



The Curriculum for Year 10

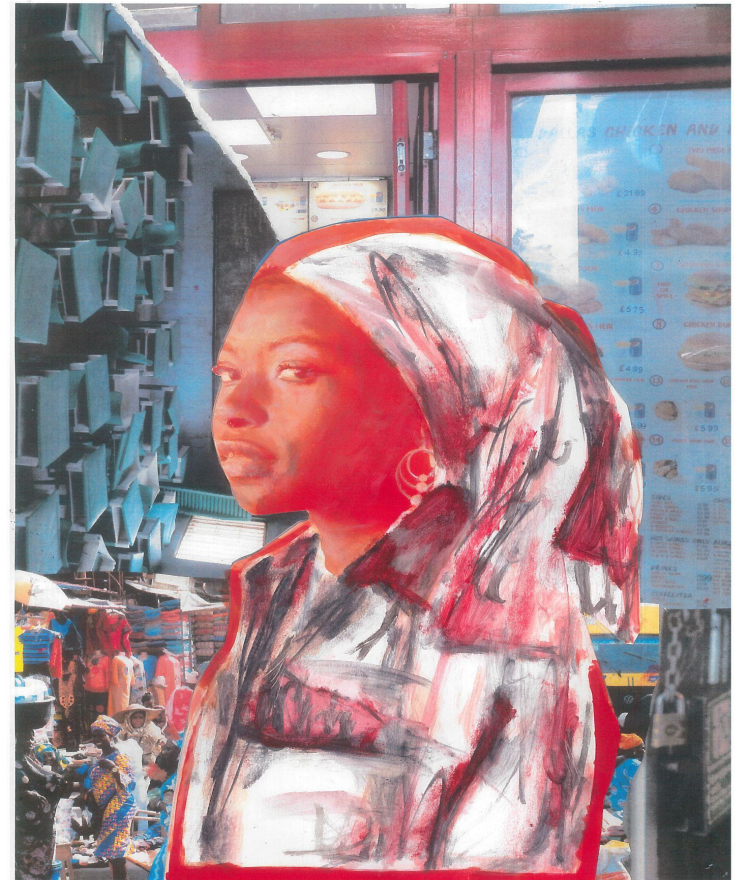
September 2023



Art makes people Powerful

Creativity is acknowledged as a vital skill to take into life after education. No matter what you want to pursue in life, art gives you a set of creative, social, critical and metacognitive skills that will ensure you are confident, independent and resilient. Art is more than a subject, it is a way of thinking about and engaging with the world around you.

Art as a subject is exhilarating, rewarding, and character building.



Edexcel



Equity, Efficiency, Effectiveness

Component 1: NEA

(non examined assessment)

60% of Grade

A Personal Portfolio of work made from beginning of Y10 to Xmas of y11. This includes an induction project, series of workshops and a project theme set by the dept that include two mock exam opportunities.

Component 2: ESA

(Externally set assignment)

A final portfolio in response to a theme set by Edexcel. 1 January - May final 10 hour, 2 day Exam.



Year 10:

Artistudent Induction

Six weeks of introductory workshops to learn about project structure, assessment and a range of creative processes to ensure all our students feel knowledgeable and confident before starting their first project.

NEA Project:

We have a theme running from Christmas of Year 10 to Christmas of Year 11. Within this theme we make a series of sustained works and two exam pieces.





Year 11:

NEA project

Completed in the autumn term, including a final mock exam at Christmas.

ESA project:

Students have about 10 weeks to make a refined and concise final project ending in the final 10 hour 2 day exam.

We hold an exhibition in the Summer to celebrate all the students hard work.



Extra and Super-curricular

Life drawing

Artist workshops

Competitions

Clubs

Trips



So why study Art at GCSE?



1. It can be Fun!
2. It's a community that supports personal development.
3. It's a celebration of individual opinions, interpretations and reflections on the world, no two artistudents are the same
4. It diversifies and enhances skills learnt in the core curriculum.
5. Art equips young people with self confidence and resilience, and begins a lifelong love for creativity.



GCSE Art is just the beginning of an exciting journey towards a diverse range of creative professions



We aim to accommodate as many processes and interests as possible. At this point, it is important to keep your ambitions and options open



GCSE Art is just the beginning of an exciting journey towards a diverse range of creative professions, could be an artist, OR



ARCHITECTURE
TECHNOLOGY
ANIMATION
ILLUSTRATION
PRODUCT DESIGN
FASHION
ADVERTISING
GRAPHIC DESIGN
PHOTOGRAPHY
MUSEUMS AND GALLERIES
INTERACTION DESIGN
ART THERAPY



What makes a good GCSE artiststudent?



Passion

Organisation

Communication

Independence





Design and Technology

AQA Exam Board

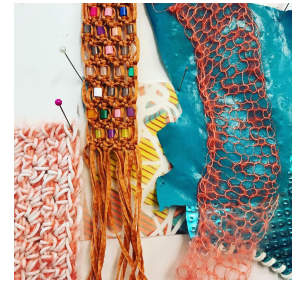
Mrs Aldred-Hall - Head of Design Technology

Why chose Design Technology?



This **creative** and **thought provoking** qualification gives students the practical skills, theoretical knowledge and **confidence** to succeed in a number of careers. Especially those in the creative industries.

Will prepare students to participate confidently and successfully in an increasingly **technological world**.



Students will gain a real understanding of what it means to be a **designer**, alongside the knowledge and **skills** sought by higher education and employers.

They will **investigate** historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing **prototype** of their choice.

Study core technical and designing and making principles, including a **broad range of design processes, materials** techniques and **equipment**.



Subject Content

50% NEA (Non-Examined Assessment)

- The coursework element (100 marks)

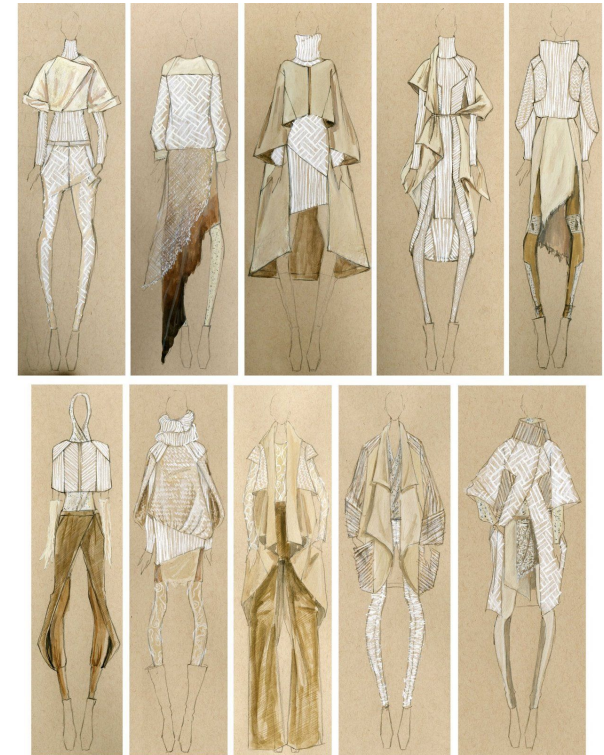
50% Exam (2 Hour Exam)

(100 Marks)

- 20 marks are for Core Knowledge
- 80 marks are for Specialist Knowledge

All assessments are completed in Y11

Students will complete mock assessments of all of these in Y10



Literacy and Numeracy features in the course.

The Exam: Core knowledge covered



What is Core and Specialist knowledge?

- **Section A - Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

- **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

- **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions.

- **Key learning areas for assessment are;**

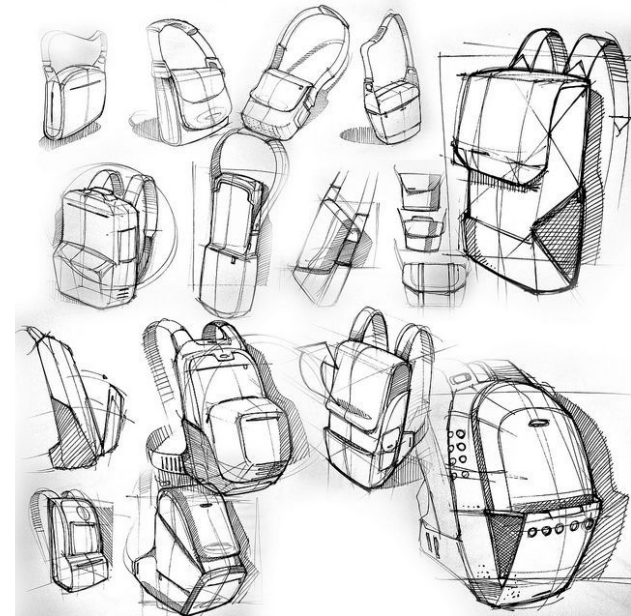
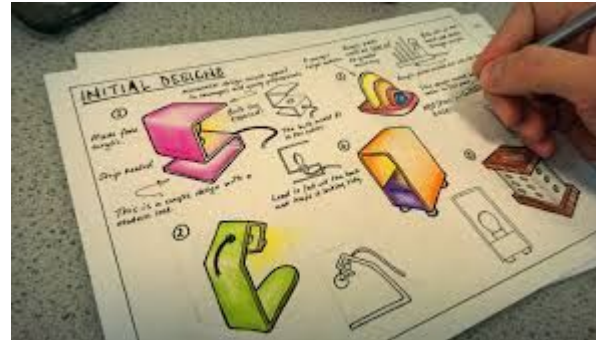
1. Users, needs & design contexts
2. Designing: Design Strategies & communicating ideas
3. Past & present professionals
4. Wider impact of designing & making: Social, moral, environmental & cultural issues, energy storage & generation, new & emerging technologies
5. Levers & mechanisms
6. Forces & stresses
7. Electronics & programmable components
8. Smart & modern materials & technical textiles
9. Materials: Categories, sources, origins, selection & properties
10. Making: Working with specialist materials & techniques

The NEA:



What is the NEA

- NEA stands for Non Examined Assessment.
- They can focus on one Specialist Area (e.g. Textiles) or mix a few (e.g. Textiles, Plastics, Resistant Materials and Electronics)
- The focus is on developing and testing ideas on how to solve an issue posed by the exam board. The focus is on developing a prototype that aims at solving a real and relevant problem.



THE ABILITY TO WORK
INDEPENDENTLY, SET
GOALS, MANAGE YOUR OWN
WORKLOAD AND MEET
DEADLINES

PROJECT MANAGEMENT - TO SEE THE DESIGN
PROJECT THROUGH FROM CONCEPTION TO
COMPLETION

ATTENTION TO DETAIL

IT AND TECHNICAL SKILLS

MARKETING AND
COMMERCIAL AWARENESS

SECONDARY SCHOOL TEACHER

CONSERVATOR

FURTHER EDUCATION
TEACHER

PRODUCT
DESIGNER

VISUAL MERCHANDISER

PRINTMAKER

CLOTHING/TEXTILE
TECHNOLOGIST

ILLUSTRATOR

INTERIOR AND SPATIAL DESIGNER

WHERE CAN IT TAKE ME?

THE ABILITY TO WORK
EFFECTIVELY WITH OTHERS
THROUGH COLLABORATION, TEAM
WORK AND NEGOTIATION

HIGHER EDUCATION
LECTURER

COLOUR TECHNOLOGIST

TEXTILE DESIGNER

FASHION DESIGNER

RESOURCEFULNESS

STYLIST

GRAPHIC DESIGNER

COMMUNITY ARTS
WORKER

RETAIL BUYER

RESEARCH AND
ANALYTICAL SKILLS

THE ABILITY TO WORK TO
DEADLINES AND A
BUDGET

COMMUNICATION AND
PRESENTATION



DIRECTLY RELATED CAREERS



LINKED CAREERS

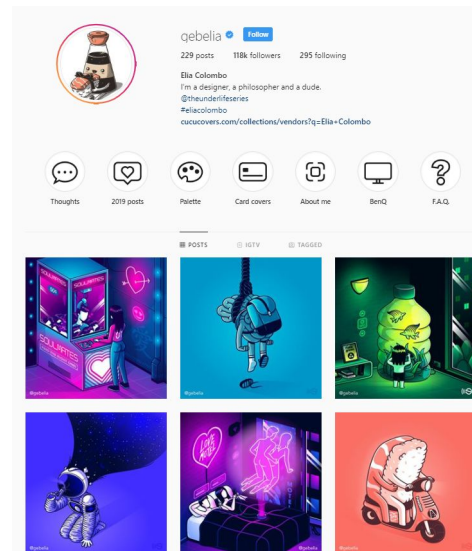


TRANSFERABLE SKILLS

What can a student do to prepare?



1. Follow your favourite **designers** on social media – particularly the ones on the AQA specification.
2. Keeping up-to-date with cultural events
3. Using pinterest to gather inspirational material
4. Pantone App – Colour
5. Fashion / Product Design Magazines/websites – Vogue , Harpers Bazaar, Dezeen
6. Museums to visit – V&A, Design Museum
7. Keep your own personal visual diary - sketchbook
8. Begin your photographers practice
9. Get the AQA revision guide





Further information

AQA - Design and Technology Website

Speak to your DT Teacher about any questions you may have.

Thank you for listening!



GCSE Food Preparation and Nutrition



Subject content – what is covered?

Food preparation skills – these are intended to be integrated into the **SIX** sections:

1. Food Commodities – Fruit and Vegetables, Carbohydrates, Protein, Dairy, Sugars, Fats and Oils
2. Principles of Nutrition
3. Diet and Good Health
4. The Science of Food
5. Where Food comes from
6. Cooking and Food Preparation

Practical Cooking



Students will cook a variety of dishes in school to help with the theoretical knowledge for their written exam. They should also build on their skills at home if possible.

The dishes are primarily focused on the commodities within the specification. They are also taught a range of high level skills which they will use for the NEA coursework.

Skills include:

- Knife skills
- Deboning and portioning Chicken
- Filleting Fish
- Making Pastry
- Making Fresh Pasta
- Making Sauces
- Various cooking techniques

Dishes include:

- Vegetable Soup and Homemade Bread
- Chicken Kiev
- Lasagne
- Sweet Potato and Spinach Curry
- Profiteroles
- Lemon Meringue Pie
- Scones

What is assessed?



50% Written exam



**15% - Food Investigation
NEA 1**



**35% - Food Preparation
NEA 2**

All assessments are completed in Year 11

Students will complete mock assessments of all of these in Year 10



EXAM: Paper 1: Food Preparation and Nutrition (50%)

What's assessed

- Theoretical knowledge of Food Preparation and Nutrition from subject content

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A – Questions Based on Visual Stimuli
- Section B - Structured, short and extended response questions to assess content related to Food Preparation and Nutrition.

ASSESSMENTS – PRACTICAL EXAM

NON EXAM ASSESSMENT: (NEA)



NEA 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Gelatinisation

Raising Agents

Emulsification

Plasticity

Shortening

Viscosity



APPLE SCIENCE!

Use acids and bases from your kitchen for an apple experiment!



ASSESSMENTS – PRACTICAL EXAM

NON EXAM ASSESSMENT: (NEA)



NEA 2: Food preparation assessment (35%)

- Students' knowledge, skills and understanding in relation to the **planning, preparation, cooking, presentation of food** and **application of nutrition** related to the chosen task.
- **Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.**



Where can it take me for a career?



Food Stylist

Food Technologist

Nutritionist

Catering

Retailing

Sensory Science

Branding

Dietician

Sports Science

Food Manufacturer

Marketing

Food Science

Quality Control

Biochemist

Food Microbiologist

Buyer

Research

Product Development

Agricultural Science

Quality Control

Further information



Eduqas – Food Preparation and Nutrition Website

Speak to your DT Teacher about any questions you may have



Drama at LMS

Exam Board: AQA (GCSE)



Key information

Comp 1: Written Examination

The exam consists of three parts:

Section A: Theatre terminology/job roles (*Multiple Choice*)

Section B: In depth study of a set play text, '**The Crucible**'.

Section C: Analysis and Evaluation of a live theatre performance.

Comp 2: Devising (NEA)

You will devise a performance based your choice from a selection of stimuli given to you. This will be accompanied by a devising log, a written documentation of the devising process and evaluation of your final work.

This is marked by Mrs Chamberlain and Mrs Bacon and moderated by AQA.

Comp 3: Texts in Practice

You will perform two extracts from a set play text.

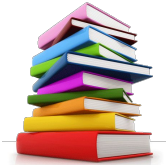
This can be done as:

- an individual (monologue)
- a two (duologue)
- a small group (ensemble)

This is marked by a visiting examiner from AQA.

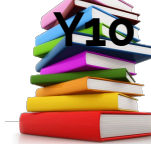


Competed in Y11



40%

Competed in
Y10



40%

Competed in Y11



20%

Why Drama?



Collaboration is at the heart of our lessons

Develop your appreciation of theatre

Trips to the theatre

Building cultural capital

The opportunity to be curious and creative

Build confidence and autonomy

The freedom to decide elements of what you learn

Explore your emotional intelligence and empathy

Have your say on issues/ events which are important to you

Further your research skills

A strong sense of community and friendship in our classes

Become an excellent communicator

Practice working under pressure and managing your time

Frequent performance opportunities

Develop the top ten employability skills...

Why Drama?



Why Drama?



Of course if you love the arts and acting then drama is right for you, but what if you want a different career? Did you know that 70% of Oxbridge undergraduates have experience or qualifications in Drama, Dance or Music?

Possible Career Choices:

- Any role within the performing arts industry
- Design careers
- TV, Film or Radio work
- Law
- Medicine
- Management Positions
- Social Work
- Journalism
- Drama Therapy
- Teaching
- Writing
- Multimedia Industries
- Entertainment Businesses
- Secretarial or Administrative Roles
- Emergency Services
- Copywriting
- Politics

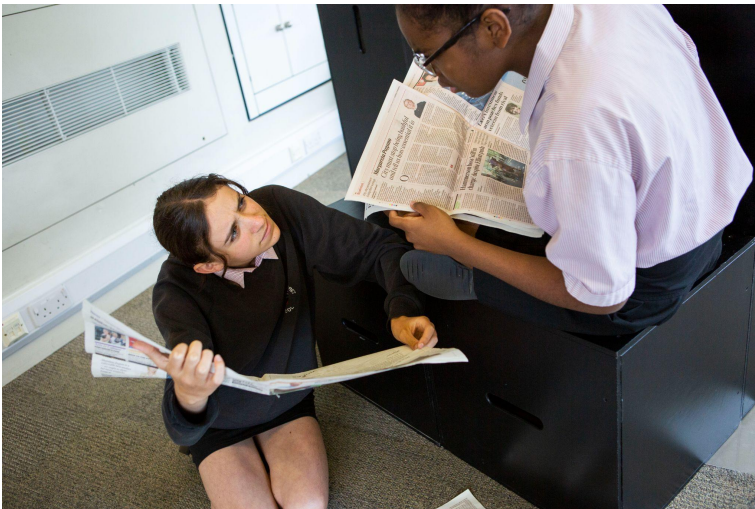
In fact, Drama can support any career in which you are required to work effectively with other people and communicate successfully. The skills you learn in Drama will make you highly employable.

Want to find out more?



Speak to Mrs Chamberlain (Head of Drama) or Mrs Bacon for more information.

You could also request to join our **Year 9 super curricular workshops and events** - see Mrs Chamberlain for more information





MFL at GCSE





Curriculum Intent

Our Languages Department curriculum focuses on:

- Literacy
- Oracy
- Curiosity
- Critical thinking



We would like our students to:

- Develop inquiring minds when learning about Spanish and French speaking communities and countries around the world.
- Analyse the socio-political context of those communities, so that all become **curious**, **Just** and **friendly** citizens.



To build students' cultural capital and **wisdom** through a decolonised curriculum so as to recognise diverse cultures and ways of life to which they can identify.





To ensure that students are able to participate in a wide range of opportunities beyond the classroom, including clubs and trips, so as to broaden their horizons, giving them **hope** and ambition for the future.



Granada (España)



Paris (France)



Develop **literacy** and **oratory** in lessons so that students can become eloquent and confident **communicators** in the future by creating opportunities to work on all four skills.





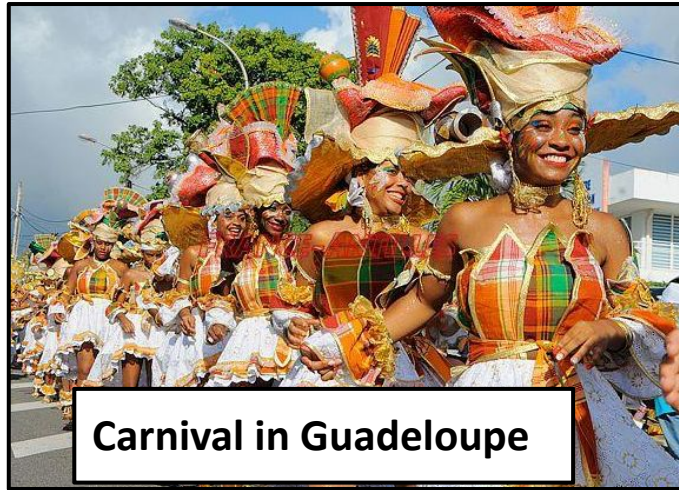
Curriculum

We follow the Edexcel GCSE syllabus, which covers various topics:

- Family and traditions
- Hobbies and spare-time activities
- School and future careers
- Town and local area
- Holidays
- Environmental and social issues

★ Literature and culture from different French and Spanish speaking countries are included in each of these topics.

★ The focus is to develop students' vocabulary further and to go into more depth over grammatical structures they will need to master should they wish to continue their studies at A level.



Carnival in Guadeloupe



Music festival in France

French



School in the Reunion Island



Environmental and social issues



Food and traditions



Three wise men parade

Spanish



Writer Carlos Ruíz Zafón



Languages and the world of work



Four skills will be assessed

Paper 1: Listening and understanding

25% of the total qualification.

Paper 2: Speaking

25% of the total qualification.

Paper 3: Reading and understanding

Includes a translation passage from Spanish/French to English
25% of the total qualification.

Paper 4: Writing

Includes a translation passage from English to Spanish/French
25% of the total qualification.

Why study Geography?

To **learn** about
the **world**
around us

To **discover** how
physical
wonders occur.



To **consider**
the **global**
issues which
impact **our**
lives

To **discuss** the
impact of
humans on the
environment and
the economy

Geography Department Aims

1. To teach students about the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society, environment and economy and to enable them to contribute positively to their local, national and global communities.
2. To be inclusive in aiding our students in their journey to becoming independent, well-rounded, life-long learners who can demonstrate key skills.
3. To develop a staff team who have good subject knowledge and work together to support each other and the students.
4. To build character through encouraging our students to be curious, empathetic and to show stewardship.

What skills will I learn if I study Geography?



How to read and interpret different types of data



Develop critical thinking skills



Become a good communicator



Environmental Awareness



Be able to solve problems

What will I study at GCSE? Edexcel A

Year 10 specification: Physical & Human

1. **Changing cities**
2. Coastal landscapes and processes and river landscapes and processes
3. Ecosystems, biodiversity and management
4. **Urban Fieldwork** & River Fieldwork

Year 11 specification: Physical & Human

1. **Global development**
2. Weather hazards and climate change
3. **Energy resource management**
4. UK Challenges (both **human** and **physical**)



Human fieldwork- Regeneration in Hammersmith and Fulham

Physical fieldwork- River change Beverley Brook

Trips and Visits



Hammersmith and
Fulham fieldwork
with Year 10



Beverley Brook field
trip with Year 10




What extracurricular opportunities are there?

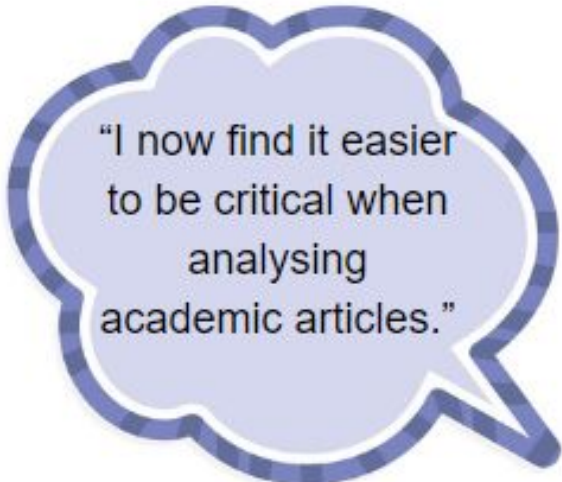
Students are invited to the extracurricular reading group sessions run 2-3 times a half term.

- They provide the students with an opportunity to challenge themselves by reading academic articles.
- They give them the chance to explore Geography further than the GCSE specification.
- They help the students prepare for A level by breaking down and discussing academic literature.
- They give the students a chance to develop critical thinking skills by debating points explored within the articles.

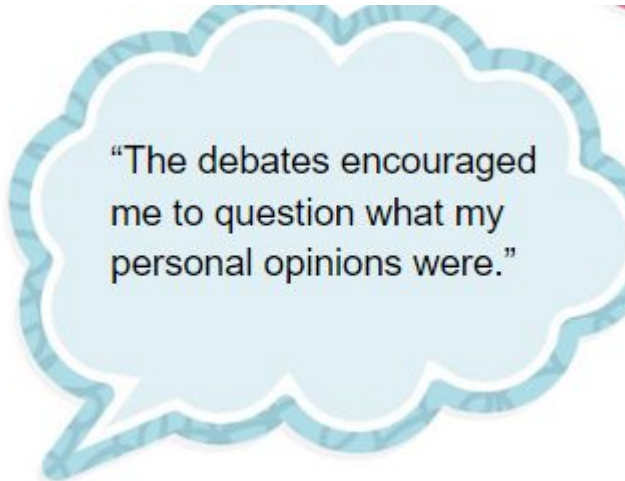
Students comments below



"After attending the seminar group sessions I found my wording in exams improved as I was able to understand and use more academic language."



"I now find it easier to be critical when analysing academic articles."



"The debates encouraged me to question what my personal opinions were."

Where will Geography take me?

Geography: it's the must-have subject.

The Guardian

“

Geography is **highly valued by universities** as a GCSE and A Level choice, and combines well with both arts and science subjects. It can be a **facilitating subject** - that is a subject most likely to be required or preferred for entry to degree courses. Choosing **facilitating subjects will keep more options open at A level and university-level**; geography opens doors to other areas such as business and administrative studies, law, engineering and technology, and the other social physical sciences.

”

You Gov “

Geography was also found to be the **most relevant GCSE subject in teaching students about climate change**.

”

Geography has one of the highest employability rates.

UCAS (Universities and Colleges Admissions Service)

“

Geography is considered one of the **broadest subject areas**. And, it has one of the **highest employability rates of all undergraduate degrees!**

As a graduate you'll be an attractive candidate for most jobs thanks to your **range of transferable skills**, including problem-solving, critical thinking, data analysis, technical computing, and team working.

”

Did you know...

Geography is among the **top subjects for graduate earnings**

Geographers are among the **most employable university graduates**

Female geography graduates earn over 10% more than the average female graduate

Students who #ChooseGeography are more likely to enjoy and complete their degree than students of most other subjects

That **being a responsible local, national and international citizen** is a valuable attribute of geography graduates

Statistics for employability consistently show that geography graduates are highly employable, working across a wide range of sectors and roles.

Possible jobs in Geography?!

Policy and Government:

- Flood management
- Public communications
- Development advisor
- Environment sector

Geographical Information Systems:

- Police Geographical Information Analyst
- Hydrologist
- Land requirements officer

The Built Environment:

- Town planner
- Chartered Surveyor
- Events executive
- Property Manager
- Transport consultant

Travel, Tourism and Leisure:

- Conservation project coordinator
- Educational travel consultant
- Expedition manager
- Incident response manager
- Travel writer
- Broadcaster
- Travel journalist

The Business World:

- Responsibility and sustainability manager
- National accounts manager
- Natural resource manager
- Sales
- Oil- resource manager

Society:

- Teacher
- Manager of national park
- Fundraising officer for a charity
- Prison officer
- Livelihoods Project Officer
- Charity worker
- Outreach worker

The Physical Environment:

- Pollution specialist
- Catastrophe Risk Analyst
- Coastal Technical Specialist
- Soil Mechanic Scientist
- Ecologist
- Wildlife Conservationist

Results for GCSE 2022



Geography Grade 1-9

9 - 7	40% (20 out of 50 students)
9 - 5	82% (41 out of 50 students)
9 - 4	86% (43 out of 50 students)

Meet the Geography Team



Mrs Glover: Head of Department

- PGCE in Secondary Geography from The University of Leicester
- BSc Wildlife Conservation University of Kent

Ms Percy: Teacher of Geography

- PGCE in Secondary Geography from Institute of Education, UCL
- BA Geography Northumbria University



Mrs Lindsell: Teacher of Geography

- PGCE Secondary Geography from the University of Oxford
- BA Geography and Environmental Studies with French Sussex University
 - MA Education Sydney University
 - Fellowship of Higher Education Academy

Why study Geography?

To **learn** about
the **world**
around us

To **discover**
how **physical**
wonders
occur.



To **consider**
the **global**
issues which
impact **our**
lives

To **discuss** the
impact of
humans on the
environment and
the economy



OUR CORE VALUES

To promote respectful and companionate learning environment, with empathetic appreciation for diversity and difference

To develop intellectual curiosity and wisdom through historical enquiry

To build student confidence and resilience in their approach historical study through an exploration of second order historical concepts including; causation, change, continuity, similarity, difference and historical significance.

To develop and sustain an understanding and appreciation for justice through the exploration of a broad range of key historical controversies

J410 OCR History A
Explaining the Modern World

Key Skills to Succeed in History at Lady Margaret School



- A passion for historical enquiry demonstrated through the posing of critical and reflective questions about the past.
- A desire to search for answers by extending knowledge and understanding of the world through wider reading and discussion.
- A critical and reflective approach to historical evidence to understand not only its validity, but how it is used to construct an idea about the past.
- The ability to organise and communicate ideas effectively in order to reach substantiated conclusions.



Topics Studied at Lady Margaret School

Component 1: Period Study with non-British depth study

- **International Relations: the changing international order 1918—1975** with **Germany 1925—1955: The people and the state**

Component 2: Thematic Study

- **Migration to Britain c. 1000 — 2010**

Component 3: British Depth Study with the Historic Environment

- **The impact of empire on Britain 1688 — c. 1730** with Urban environments: Patterns of migration (2020 Historic Site is **Spitalfields, London**)

Specification at a glance



Content Overview

Students study history

- From three era (medieval, early modern, and modern)
- One three timescales (depth study, period study and thematic study)
- In three geographical contexts (local, British, and European/Wider world)

Assessment Overview

Component Group	Marks	Duration	Weighting
Component Group 1: Period Study with non-British depth study (01-07)	105	1 hour 45 Minutes	50%
Component Group 2: Thematic Study (08-10)	50	1 hour	25%
Component Group 3: British depth study with a study of the historic environment (03)	55	1 hour 15 Minutes	25%

The Two Year Breakdown



Year	Content	Key Assessments
10	Period Study with non-British depth study <ul style="list-style-type: none">International Relations: the changing international order 1918—1975 with Germany 1925—1955: The people and the state	Unit 1 Mock (July of Year 10)
11	Component 2: Thematic Study <ul style="list-style-type: none">Migration to Britain c. 1000 — 2010 Component 3: British Depth Study with the Historic Environment <ul style="list-style-type: none">The impact of empire on Britain 1688 — c. 1730 with Urban environments: Patterns of migration (2020 Historic Site is Spitalfields, London)	Unit 1 Mock + Unit 2 Mock (December Year 11) Unit 3 Mock (April Year 11)

WORKING IN HISTORY



ANTHROPOLOGY

- **ARCHAEOLOGIST**
Learn about the past by studying sites and excavating, classifying, recording, and preserving objects.
- **ANTHROPOLOGIST**
Research, evaluate, and establish public policy concerning the origins of humans; their physical, social, linguistic, and cultural development; and their behaviour.
- **CONSERVATOR**
Preserve and restore historical objects and buildings.
- **GEOGRAPHER**
Study the nature of the earth's surface, relating and interpreting interactions of physical and cultural phenomena.



SOCIAL SCIENCES

- **HISTORIAN**
Research, analyse, record, and interpret government and institutional records, newspapers, and other periodicals.
- **ARCHIVIST**
Look after and preserve collections of historical records and documents.
- **SOCIOLOGIST**
Study human society and social behaviour by examining the groups and social institutions that people form, as well as various social, religious, political, and business organisations.



LAW

- **BARRISTER**
Give specialist legal advice, advise solicitors, and represent people in court and at tribunals and public inquiries.
- **SOLICITOR**
Advise clients about the law and act on their behalf in legal matters.
- **CROWN PROSECUTOR**
Make sure that decisions to bring people to court are fair and likely to succeed.



SALARY

Social and humanities scientists:

UK annual median: £32,296

Natural and social science professionals:

London annual median: £38,644

Top 3 regions: South East (£39,720), London (£38,644), East Midlands (£37,751)

PROSPECTS

Science, research, engineering, and technology professionals:

UK growth: +9.1% from 2017 to 2027, creating 159,466 jobs

London growth: +11.2% from 2017 to 2027, creating 36,165 jobs

How to get started?



Check out the following websites

www.ocr.org.uk

www.bbc.co.uk/history

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

<https://www.johndclare.net>



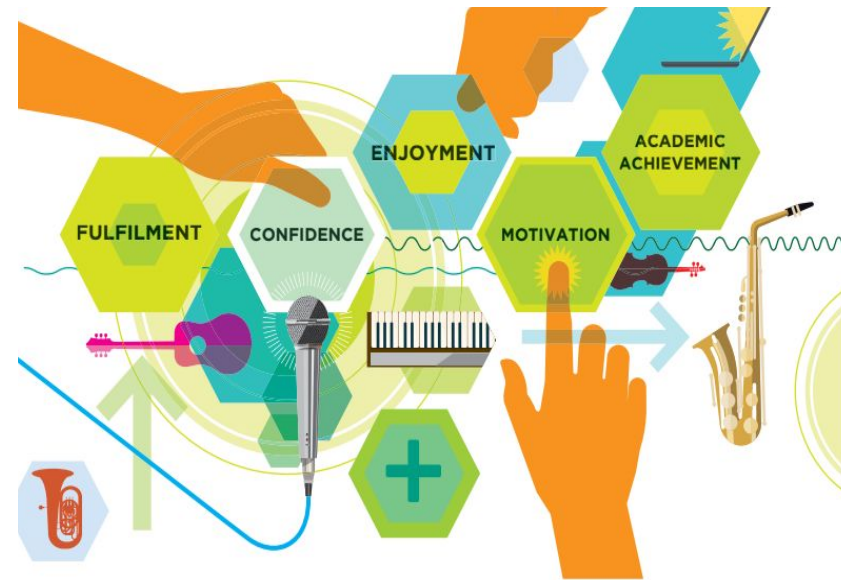
GCSE MUSIC

YEAR 9 OPTIONS EVENING

Why choose Music GCSE?



- A well-balanced and **fulfilling** course combining performance ability, creativity, analysis and contextual breadth
- Continue developing a passion and **love for music**
- Builds **confidence**, practice and refinement, analytical and critical thinking skills, working with others and working to deadlines
- Facilitates learning through a variety of styles encouraging a sense of academic achievement for all. 60% of the final grade is achieved through non-examined assessment
- An increased **awareness** of the world around you, including technological skills



What does GCSE Music look like?



Component 1

Performing (30%)

- Solo performing
- Ensemble performing
- Approaches to performing
- **NEA** - Internally marked, externally moderated.

Component 2

Composing (30%)

- Students compose two compositions.
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- **NEA** - Internally marked, externally moderated.

Component 3

Appraising (40%)

- **Section A** – Areas of study, dictation, and unfamiliar pieces (68 marks)
- **Section B** – Extended response comparison between a set work and one unfamiliar piece (12 marks)

Areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

- **Examination**

FREQUENTLY ASKED QUESTIONS



Does my daughter need to have taken graded exams in order to succeed at GCSE music?

Does my daughter need to be able to play piano confidently?

What level of music theory knowledge is required?

On order to be successful in GCSE Music you will need....



A genuine love and passion for music and willingness to be creative and to be inspired.



A desire to want to listen to unfamiliar music from unfamiliar genres.



Grade 4 - 5 standard on an instrument by the start of Year 11.



A basic understanding of music theory, much of which can be covered as we progress through the course.

ENRICHMENT & OPPORTUNITIES



- Concerts and theatre trips
- Extensive extra-curricular programme.
 - GCSE music students should be taking part in at least one ensemble.
 - Students in Year 10 are invited to audition for our hugely successful Chamber Choir or can participate in our non-auditioned Musical Theatre ensemble
- Excellent faculty of peripatetic staff who deliver individual instrumental and vocal lessons in school



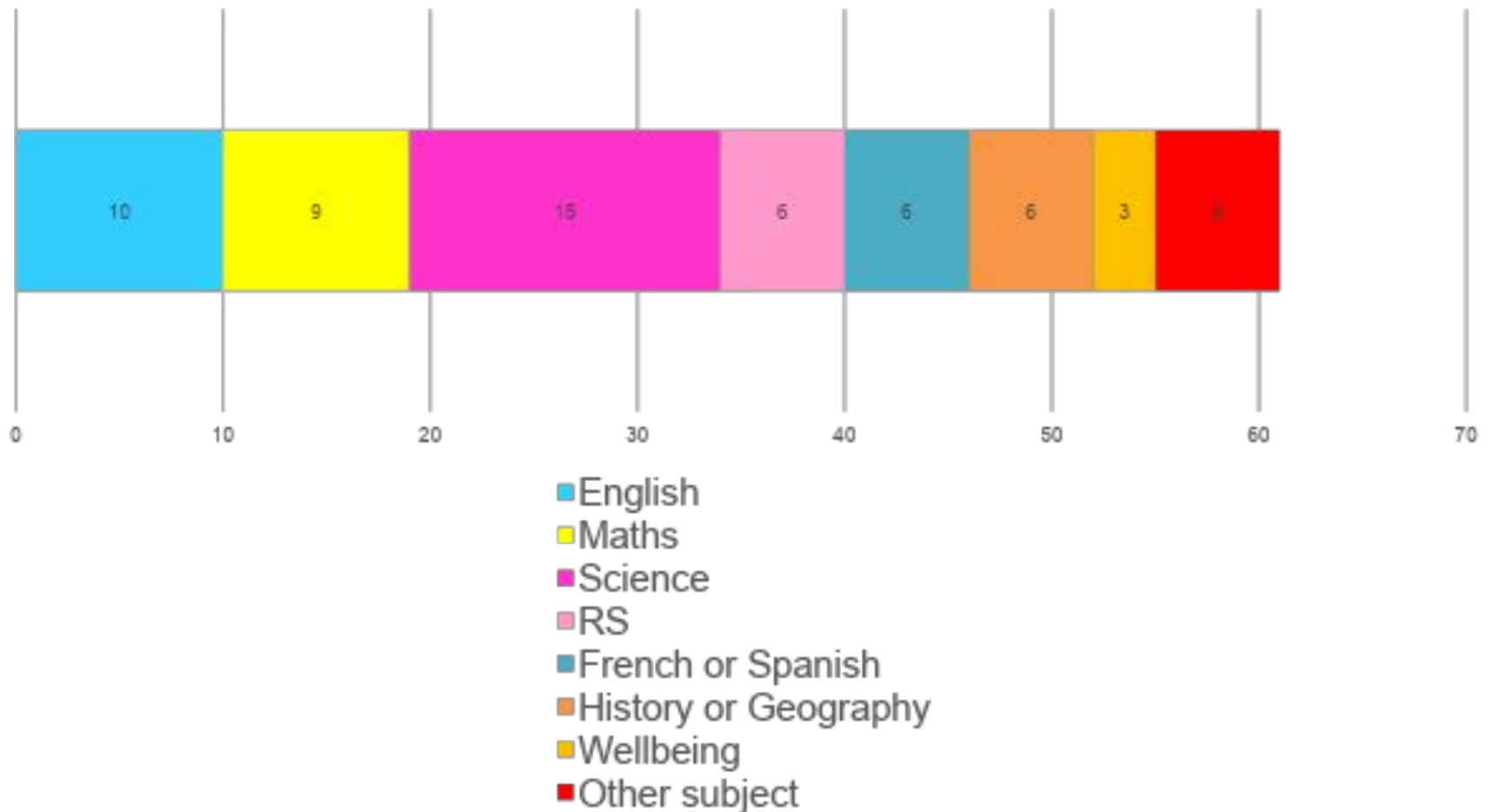
The KS4 curriculum and the options process



Compulsory Curriculum

Mathematics	GCSE
English Language	GCSE
English Literature	GCSE
Science	2 or 3 GCSEs
Religious Studies	GCSE
Wellbeing	not examined
Geography and/or History	GCSE
French and/or Spanish	GCSE

What does this look like in a 2 week timetable?





- The total for the core compulsory subjects is 42 lessons per 60 lesson in a two week cycle
- GCSE in a Modern Foreign Language is 6 lessons per 60 in a two week cycle
- GCSE in History or Geography is 6 lessons per 60 in a two week cycle
- This leaves 6 lessons for another subject
- It will not be possible to study History and Geography and French and Spanish as there are not enough lessons available.



Optional Subjects

- Art and Design
- Design and Technology
- Drama
- French
- Food Preparation and Nutrition
- Geography
- History
- Music
- Spanish

GCSE Subject Choices Form for Year 9 Students

Please make sure that you complete all sections of this form. Please choose your preferred subject combination from the drop down list below. You may only choose one combination.

The deadline for submission is **THURSDAY 23rd MARCH 2023**

Forename and Surname *

Tutor Group *

Please select your preferred option from the drop down menu. *

Please tick to say that you have discussed and agreed your subject combination above with your parents/carers *

☐ Yes



Next steps

- Discuss your possible subject choices with your subject teachers at Parents Evening on 14th March 2023
- Discuss your subject choices with your parents and form tutor
- When you have decided choose one option from the drop down list on the Google form that will be emailed to your school email address on Friday 3rd March.
- The deadline to complete the form is Thursday 23rd March 2023