skills, knowledge and understanding of the investigative aspects of science and opportunities to encourage knowledge and understanding of how scientific evidence is used. External assessment (75%) is by objective tests. The first Biology unit is divided into two equal sections and each section is examined in a separate 30 minute tests in March and June. The centre-assessed unit (25%) is a combination of practical skills assessment and a written test (Investigative Skills Assignment) assessing the student's ability to undertake a task and collect, process and evaluate data.

#### Year 11:

Students continue with this specification leading to a single independent award in Biology. The award has three content based assessment units, the first of which is examined in Year 10 and one centre assessed unit based on Investigative Skills Assignments (ISAs) and Practical Skills Assessment (PSA). There are two tiers of entry: Foundation (Grades C - G) and Higher (Grades A\* - D). The centre assessed unit is not tiered. Students are taught a variety of biological topics eg Healthy bodies, Infectious diseases, Humans and their affect on the Environment, etc with an emphasis on contemporary scientific issues, the way Scientists work and the collection of scientific evidence and how the evidence is used, this being part of what is called "How Science Works".



## **Key Stage 4: Business Studies**

**Exam Board:** AQA  
**Syllabus No:** 3132  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### **Specification Aims:**

This course gives students an understanding of the dynamics of business activity. The understanding must be rooted in current business theory and practice and must reflect the integrated nature of organisations and their decision-making process. This course will encourage students to:

- Make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used.
- Apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.
- Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise

### **PHILIP MORANT SCHOOL Business Studies Course Outline:**

#### **Year 10:**

The course allows students to gain knowledge and understanding of aspects of business activity. Emphasis is placed on students developing skills of analysis and application, as well as becoming critical in their thinking. The specification has four main elements; the business environment, business structure and control, organising to achieve objectives and people in organisations. Assessment is made up of one piece of coursework worth 25% of the marks, and a two hour examination. In Year 10 students have started their coursework, which is based on setting up a business in groups.

#### **Year 11:**

The coursework which is started in Year 10 will be completed in Year 11, culminating in each group actually running their business idea. The Coursework is completed in the form of an individual report. The final examination is a Case Study based paper.

## Key Stage 4: Chemistry

**Exam Board:** Edexcel  
**Syllabus No:** 4421  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)



### Specification Aims:

The course encourages students to:

- Develop their interest and enthusiasm for science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### PHILIP MORANT SCHOOL Chemistry Course Outline:

#### Year 10:

Students study a core of chemical principles that are also studied in GCSE Science. Not only does the course provide a body of scientific knowledge but also a range of opportunities to develop the skills, knowledge and understanding of the investigative aspects of science and opportunities to encourage knowledge and understanding of how scientific evidence is used. External assessment (75%) is by objective tests. The first Chemistry unit is divided into two equal sections and each section is examined in separate 30 minute tests in March and June. The centre-assessed unit (25%) is a combination of practical skills assessment and a written test (Investigative Skills Assignment) assessing the student's ability to undertake a task and collect, process and evaluate data.

#### Year 11:

Students continue with this specification leading to a single independent award in Chemistry. The award has three content based assessment units, the first of which is examined in Year 10 and one centre assessed unit based on Investigative Skills Assignments (ISAs) and Practical Skills Assessment (PSA). There are two tiers of entry: Foundation (Grades C - G) and Higher (Grades A\* - D). The centre assessed unit is not tiered. Students are taught a variety of chemical topics over the two years eg Crude oil, Metals from ores, The Earth and its atmosphere, Atomic Structure, etc with an emphasis on contemporary scientific issues, the way Scientists work and the collection of scientific evidence and how the evidence is used, this being part of what is called "How Science Works".

Chemistry



## Key Stage 4: Drama

Exam Board: Edexcel  
Syllabus No: 1699  
Web Link: [www.edexcel.com](http://www.edexcel.com)

### Specification Aims:

This specification aims to give students the opportunities to develop:

- Creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in drama.
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- Understanding of drama forms and awareness of contexts in which they operate.
- Knowledge and understanding of drama within a social, cultural and historical context.

### PHILIP MORANT SCHOOL Drama Course Outline:

#### Year 10:

Students in Year 10 follow a varied course of study in order to prepare them for all the assessed work which takes place in Year 11. They initially focus on the practical development of a variety of drama techniques, which they then use to explore both a complete play text and an important social issue. This work is supported by a series of written activities which mirror those they will be required to complete in Year 11 in a Drama portfolio. In the Summer Term, students work in small groups on a performance piece in order to further develop their acting skills in preparation for their practical exam which takes place at the end of the course. Students will also be introduced to other theatre crafts such as lighting, sound, make-up or set design which they can choose to be assessed on instead of acting in Year 11.

#### Year 11:

Students in Year 11 initially focus on exploring an issue and a complete play text through the use of a variety of drama techniques. This practical work, supported by six short pieces of written work (the student's Coursework Portfolio) constitutes 60% of the final mark and is assessed by the teacher. In the Spring Term, students work in small groups on their final performance piece, which is performed to an external examiner in May. The majority of students will demonstrate their acting skills in this piece, although some will offer a theatre craft such as lighting, sound, make-up or set design. This final piece of work makes up the remaining 40% of the course.

## Key Stage 4: English/English Literature

**Exam Board:** AQA  
**Syllabus No:** 3702 (English)  
3712 (English Literature)  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk) (English)  
[www.aqa.org.uk](http://www.aqa.org.uk) (English Lit)



### Specification Aims:

This specification reflects the aims of the National Curriculum for English and is concerned with the development of students':

*Speaking and Listening*, including their ability to formulate, clarify and express their ideas; adapt their speech to a widening range of circumstances and demands; listen, understand and respond appropriately to others; where appropriate, use the vocabulary and grammar of spoken standard English; and take part in drama activities.

*Reading*, including their ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from different cultures and traditions; and analyse and evaluate a wide range of non-literary texts.

*Ability to construct and convey meaning in written standard English*, including: the use of compositional skills to develop ideas and communicate meaning to a reader; the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently; the development of essential presentation skills which include accurate punctuation, correct spelling and legible handwriting; and showing a wide variety of forms for different purposes.

### PHILIP MORANT SCHOOL English/English Literature Course Outline:

#### Year 10:

In year 10, students work on coursework covering original writing, modern drama, media and Shakespeare. They also prepare a number of poems from different cultures and study writing to inform, explain, or describe. In addition a set text is studied in preparation for the literature examination.

#### Year 11:

In year 11 students produce a prose coursework unit, and then focus on preparing for mock examinations which includes studying a range of modern and classic poetry for their literature examination. All coursework must be completed by February half term and students may work on improving some aspects of this. The remainder of the time is spent practising writing skills and improving reading skills for poetry, non fiction and set texts.



## **Key Stage 4:        French**

**Exam Board:**            AQA  
**Syllabus No:**            3651  
**Web Link:**                [www.aqa.org.uk](http://www.aqa.org.uk)

### **Specification Aims:**

This course will encourage students to:

- Develop understanding of the spoken and written forms of French in a range of contexts.
- Develop the ability to communicate effectively in French, through both the spoken and written word, using a range of vocabulary and structure.
- Develop their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
- Develop knowledge and understanding of countries and communities where French is spoken.
- Develop positive attitudes to French learning.
- Provide a suitable foundation for further study and/or practical use of French.

### **PHILIP MORANT SCHOOL French Course Outline:**

#### **Years 10 and 11:**

Students continue to improve their skills in all four aspects of listening, speaking, reading and writing. They will be required to show knowledge and understanding of a range of everyday situations, such as family life, school and work, free time, your local environment and holidays and travel.

Students are required to submit three pieces of written coursework as well as sitting a speaking examination conducted by the class teacher. There are terminal examinations in the Summer term of year 11 for listening and reading.

A thorough knowledge of specific grammar and vocabulary is required.



## Key Stage 4: Geography

**Exam Board:** OCR  
**Syllabus No:** 1987  
**Web Link:** [www.ocr.org.uk](http://www.ocr.org.uk)

### Specification Aims:

The specification gives candidates opportunities to:

- Acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global and acquire an understanding of the physical and human processes, including decision making, which affect their development.
- Develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places.
- Develop an understanding of global citizenship and the ways in which places and environments are interdependent.
- Appreciate that the study of geography is dynamic, not only because geographical features, patterns and issues change but also because new ideas and methods lead to new interpretations.
- Acquire and apply the skills and techniques, including those of mapwork, fieldwork and Information and Communication Technology (ICT), needed to conduct geographical enquiry.
- Using appropriate geographical knowledge, encourage and enable students to appreciate the significance of people's values and attitudes on their perception of the world and their actions within it. Also, to make a contribution to the development of values and attitudes conducive to the elimination of inequalities, including those determined by race and racism, gender and sexism.

### PHILIP MORANT SCHOOL Geography Course Outline:

#### Years 10 and 11:

Students follow a course split into four sections, 'People and Place', 'Water, Landforms and People', 'People, Work and Development' and 'Climate, Environment and People'. Two pieces of coursework must be produced throughout years 10 and 11. The first focussed on The Aswan Dam and the second based on fieldwork, either in Camargue or in Highwoods Country Park.



## Key Stage 4: Health & Social Care

**Exam Board:** Edexcel  
**Syllabus No:** 2321  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### Specification Aims:

The aims of the GCSE specifications in Health and Social Care are to:

- Prepare students for progression to employment and/or further training in the health, social care and early years sectors through the development of knowledge, skills and understanding needed for work in these sectors.
- Increase students' knowledge and understanding of the health, social care and early years sectors through the investigation and evaluation of a range of services and organisations.
- Develop students' awareness of the influences on an individual's health and well-being and to highlight the importance of motivation and support when improving health.
- Encourage students to recognise the importance of the stages of development of an individual and their relationships.
- Promote a critical and analytical approach to problem solving within the vocations context.

### PHILIP MORANT SCHOOL Health & Social Care Course Outline

#### Years 10 and 11:

Students follow a programme of study consisting of three compulsory units, which are equally weighted.

'Health, Social Care and Early Years Provision' and 'Promoting Health and Well-Being' are assessed through the production of portfolios, and 'Understanding Personal Development and Relationships' is assessed by a written examination.



## Key Stage 4: History

Exam Board: Edexcel  
Syllabus No: 1336  
Web Link: [www.edexcel.com](http://www.edexcel.com)

### Specification Aims:

This specification gives students opportunities to:

- Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues.
- Use historical sources critically in their context, recording significant information and reaching conclusions.
- Develop understanding of how the past has been represented and interpreted.
- Organise and communicate their knowledge and understanding of history.
- Draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

### PHILIP MORANT SCHOOL History Course Outline:

#### Years 10 and 11:

In year 10 students complete preparation for the examination topic of 'The American West 1840-1895'. Also in year 10 students complete two pieces of coursework; 'International Relations 1919-1939' and 'D-Day and the Normandy Landings, June 1944'.

In year 11 students work on the examination topic of 'Medicine Through Time'. Following the mock examinations all students finish the 'Medicine' topic before Easter, then undertake a revision programme which includes examination content, technique and practice.

History

## Key Stage 4: Human Physiology & Health

**Exam Board:** AQA  
**Syllabus No:** 3417  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)



### Specification Aims:

This course encourages candidates to:

- Acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts.
- Acquire an understanding of scientific ideas, how they develop, the factors which may affect their development and their power and limitations.
- Plan and carry out a range of investigations, considering an evaluating critically their own data and that obtained from other sources, using ICT where appropriate.
- Evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, and considering ethical issues.
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions, using ICT where appropriate.

### PHILIP MORANT SCHOOL

#### Human Physiology & Health Course Outline:

##### Years 10 and 11:

Syllabus 3417 is one of a suite of GCSE specifications offered by the AQA Examining Board. This separate award in Human Physiology and Health together with an award in GCSE Science taken in Year 10 provides the nearest equivalent to the previous Science: Double Award. The award is based on one written examination (80% of the total marks) and the Practical Investigative skills of Planning, Implementing, Analysing, Evaluating and Communicating (20% of the total marks). There are two tiers of entry: Foundation (Grades C - G) and Higher (Grades A\* - D).

Students are taught a variety of topics including: the importance of hygiene and healthy living, the influence of man on the environment, nutrition, the blood circulatory system, the skeletal system, muscles and movement etc.



**Key Stage 4: ICT**

**Exam Board: OCR**  
**Syllabus: OCR Nationals in ICT**  
**Web Link: [www.ocr.org.uk](http://www.ocr.org.uk)**

### **Specification Aims:**

These qualifications specifically aim to:

- Develop candidates' knowledge and understanding of the Information & Communication Technology sector.
- Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information & Communication Technology sector.
- Develop candidates' ability to work autonomously and effectively in an Information & Communication Technology context.
- Enable candidates to develop knowledge and understanding in specialist areas of Information & Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.
- Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis.
- Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status.
- Promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

### **PHILIP MORANT SCHOOL** **ICT Course Outline:**

#### **Years 10 and 11:**

OCR Nationals are an exam-free alternative to GCSEs, taking a more engaging, practical approach to learning and assessment.

The OCR Level 2 Nationals in ICT have been developed to recognise candidates' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The candidates carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre.



## **Key Stage 4: Leisure & Tourism**

**Exam Board:** Edexcel  
**Syllabus No:** 2346  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### **Specification Aims:**

The aims of the GCSE specifications in Leisure and Tourism are to:

- Provide a broad background of understanding and core knowledge of the leisure and tourism industries in the UK.
- Encourage a student-centred approach to learning together with the opportunity to apply knowledge of the leisure and tourism industries in a vocationally relevant way.
- Provide centres with the opportunity to forge links with leisure and tourism business.
- Foster cross-sector themes and approaches so that students can gain an insight into related sectors, such as business, retail and distribution, and hospitality and catering.
- Provide opportunities for progression into employment into the leisure and tourism industries or higher-level vocational qualifications in these or related sectors.

### **PHILIP MORANT SCHOOL**

#### **Leisure and Tourism Course Outline:**

##### **Years 10 and 11:**

The subject comprises of three areas, Investigating Leisure and Tourism, Investigating Marketing in Leisure and Tourism and Customer Service in the Leisure and Tourism Industry. Students will take their Unit 1 Investigating Leisure and Tourism exam in Year 10 and then start compiling their portfolios for the additional two units.

The Customer Service unit requires students to produce a portfolio and in addition to take part in several role play scenarios where they will be assessed dealing with a variety of customers in different situations.

Once the course work is completed and points for each equally weighted area have been accumulated portfolios will be sent off for moderation.



## Key Stage 4: Mathematics

**Exam Board:** Edexcel  
**Syllabus No:** 1380  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### Specification Aims:

This specification is consistent with the requirements of the National Curriculum for Mathematics. Additionally, it entirely meets the GCSE criteria for Mathematics, the general criteria for GCSE as well as the GCSE Mandatory Code of Practice. The aims of the specification are that students:

#### Using and applying Mathematics

- Use and apply mathematics in practical tasks, in real-life problems and within mathematics itself.
- Work on problems that pose a challenge.
- Encounter and consider different lines of mathematical argument.

#### Number

- Use calculators and computer software, eg spreadsheets.
- Develop and use flexibly a range of methods of computation and apply these to a variety of problems.

#### Algebra

- Explore a variety of situations that lead to the expression of relationships.
- Consider how relationships between number operations underpin the techniques for manipulating algebraic expressions.
- Consider how algebra can be used to model real-life situations and solve problems.

#### Shape, Space and Measures

- Use a variety of different representations.
- Explore shape and space through drawing and practical work using a wide range of materials.
- Use computers to generate and transform graphic images and to solve problems.

#### Handling Data

- Formulate questions that can be considered using statistical methods.
- Undertake purposeful enquiries based on data analysis.
- Use computers as a source of large samples, a tool for exploring graphical representations and as a means to simulate events.
- Engage in practical and experimental work in order to appreciate some of the principles which govern random events.
- Look critically at some of the ways in which representations of data can be misleading and conclusions uncertain.

### PHILIP MORANT SCHOOL Mathematics Course Outline:

#### Years 10 and 11:

The course involves the study of Number, Algebra, Shape & Space, Data Handling and their inter-relationship. All students follow a programme of study based upon the National Curriculum for Mathematics at this level. Students take the Higher or Foundation Tier course. The Linear Mathematics course consists of terminal examinations, calculator and non-calculator (50% each) taught over Year 10 and Year 11.



## Key Stage 4: Media Studies

**Exam Board:** AQA  
**Syllabus No:** 3571  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

A course based on this specification encourages candidates to:

- Foster a critical understanding of a range of media texts and the ways in which they are read and understood by different audiences.
- Develop a critical awareness of media representations of individuals, groups and issues.
- Develop an understanding of the relationship between media industries/institutions/technologies (including ICT), products and audiences.
- Encourage an awareness of the debates surrounding the role of the media, and its industries, in contemporary society.
- Enable candidates to explore and represent their own ideas and experiences by developing practical production skills in one or more media.

### PHILIP MORANT SCHOOL Media Studies Course Outline:

#### Years 10 and 11:

During year 10 and the beginning of year 11, students complete four coursework assignments based on a wide study of the media. These can include the study tension in films, magazines and how they sell, JFK and how the media presents conspiracies, how television stations identify themselves to their audience and how films use publicity to raise their profiles. They also produce a major practical piece; making a motion picture trailer.

All coursework includes a detailed theoretical write up. In total, the coursework is worth 50% of the grade, the other 50% is awarded in an exam. The exam topic for 2009 is quiz shows, for which study will begin in February. To succeed fully in media studies, students must be creative, have good understanding of theory and be able to apply those theories in their own practical work.



## **Key Stage 4: Music**

**Exam Board:** Edexcel  
**Syllabus No:** 1426  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### **Specification Aims:**

This specification aims to give students opportunities to:

- Develop their understanding and appreciation western classical music and world music.
- Extend performance skills in both a solo and ensemble setting.
- Develop composition skills exploring styles and techniques associated with Western Classical music, pop styles and world music styles,

### **PHILIP MORANT SCHOOL Music Course Outline:**

#### **Year 10:**

Through the integrated activities of performing, composing and listening students will complete a majority of the course in year 10.

Each term focuses on one area of study:

Term 1: Classical Music

Term 2: Pop Styles

Term 3: World Music.

Through the study of each of these areas students will be involved in performing and composing music from these areas whilst learning to listen to, appreciate and understand the characteristics of each style.

#### **Year 11:**

Through the integrated activities of performing, composing and listening students will complete the full content of the music course. Both solo and ensemble examination performances will be completed in the Autumn term.

During the Spring term students will choose their best 2 compositions in order to revisit and improve them ready for handing in and marking by staff at Easter.

Finally revision will take place on a weekly basis in lessons and will continue up until the exam in May.

## Key Stage 4: Physical Education (Core)



### The Importance of Physical Education:

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

### Key Concepts from the National Curriculum:

- Competence
- Performance
- Creativity
- Healthy, Active Lifestyles

### PHILIP MORANT SCHOOL

#### Physical Education Course Outline:

##### PE Junior Sports Leadership Award Year 10:

Level 1 Junior Sports Leadership Award: This course develops leadership skills. It is accredited by QCA and carries points which will be considered by institutions of higher education. It is a practical course which works on learning about organisation, planning, teaching, communication, health and fitness, officiating and the practical implementation of these skills and abilities. Students will be constantly assessed and will fill in a log book of activities completed. The final assessment comes in the form of teaching a small group of young children either in school, at local primary schools or through our primary liaison programme. When students pass the course at the end of the year they will receive a certificate and a pin badge in recognition of their achievement.

##### PE Year 11:

Students who have completed their Level 1 Junior Sports Leadership Award in Year 10, will complete various activities in Year 11 in order to fulfil the requirements of the KS4 National Curriculum. Within these activities they are utilising their leadership skills and extending their level of performance.



## Key Stage 4: Physical Education (GCSE)

**Exam Board:** Edexcel  
**Syllabus No:** 1827  
**Web Link:** [www.edexcel.com](http://www.edexcel.com)

### Specification Aims:

All specifications in physical education must give students opportunities to:

- Develop and apply their knowledge, skills and understanding of physical education through selected practical activities.
- Develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship.
- Understand the role of rules and conventions in selected activities.
- Promote their understanding of the health benefits and risks associated with taking part in physical activity.
- Develop the skills necessary to analyse and improve performance.
- Support their personal and social development through adopting roles in selected activities when working with others.

In addition, this specification seeks:

- To promote physical activity and healthy lifestyles.
- To develop positive attitudes.
- To ensure safe practice.

### PHILIP MORANT SCHOOL Physical Education (GCSE) Course Outline:

#### Year 10:

The practical component of the course is worth 60% of the marks, students cover a variety of practical activities over the year and select four possible activities to carry forward to represent their practical coursework grade. 10% of this coursework grade is awarded through the completion of Analysis of Performance work, this entails verbal assessment and the completion of a written booklet and the design of a personal exercise programme. The theory element of the course is worth 40% and during year 10 students have covered topics on physiology and fitness.

#### Year 11:

The practical component of the course is worth 60% of the marks, students have covered a variety of practical activities over the year and have now completed their internal assessment in their final four chosen activities. Students will participate in a practical on-the-day exam between February and April. Students have also completed at this stage the written piece of coursework worth 10% of their final grade. Students are currently being given the opportunity to improve their practical grades where possible. The theory element of the course is worth 40% and they are currently completing their studies on the theory element and will then be concentrating on consolidating their knowledge.



## Key Stage 4:      **Physics**

**Exam Board:**            **AQA**  
**Syllabus No:**           **4451**  
**Web Link:**              **[www.aqa.org.uk](http://www.aqa.org.uk)**

### **Specification Aims:**

This course encourages students to:

- Develop their interest in, an enthusiasm for, science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### **PHILIP MORANT SCHOOL** **Physics Course Outline:**

#### **Year 10:**

Students study a core of principles about physical science that are also studied in GCSE Science. Not only does the course provide a body of scientific knowledge but also a range of opportunities to develop the skills, knowledge and understanding of the investigative aspects of science and opportunities to encourage knowledge and understanding of how scientific evidence is used. External assessment (75%) is by objective tests. The first Physics unit is divided into two equal sections and each section is examined in a separate 30 minute tests in March and June. The centre-assessed unit (25%) is a combination of practical skills assessment and a written test (Investigative Skills Assignment) assessing the student's ability to undertake a task and collect, process and evaluate data.

#### **Year 11:**

Students continue with this specification leading to a single independent award in Physics. The award has three content based assessment units, the first of which is examined in Year 10 and one centre assessed unit based on Investigative Skills Assignments (ISAs) and Practical Skills Assessment (PSA). There are two tiers of entry: Foundation (Grades C - G) and Higher (Grades A\* - D).The centre assessed unit is not tiered. Students are taught a variety of physical topics eg Heat transfer, Radioactivity, The origin of the Universe, Static electricity, etc with an emphasis on contemporary scientific issues, the way Scientists work and the collection of scientific evidence and how the evidence is used, this being part of what is called "How Science Works".



## Key Stage 4: Religious Education

**Exam Board:** OCR  
**Syllabus No:** 1931  
**Web Link:** [www.ocr.org.uk](http://www.ocr.org.uk)

### Specification Aims:

This specification gives students opportunities to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions.
- Consider the influence of the beliefs, values and traditions associated with one or more religions.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.
- Develop skills relevant to the study of religion.

### PHILIP MORANT SCHOOL Religious Education Course Outline:

#### Year 10:

In Year 10, students complete the Full Course GCSE exam in Religious Education. All students complete two further topics:

#### **Philosophy -Topic 4 - Death and the Afterlife**

This topic is concerned with religious concepts of life after death:

- Understandings of the distinction between 'body' and 'soul'
- Understandings about the afterlife
- The concept of reward and punishment
- The ways in which funeral rites reflect belief about life after death

#### **Ethics - Topic 7- Religion and Medical Ethics**

This topic is concerned with religious responses to ethical questions raised by medical issues:

- Attitudes towards abortion and fertility treatment
- Attitudes towards euthanasia and suicide
- Issues of the use of animals in medical research

#### Year 11:

Year 11 entitlement to Religious Education is met through the Learning Enrichment programme covering Religion, Poverty and Capital Wealth. In year 11 this subject is taught by tutors and is not examined.



## Key Stage 4: Science

**Exam Board:** AQA  
**Syllabus No:** 4461  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

This course encourages students to:

- Develop their interest in, an enthusiasm for, science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### PHILIP MORANT SCHOOL Science Course Outline:

#### Years 10 and 11:

Students following this course are made aware of the relationships that exist between several core areas of science whilst retaining the separate teaching identities of Biology, Chemistry and Physics. How Science Works is explored in contexts which are relevant to the role of science in society and which are able to serve as a foundation for progression to further learning, whilst at the same time encouraging an intrinsic interest and awareness of scientific applications in their individual lives.

Not only does the course provide a body of scientific knowledge but also a range of opportunities to develop the skills, knowledge and understanding of the investigative aspects of science and opportunities to encourage knowledge and understanding of how scientific evidence is used.

External assessment (75%) is by objective tests. Each of the three units Biology 1, Chemistry 1 and Physics 1, is divided into two equal sections and each section is examined in a separate 30 minute test in March and June. The centre-assessed unit (25%) is a combination of Practical skills assessment and a written test (Investigative Skills Assignment) assessing the student's ability to undertake a task and collect, process and evaluate data.



## Key Stage 4: Additional Science

Exam Board: AQA  
Syllabus No: 4463  
Web Link: [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

This course encourages students to:

- Develop their interest in, an enthusiasm for, science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### PHILIP MORANT SCHOOL Additional Science Course Outline:

#### Year 11:

Syllabus 4463 is one of a suite of GCSE specifications offered by the AQA Examining Board. This separate award in Additional Science together with an award in GCSE Science taken in Year 10 provides the nearest equivalent to the previous Science: Double Award.

The award has three content based assessment units and one centre assessed unit based on Investigative Skills Assignments (ISAs) and Practical Skills Assessment (PSA). There are two tiers of entry: Foundation (Grades C - G) and Higher (Grades A\* - D). The centre assessed unit is not tiered.

Students are taught a variety of topics from Biology, Chemistry and Physics with an emphasis on contemporary scientific issues, the way Scientists work and the collection of scientific evidence and how the evidence is used, this being part of what is called "How Science Works".



## Key Stage 4:      **Entry Level Science**

**Exam Board:**            **AQA**  
**Syllabus No:**           **4948**  
**Web Link:**              [www.aqa.org.uk](http://www.aqa.org.uk)

### **Specification Aims:**

This course encourages students to:

- Develop their interest in, an enthusiasm for, science.
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

### **PHILIP MORANT SCHOOL** **Entry Level Science Course Outline:**

#### **Years 10 and 11:**

Students following this course study the same breadth of content as GCSE Science, but in less depth with the aim of providing the foundation for completing GCSE Science in year 11. How Science Works is explored in contexts which are relevant to the role of science in society, whilst at the same time encouraging an intrinsic interest and awareness of scientific applications in their individual lives. Not only does the course provide a body of scientific knowledge but also a range of opportunities to develop the skills, knowledge and understanding of the investigative aspects of science and opportunities to encourage knowledge and understanding of how scientific evidence is used.

Assessment is through the completion of units of content with the success criteria being clearly focussed on skills rather than depth of knowledge. 50% of the assessment comes from Externally-Set Assignments (ESAs), with the remaining 50% from Teacher-Designed Assessments (TDAs).



## Key Stage 4:      Technology – Electronic Products

**Exam Board:**            AQA  
**Syllabus No:**            3541  
**Web Link:**                [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

A course based on this specification will encourage candidates to:

- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating products and processes.
  - Engaging in focused tasks to develop and demonstrate techniques.
  - Engaging in strategies for developing ideas, planning and producing products.
  - Considering how past and present design and technology, relevant to a designing and making context, affects society.
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

### PHILIP MORANT SCHOOL

#### Technology – Electronic Products Course Outline:

##### Years 10 and 11:

This course will develop the understanding of electronic components and principles met in both Science and Design & Technology. Key principles are covered in short assignments that involve designing, manufacturing and packaging electronic products such as, timers, locks, sensors and even games!

ICT is used extensively to model the circuits and create printed circuit boards using a variety of manufacturing technologies. Students are introduced to a range of principles and circuits, including infra-red, which will equip them to design and manufacture a major project in Year 11.

Activities include product disassembly and the opportunity to program integrated circuits using PICAXE technology.

Coursework 60%  
Final Exam 40%



## Key Stage 4: Technology - Food

**Exam Board:** AQA  
**Syllabus No:** 3542  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

A course based on this specification will encourage candidates to:

- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating products and processes.
  - Engaging in focused tasks to develop and demonstrate techniques.
  - Engaging in strategies for developing ideas, planning and producing products.
  - Considering how past and present design and technology, relevant to a designing and making context, affects society.
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

### PHILIP MORANT SCHOOL Technology - Food Course Outline:

#### Years 10 and 11:

This course is concerned with the design, analysis and manufacture of food products. Students study nutritional and dietary requirements, and the physical and working properties of foods. They design and produce food products either for the domestic or commercial environment. The students are encouraged to develop their skills to a high level, taking into account the strict health and safety legislation that controls the industrial production of food.

Students select an area of interest, and base their examination assignment around this. The course also covers opportunities to relate the content to modern industrial manufacturing methods and procedures. The students develop a final product which is improved and refined through a series of assessed practicals.

GCSE coursework project: 60%, final examination: 40%.



## Key Stage 4:           Technology – Graphic Products

**Exam Board:**            **AQA**  
**Syllabus No:**           **3543**  
**Web Link:**              **[www.aqa.org.uk](http://www.aqa.org.uk)**

### Specification Aims:

A course based on this specification will encourage candidates to:

- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating products and processes.
  - Engaging in focused tasks to develop and demonstrate techniques.
  - Engaging in strategies for developing ideas, planning and producing products.
  - Considering how past and present design and technology, relevant to a designing and making context, affects society.
  - Recognising the moral, cultural and environmental issues inherent in design and technology.

### PHILIP MORANT SCHOOL

#### Technology – Graphic Products Course Outline:

##### Years 10 and 11:

AQA syllabus 3543 Graphic Products: This course introduces students to a range of graphic techniques and manufacturing technologies and how to use them in the design and make process. Throughout the course students are introduced to a range of graphic media, consumer products and design icons to inform them about Graphic Design. Students also use a range of modelling skills to visualise their designs in 3 Dimensions and this is a significant part of the final project.

The final assessment is a product that follows a particular theme. This is both 2D and 3D work. This forms a major course component and students use a variety of graphical techniques to represent their ideas in their project folders to support their final design.

GCSE coursework project: 60%, final examination: 40%.



## Key Stage 4: Technology – Resistant Materials

**Exam Board:** AQA  
**Syllabus No:** 3545  
**Web Link:** [www.aqa.org.uk](http://www.aqa.org.uk)

### Specification Aims:

A course based on this specification will encourage candidates to:

- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating products and processes.
  - Engaging in focused tasks to develop and demonstrate techniques.
  - Engaging in strategies for developing ideas, planning and producing products.
  - Considering how past and present design and technology, relevant to a designing and making context, affects society.
  - Recognising the moral, cultural and environmental issues inherent in design and technology

### PHILIP MORANT SCHOOL

#### Technology – Resistant Materials Course Outline:

##### Years 10 and 11:

This course involves students in the design, analysis and realisation of products and systems in both 2Dimensional and 3Dimensional form. Assignments require the generation of research and the use of materials technology in the realisation of a product. Students have opportunities to develop their communication skills using graphical methods and Computer Aided Design. Students experience a wide range of construction skills using a combination of wood, metal and plastics. The areas of Design, Construction, Quality and Health and Safety are central to the knowledge and understanding required in both the final examination and as evidence in the design folder. Students develop their own product through a detailed folder that establishes the need, a range of ideas and the manufacturing techniques.

GCSE coursework project: 60%, final examination: 40%.

## Key Stage 4: Technology – Textiles

Exam Board: AQA  
Syllabus No: 3547  
Web Link: [www.aqa.org.uk](http://www.aqa.org.uk)



### Specification Aims:

A course based on this specification will encourage candidates to:

- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.
- Acquire and apply knowledge, skills and understanding through:
  - Analysing and evaluating products and processes.
  - Engaging in focused tasks to develop and demonstrate techniques.
  - Engaging in strategies for developing ideas, planning and producing products.
  - Considering how past and present design and technology, relevant to a designing and making context, affects society.
  - Recognising the moral, cultural and environmental issues inherent in design and technology

### PHILIP MORANT SCHOOL Technology - Textiles Course Outline:

#### Years 10 and 11

This course looks at textile products, both garments and furnishings, in order to gain an understanding of the materials and techniques in this important industry. Students are introduced to a range of textiles and fabrics associated with fashion, furnishing and interior design. As a result of new industrial processes and the extending range of modern fabrics, students are able to relate their work to current industrial and commercial practice. Using these studies and further research, students design and construct a product for their final assessment.

GCSE coursework project: 60%, final examination: 40%.