



Felsted

GCSE Subject Guide

2022-23



Contents

Introduction	2
Year 10 and 11 Curriculum	3
Felsted Diploma Project (FDP)	4
Core Subjects	5
English	5
Maths	6
Science	7
Optional Subjects	8
Art & Design	8
Classical Civilisation	9
Computer Science	10
Design & Technology	11
Drama	12
Geography	13
History	14
Latin	15
Modern Foreign Languages	16
Music	18
Physical Education	19
Theology, Ethics & Philosophy (TEP)	20
Curriculum Enhancement	21
Support for Learning	21
English as an Additional Language	22
Personal, Social and Health Education (PSHE)	23
Careers and Higher Education Guidance	25
Curriculum PE	27



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Introduction

from Sarah Capewell,
Deputy Head (Academic)



The selection of GCSE options is possibly the first time pupils make decisions regarding the direction of their education. This is a challenge they should take responsibly and with extensive consultation with parents, teachers and any materials made available. In many ways they have already embarked on their GCSE preparation. However, by the beginning of Year 10 they commit to a two year journey to complete their GCSEs.

The reformed GCSEs have now been in place for a number of years. Although many of you will feel confident with the numerical grading system, the table (left) provides an indication of how one might translate the old grade to the new number.

OLD GRADE	NEW NUMBER
A*	9 (top half of A* = 9)
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	U

Curriculum for Years 10 and 11

The aim for Years 10 and 11 is to follow a curriculum based on a 'core' of English, Maths and Science and four 'options' that ensures a broadly balanced programme for all pupils, without inhibiting the specialisation required for a variety of Sixth Form courses.

In Years 10 and 11, every pupil studies English Language, English Literature, Mathematics and Science. Science will be studied at Double or Triple Award (i.e. it is worth two or three GCSEs). It is likely that most will study Double Award, but the decision about which is the most appropriate entry for each child will be made at the beginning of the GCSE course. The remaining four optional subjects allow the opportunity for pupils to tailor their programme to suit their abilities and intentions for further study. The framework within the options ensures that a balanced curriculum is followed. In certain circumstances a pupil will be advised to take three rather than four optional subjects so that additional time may be spent on supporting their core subjects through Support for Learning or English as an Additional

Language lessons. In addition to their 'core' and 'option' subjects, pupils also undertake the Felsted Diploma Project in Year 10. In Years 10 and 11 pupils also follow non-examined courses in Physical Education and Personal, Social and Health Education (PSHE).

Each pupil should choose four optional subjects ensuring that they meet the requirements of the two restrictions placed on the choice.



1. One of the following LANGUAGES must be chosen:
French, German, Spanish, or Latin

2. A HUMANITIES subject must be chosen:
Classical Civilisation, Geography, History, Latin, or Theology, Ethics & Philosophy (TEP)

The remaining TWO CHOICES can be selected from:

Art & Design, Classical Civilisation, Computer Science, Design & Technology (Resistant Materials), Drama, French, Geography, German, History, Latin, Music, Physical Education, Spanish and Theology, Ethics & Philosophy (TEP)

***Support for Learning (SfL)** and **English as an Additional Language (EAL)** are also available as an optional subject for those pupils who need them. Opting for SfL means that additional time may be spent on supporting the core subjects. This option may be selected upon recommendations from the SfL department. EAL should be chosen by those pupils whose first language is other than English.

CORE GCSEs

SUBJECTS:

English Language
English Literature
Mathematics
Science
(Double or Triple Award)

+

FOUR OPTIONS*

OPTION 1

ONE Language:

French
German
Spanish
Latin

OPTION 2

ONE Humanities:

Classical Civilisation
Geography
History
Latin
TEP

OPTIONS 3 - 4

A further TWO subjects:

Art & Design
Classical Civilisation
Computer Science
Design & Technology (Resistant Materials)
Drama
French
Geography
German
History
Latin
Music
Physical Education
Spanish
TEP

OR

OPTIONS 3 - 4

A further ONE subject
from the list above:
supplemented by SfL or EAL

+

FELSTED DIPLOMA PROJECT

Felsted Diploma Project

The FDP is a programme of enquiry and creativity that will help develop independent learning and provide the necessary key skills to enrich learning in all subjects. Unlike GCSEs, the FDP rewards the process and the journey of the project as well as the end product, and encourages a culture of reflection and improvement. Pupils work in pairs and so develop their skills in cooperation, communication and taking shared responsibility for their task.

EXAMPLES OF SOME OF THIS YEAR'S FELSTED DIPLOMA PROJECT BRIEFS:

How has a better understanding of an individual's genetics resulted in a more successful approach to cancer treatment? (2,000 word report)

How are Performance Enhancing Drugs affecting sport in the 21st century, and what is being done about it? (2,000 word report)

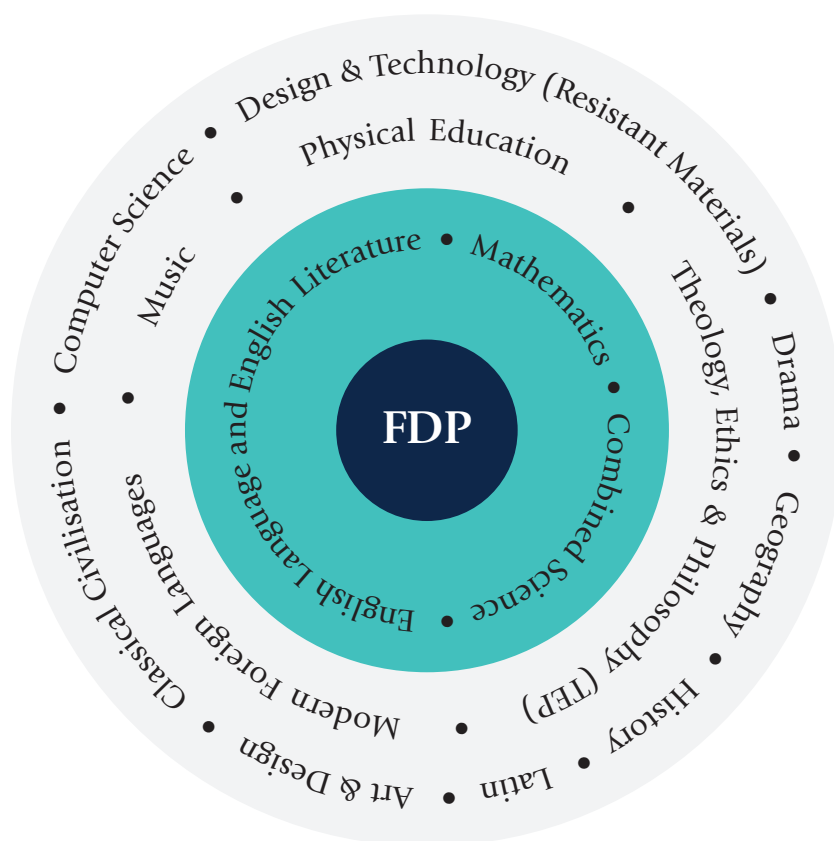
How has London transport developed throughout the years and what prompted these changes? (artefact + report)

Projects, like the Extended Essay at IB, should lie at the centre of learning at Felsted as they have been proven to have a positive impact on grades in other subjects. It is for this reason that it is held in such high esteem.

During the course of Year 10, all pupils will be provided with a menu of project 'briefs', which they will need to research, before creating a response to their brief. They will need to log their progress using either a digital or physical journal, demonstrating criteria such as the challenges they have faced and how they have overcome them; decisions they have made and why they have made them; modifications they have had to make. Pupils will each write a report on their project, explaining their research and their response to the brief. Finally, they will have to present their project findings and experiences to the rest of their group and supervisor, and be prepared to answer questions. By completing the project in Year 10, the students will be able to concentrate fully on their GCSEs in Year 11, with the necessary skills to work independently on their subjects to access higher grades.

Project briefs will be grouped under the headings of the Round Square IDEALS, and pupils will be able to select the brief that they are most interested in working on. Pupils will be asked to respond creatively to their brief, producing perhaps a short film, a piece of artwork, a script for a short play or a prototype product that aims to solve or tackle an issue set out in the chosen brief.

The FDP serves to better facilitate all students' learning and, for some pupils, their work may be suitable for external accreditation through CREST or through essay competitions, or similar subject-specific awards, depending upon the nature of their project and brief. It will also prepare them well for the IB's Extended Essay or the Extended Project Qualification in the Sixth Form, which is greatly valued by universities and ensures they are able to access the independent, university-style learning ahead of them. The EPQ not only earns up to 28 UCAS points (slightly more than an AS), it also helps students write their personal statements and/or letter of application as they can discuss their research and offer opinions on their findings. With the experience of the FDP behind them, students will feel much more comfortable with, and better prepared for, the project process in Sixth Form and therefore find it easier to produce some top quality projects.



English Language and English Literature



Why should I study English?

The joy of English is that it broadens our horizons, transporting us to distant lands and affording us insights into great minds of the past. On your journey through your GCSEs in English Language and English Literature, you will explore one of Shakespeare's great tragedies, a 20th century novel, a modern literature text and a range of poetry from different eras.

The study of English will help you understand and appreciate the complexity of the human condition, to interpret thoughts and feelings, views and experiences, and to challenge conventional ideas through intellectual curiosity.

Expectations of independent study

Pupils will be expected to undertake some reading of the set texts outside of lessons. In addition to this, it is recommended that you use the library's resources and study guides to supplement and expand your knowledge of the set texts; this will also help you to analyse more critically and further develop your ability to evaluate character and theme.

To broaden your understanding of the various forms of non-fiction, you are encouraged to read a variety of texts, including newspaper columns, autobiographical pieces and speeches.

Examinations are closed book, which means that pupils are expected to reread set texts in their study time and to ensure that they can refer to details within the texts.

What do the pupils say?

"There is such a wide variety of things to discuss – we are always debating our interpretations."

"I love seeing the words on the page come to life when we read them."

"The atmosphere is enjoyable and our teachers know how best to help us achieve our full potential."

What skills will I develop by studying this subject?

Becoming a critical reader is a lifelong skill that will help you to form balanced opinions, consider others' points of view and engage in intellectual discussion.

The study of poetry, prose, drama and non-fiction throughout history will support your study of a host of other subjects, including History, Geography, Classics and Drama. It will also enhance your ability to empathise with others. Debates and discussions, coupled with the Spoken Language Endorsement (see right), develop your ability to build an argument and communicate effectively in front of an audience.

Finally, the written elements of the course give you the tools to structure written work effectively, express your ideas coherently and write with a good degree of accuracy – all skills that will support you for the rest of your academic career and beyond.

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EXAM BOARD:

Edexcel IGCSE

SYLLABUS CODE:

4EA1 (English Language)

4ET1 (English Literature)

www.edexcel.com

ASSESSMENT:

Language

Examination **60%**

Section A: Nonfiction texts.
Response to unseen & anthology text

Section B: Transactional writing

Coursework **40%**

Poetry/prose comparison with commentary
Personal/imaginative writing

Literature

Examination **60%**

Section A: Unseen poetry
Section B: Anthology poetry comparison
Section C: Modern Prose (text choice dependent on teacher)

Coursework **40%**

Modern drama (text choice dependent on teacher)
English Literary Heritage text (usually Shakespeare, dependent on teacher)

Spoken Language Endorsement

Pupils present on a topic of their choice – teacher assessed and moderated by Edexcel.

Endorsement reported separately on examination certificate (Pass, Merit or Distinction).



I love seeing the words on the page come to life when we read them.

Hannah, Year 10

HEAD OF DEPARTMENT:

Mr M Campbell

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EXAM BOARD:

Edexcel IGCSE

SYLLABUS CODE:

4MA1

www.edexcel.com

ASSESSMENT:

Two 2 hour papers, each worth 50% of the overall mark. Both papers require a calculator.

Each paper may assess any area of the syllabus and will include questions on 4 assessment areas:

1. Number
2. Algebra
3. Geometry
4. Statistics

Sets 1-5 sit the higher tier papers. Set 6 sit the foundation tier papers; the highest grade at foundation tier is a 5.

Set 1 students also work towards a qualification in Additional Maths (OCR Additional Maths FSMQ) and sit a 2 hour exam at the end of year 11. The qualification explores some of the more fundamental areas of Maths in greater depth, particularly calculus and trigonometry and is excellent preparation for those going on to study Maths or Further Maths at A level.



The topics range in difficulty, but Maths is a brilliant subject.

Ollie, Year 10

Mathematics

Why should I study Mathematics?

Mathematics deals with topics such as proof which aren't to be found in other academic disciplines. Concepts such as infinity naturally evoke a sense of awe and wonder and over the 2 years pupils should begin to develop a sense of the power of Mathematics to explain phenomena in the natural world.

Pupils are introduced to some more functional Mathematics, including statistical analysis and finance. The course also introduces many concepts which will be explored in more depth in the Sixth Form such as functions, sequences, series and calculus and as such provides an excellent foundation for those interested in studying Mathematics beyond Year 11.

Expectations of independent study

Five 30 minute pieces of work per fortnight. Two of these pieces will be assessed formally by the teacher. The other pieces of work will be self or peer assessed.

What do the pupils say?

"The course is challenging but enjoyable."

"The topics range in difficulty, but Maths is a brilliant subject."

"I really enjoy reading about the Mathematician of the Day and seeing the curve of the week on the Maths noticeboard."

What skills will I develop by studying this subject?

Pupils will develop their problem-solving skills in particular and will learn how to apply the taught theory in a range of different contexts. Powers of deduction, analysis and logic are developed in some depth, alongside the ability to apply Mathematics to the real world.



Science

Combined Science – Trilogy (Double Award) Or Separate Sciences (Triple Award)

There are two routes through GCSE Science:

1. Combined Science: Trilogy

Most students will study the Biology, Chemistry and Physics syllabus leading to a Combined Science GCSE award (Trilogy Science). This is the basic core requirement which gives two GCSE grades for all pupils and is covered by four lessons per fortnight for each Science.

2. Separate Sciences: Biology, Chemistry and Physics

Some high achieving students will be given the opportunity to cover additional material and work towards taking Separate Science GCSE, resulting in three GCSEs rather than two. The additional material will be covered in the same teaching time as the Combined Science content but will be taught at an accelerated pace.



Why should I study Science?

Studying Science will allow you to learn and discover many things around you and to appreciate them more; animals, inventions, plants, planets, the environment and the life that we have.

Science makes a positive impact on people's lives. In many cases, Science saves lives. In choosing to study Science you are taking a journey from the beginnings of life to the end of the universe.

Expectations of independent study

A wide variety of independent study and prep tasks will be set throughout the course. The tasks range from researching a scientific concept through to online tests. There will be a greater amount of independent study tasks and prep required with the Separate Science route as you will have the same curriculum time but greater subject content.

It would also be advisable to read some popular science magazines such as "New Scientist" or "BBC Focus".

What do the pupils say?

"Science has shown us how the world around us works."

"My science teachers really bring Science alive."

"It seems to answer all the questions I have. On everything."

What skills will I develop by studying this subject?

Science allows pupils to develop traditional practical skills and techniques.

It also allows pupils to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

HEAD OF DEPARTMENT:

Mrs H Mollison

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EXAM BOARD:

AQA

SYLLABUS CODE:

Combined (Trilogy): 8464,
Biology: 8461, Chemistry: 8462,
Physics: 8463

www.aqa.org.uk

ASSESSMENT:

Both courses are assessed at the end of Year 11.

Those studying for **Combined Sciences: Trilogy** will sit six papers, two for each Science. Each are worth 16.7% of the course and collated to give an overall double GCSE grade. Each paper is 1 1/4 hours in length and consists of a combination of structured, short answer and multiple choice questions in which both the retention and application of knowledge is examined.

Those studying for **Separate Science GCSEs** will also sit six papers, two for each Science.

For Biology, the two papers are worth 50% each and the marks are combined to give an overall Biology grade. Each paper is 1 3/4 hours in length and consists of a combination of multiple choice, structured, closed short answer and open response questions in which both the retention and application of knowledge are examined. This is the same system of assessment for Chemistry and Physics. Three separate GCSE grades are reported.

Sets 1-5 sit the higher tier papers. Set 6 sit the foundation tier papers; the highest grade at foundation tier is a 5. Sets 1 and 2 will be taught the additional material required for Separate Science. Decisions about entry will be made in Year 11.



My science teachers really bring Science alive.

Angus, Year 11

HEAD OF DEPARTMENT:

Mrs E Jackson

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EXAM BOARD:

AQA Art & Design

SYLLABUS CODE:

8202 Fine Art

www.aqa.org.uk

ASSESSMENT:

Unit 1:

Fine Art 1 (8202/c)

60%

Coursework

Unit 2:

Fine Art 2 (8202/x)

40%

Final Exam (10 hours)



Art should not be considered an easy option at GCSE, it is a challenging and stimulating subject...

Poppy, Year 11

Art & Design

Why should I study Art?

The single most interesting thing about GCSE Art is that pupils can begin in Year 10 as a relative novice and finish in Year 11 working to a very high standard.

Art is a fascinating subject because it is so vast. It can range from making images on flat surfaces to building intricate sculptures or making films. Pupils are first trained in drawing and painting skills, then they experiment with a broad variety of media, and subsequently they are guided through thematic based project work.

Expectations of independent study

Minimum of two hours per week plus one extra workshop session.

What do the pupils say?

"I chose art because I like being creative."

"Facilities are great and the department has a good reputation for producing very high standards, including award winning artwork."

"Art should not be considered an easy option at GCSE, it is a challenging and stimulating subject to pursue."

What skills will I develop by studying this subject?

The ability to concentrate for longer than average periods of time, craftsmanship, quality control, page layout and general presentation. In other words, skills often found in industry. In addition, there is the elusive creativity which our pupils continually display.



Classical Civilisation

Why should I study Classical Civilisation?

The civilisations of the Greeks and Romans made our language, made our art, our architecture, our political institutions, our literature. They made us.

Expectations of independent study

In order to develop your understanding of the ancient world (and the parallels with the modern world), you will be expected to do some independent research, but this will be guided. Furthermore, you will need to read parts of ancient literature (in English) in preparation or consolidation of lesson work to aid your ability to analyse the text and to evaluate characterisation and themes within the book.

For each of the modules, you will be expected to complete exam-style questions to enhance your evaluative and analytical skills in preparation for the final exams.

Course Content

Myth and Religion: Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. They will explore Myth as a symbol of power as well as ever-popular myths about the underworld. They will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and belief in the afterlife will give a broad overview of religion in the ancient world.

War and Warfare: War is one of the most significant aspects of human behaviour, and war and warfare in the classical world hold an endless and compelling fascination.

This component covers both Greek and Roman civilisation, focusing on Athens and Sparta in the 5th century BC, and on Rome in the Imperial period. Students will study the military systems and tactics of each society, and the interplay between war, politics and society. We will study key battles, not only what happened, but why and how this impacted on the societies involved.

What do the pupils say?

"I have found out so much about the Spartans and the Romans – this makes films like 300 and Gladiator make so much more sense, especially as I can now spot the flaws in them!"

"The teachers really make the subject come alive."

"I'm so glad that I went on the Italy trip as I am now studying Rome and Pompeii and know the sites so well."

What skills will I develop by studying this subject?

You will acquire a detailed knowledge of major aspects of Greek and Roman life and culture, through studying and evaluating a variety of evidence – texts, inscriptions, archaeological sites, vases, sculpture, day-to-day objects, weaponry and buildings.

You will be able to use your awareness of the similarities and differences between the classical world and later times so as to inform your thoughts and aspirations for your own lives.

Most importantly, the thinking and debating skills you will learn to employ will enable you to develop your evaluative and analytical skills – these will complement similar skills you will gain in other subjects, for example, in English and History.

OPTIONAL SUBJECTS

HEAD OF DEPARTMENT:

Miss E McLaren

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EXAM BOARD:

OCR

SYLLABUS CODE:

J199

www.ocr.org.uk

ASSESSMENT:

Component Group 1	
Thematic Study	50%
Myth & Religion	
Component Group 2	
Literature and Culture	50%
War and Warfare	



The teachers really make the subject come alive.

Ellie, Year 11



HEAD OF DEPARTMENT:
Mrs E Abegglen

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EXAM BOARD:
AQA

SYLLABUS CODE:
8525

www.aqa.org.uk

ASSESSMENT:

**Computational Thinking and
Programming Skills (Python)** 50%
2 hour written paper

Computing Concepts 50%
1 hour 45 minutes
written paper



“

I look at my work tasks differently now, it makes me plan and think about things more logically

Elliott, Year 10

Computer Science

Why should I study Computer Science?

This is a course that has real relevance in our modern world. Computers are increasingly the enabling devices of the information revolution and computing is present in every corner of society, from manufacturing to telecommunications, pharmaceuticals and entertainment.

You will have the opportunity to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. You will learn how to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. The course encourages you to think creatively, innovatively, analytically, logically and critically. You will learn about the components that make up digital systems, and how they communicate with one another and with other systems. You will also look at the impacts of digital technology on the individual as well as on wider society. A trip to the National Museum of Computing at Bletchley Park will show you how rapidly technology has evolved, as well as how important the code breakers based there were at bringing about an early end to World War II.

Expectations of independent study

The course material is delivered via Google Classroom so that all assignments and resources can be accessed from anywhere at any time

via the internet. Students will be able to access an Integrated Development Environment on the internet for the programming assignments. Prep is set weekly to reinforce the work covered in lessons. Research will be carried out using resources such as the internet, course texts or access to technical staff, and you will develop additional programs to become more fluent with the Python programming language.

This is an especially exciting time to study Computer Science thanks to developments in technology in areas such as cybersecurity, artificial intelligence, facial recognition, robotics and driverless transport.

What do the pupils say?

"It opens up doors in later life."

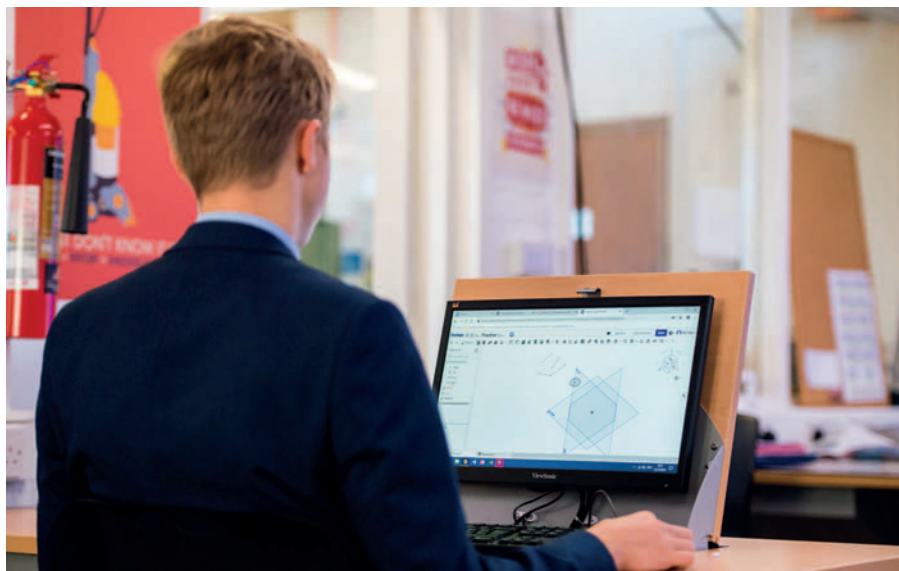
"Programming is fun."

"The world is getting more advanced, therefore you should get ahead and learn about computer science."

What skills will I develop by studying this subject?

The course will help you to develop critical thinking, analysis, problem solving skills, and digital skills.

These transferable skills are assets that will be highly valued by those in further education and employers alike. In this respect, the course provides excellent preparation for pupils who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, finance and resource management, science and medicine to name but a few.



Design & Technology

(Resistant Materials)

Why should I study Design & Technology?

This AQA specification encourages pupils to design and make products with creativity and originality, using a range of materials and techniques.

A working knowledge of woods, metals, plastics and composite materials will be developed through two 'design and make' projects in Year 10, in order to manufacture working products and give pupils a 'hands on' approach to learning prior to the controlled Assessment task in Year 11. Modern technologies such as electronics and CAD/CAM are embraced within the department which has a range of facilities and equipment that includes sublimation printing, 3D printing and CNC machining.

Design work can be done graphically by hand or by using a number of CAD packages within the D&T department. The D&T theory will also foster awareness amongst candidates, of the need to consider sustainability, environmental and social impact of their designing. The theory covers areas of design knowledge such as ergonomics, industrial practice and product analysis. These all lead on well to A Level courses in Product Design.



Expectations of independent study

Throughout the course, the learning of the theory is supported by the use of question booklets that will require pupils to carry out research using the AQA textbook or the internet. A large number of resources such as CD ROMs are also available for pupils to use through a D&T intranet area which pupils can access at all times to support their learning, and the completion of regular preps. Given the practical nature of Design & Technology, pupils will be expected to attend extra workshop sessions as they make progress through the Controlled Assessment task in Year 11. The research and design work that they will need to do prior to manufacturing their product will also require a lot of independent study with the better pupils finding clients that can help them with their final evaluations.

What do the pupils say?

"There are so many opportunities to use such a variety of processes and machinery."

"The nice thing is there is so much freedom to design what you want!"

What skills will I develop by studying this subject?

Pupils will develop skills in the workshops to help manufacture products that are well finished and made with precision. These practical skills cover many aspects of working in wood, metal and plastics; skills that are both manual and assisted by Computer Aided Manufacturing techniques. Pupils will also develop their ability to convey ideas using graphics skills such as sketching, rendering, isometric, orthographic and Computer Aided Design techniques. They will improve their ability to carry out research for design and make tasks as well as being more able to critically analyse everyday products.

HEAD OF DEPARTMENT:

Mr M Pitts

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EXAM BOARD:

AQA

SYLLABUS CODE:

8552

www.aqa.org.uk

ASSESSMENT:

Unit 1 **50%**

Written Paper (45601)

120 marks

(2 hours)

Unit 2 **50%**

Design and Making Practice (45602)

Controlled Assessment project

100 marks

(Approximately 30-35 hours)

“

**...there is so much
support from teachers
and technicians.**

Annabel, Year 10

HEAD OF DEPARTMENT:
Mrs M Donaldson

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EXAM BOARD:
AQA

SYLLABUS CODE:
8261

www.aqa.org.uk

ASSESSMENT:

Component 1: Understanding Drama 40%

Written exam
Multiple choice questions (2%),
Set text (22%), Analysis &
evaluation of live theatre (16%)

Component 2: Devising Drama 40%

Practical
Written log (30%) and
devised performance (10%)

Component 3: Texts in practice 20%

Practical
Performance of two extracts from
one play (10% each)

Drama

Why should I study Drama?

Many Felstedians have been inspired to pursue a career in the arts and have become outstanding in their chosen field. The Drama GCSE course is appealing due to the practical way in which it is taught and because it nurtures creativity and builds confidence and communication skills. Pupils can choose to develop as a performer and/or designer (lighting, sound, set, costume puppets). Whichever option they choose, pupils can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. As part of this, pupils have the opportunity to participate in a wide range of theatre visits, perform themselves and to work with professionals within the arts.

An impressive set of academic results might secure a job interview but it is impressive interpersonal skills and confidence that will lead to the job offer. Within the course, pupils learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, pupils of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Expectations of independent study

Pupils will need to commit to attending regular rehearsals in Year 10 and 11 for practical assessments. Furthermore, we expect pupils to take advantage of the many opportunities to attend live performances, both at school and as additional trips.



What skills will I develop by studying this subject?

- Performance & creativity
- Confidence & character
- Communication & interpersonal skills
- Collaboration & leadership

What do the pupils say?

"GCSE Drama helped me to go from a person who was quite reserved, to one who is now much more confident. I now know how to perform and present to an audience, a skill that I will need for any successful career."

"Drama allows me to explore my love of acting, of plays and of Theatre. My experiences on the course were vast and opened my eyes to the infinite possibilities of performance and live theatre."



GCSE Drama is a fun but challenging subject and it has given me a lot of confidence and important skills for later in life.

Alex, Year 11



Geography

Why should I study Geography?

In what other subject could you study topics as relevant, diverse and engaging as the Boxing Day tsunami, the effect of ageing populations, eco tourism in Kenya, glacial retreat in New Zealand and refugee movements from North Africa to the EU? Many of the world's major issues facing us are geographical in nature, from climate change and globalisation to geopolitics, migration and resource management.

Geography at Felsted gives students a better understanding of our place in the world and how we can be better stewards of our environment.

Geography is taught interactively using a variety of methods and skills, including the use of GIS in lessons.



Fieldwork plays a key part in supporting the teaching, including a residential trip, previously to the Peak District and Swanage.

Geography draws on other subjects to consider the interaction between people and places, understand the processes that are occurring and consider how these can be managed to ensure a sustainable future.

Expectations of independent study

Prep is set on a weekly basis and students should be spending 30 minutes on each task. There are many key terms in Geography and it is advisable for students to be also spending time between lessons going back over key processes, features and concepts. In addition there is a wealth of other material in the form of books, magazines and

TV programmes that it is highly recommended that students engage with as the Geography topics that we study are also huge global issues that affect people everywhere. Assessment in Geography focuses on the application knowledge so most exam style questions are worth between 3-6 marks and there is little extended writing required.

All pupils complete two mini fieldwork projects on field trips that are now assessed in the skills exam paper.

What do the pupils say?

"A friendly and supportive department, who challenge us to work hard."

"I find it fascinating that so much of the work we cover I can witness happening around me and in the news."

"I enjoy Geography so much, especially the 'Coasts' topic which we studied in Swanage, that I want to do it for A Level."

What skills will I develop by studying this subject?

The course is designed to encourage pupils to become independent enquirers and to be able to formulate arguments using case study material. In addition pupils learn to react to unseen resources and to apply their knowledge. On field trips they develop the ability to work with their peers collecting data first hand and then use a wide range of skills including ICT, graphs and statistics as well as map skills to analyse and evaluate their findings.



OPTIONAL SUBJECTS

HEAD OF DEPARTMENT:

Mrs G Stringer

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Twitter: @GeogFelsted

EXAM BOARD:

AQA

SYLLABUS CODE:

8035

www.aqa.org.uk

ASSESSMENT:

3 written exam papers

Paper 1 – Physical Geography	35%
Paper 2 – Human Geography	35%
Paper 3 – Geographical Skills	30%



The trip to Dorset was a great way to learn; seeing the landscape really brought it to life!

Molly, Year 10

HEAD OF DEPARTMENT:

Mr R Pathak

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EXAM BOARD:

Edexcel

SYLLABUS CODE:

1H10

www.edexcel.com

ASSESSMENT:

There are 3 modules as follows:

Unit 1 30%

Migrants in Britain, c800-present and Notting Hill, c1948-c1970.

Unit 2 40%

British Depth Study on Early Elizabethan England 1558-88 and a Period Study on Superpower relations and the Cold War, 1941-91

Unit 3 30%

Weimar and Nazi Germany, 1918-39



The teaching is outstanding and the support is constant.

Hugo and Claudia, Year 11 pupils

History



Why should I study History?

History, memorably described by the Historian, G R Elton, as 'endlessly exciting', is well taught by experienced teachers who are passionate about their subject, which always helps to make for interesting lessons. Lessons are varied and the learning that takes place in the classroom is supported by field trips to Berlin and the Duxford Imperial War Museum.

One of the endless fascinations of the subject is the sheer variety of human behaviour and experience encompassed in the study of History, from the terrible crimes of totalitarian dictators like Hitler to the statesmanlike role of Gorbachev in acting to bring the Cold War to an end. The experiences of ordinary people are not neglected and pupils are encouraged to delve into family history whilst studying many 20th century history topics. Furthermore, much of the history studied, such as the Soviet invasion of Afghanistan or the experiences of the *Windrush* generation, is of direct relevance to what is happening in the world today and this helps to give the subject a real sense of immediacy.

Expectations of independent study

One of the 'myths' about History is that there is a constant stream of long essays to be completed, which is very much not the case. However, pupils are challenged through homework tasks to think carefully about the topics they are studying, to learn how to write fluently and to read around the subject; a skill that will serve pupils well in the Sixth Form and beyond.

To foster independent learning, we use a number of initiatives within the History Department such as termly book clubs and a 'desk of knowledge' in the Reekie Building, on which there are always relevant articles for pupils to take away and read.

What do the pupils say?

"I enjoy the quizzes we do in class to check that we all understand a topic."

"The lessons are interesting and involve everyone in the class. We have done many different things to make learning more engaging."

"The track sheets we do with our targets from the last essay are helpful, as it is easy to reference what we need to improve on when we write the next one."

What skills will I develop by studying this subject?

History graduates are to be found in the upper reaches of business, the civil service and in particular, the legal profession. This is because the study of History trains pupils to weigh evidence, assimilate information and make judgments about it, and to express themselves in an articulate and coherent way; these are all intellectual qualities which are highly prized in today's job market!

Latin

Why should I study Latin?

The rewards offered by studying Latin are immense – an appreciation of our own language, the development of analytical and evaluative skills, an understanding of the impact Latin has had on the language, history and culture of so much of Europe and the ability to make informed responses based on a range of evidence are but a few of the joys of this subject.

Learn how much our society has learned from the Roman World and be proud of the academic status you will enjoy as a pupil of Latin!

Expectations of independent study

You will need to be prepared for consolidating your vocabulary learning (about 300 words in Year 10, with another 175 in Year 11). This will help you to approach grammar and syntax exercises confidently and will help you to attack the translation and comprehension of a variety of Latin texts, both verse and prose.

You will develop the skills to be able to evaluate and analyse a passage of Latin, so that you can assume the role of a literary critic and get to use big words like polyptoton, or hyperbole. Of course, these skills will complement and even enhance the analytical skills you will have learned in English lessons.



What do the pupils say?

"The texts are great fun, and the teachers make every effort to squeeze as much as they can out of each passage – in an entertaining way too!"

"I have enjoyed getting to grips with both the literature and the language – there is nothing so satisfying as working out a successful translation, or seeing how all the words fit into a logical pattern."

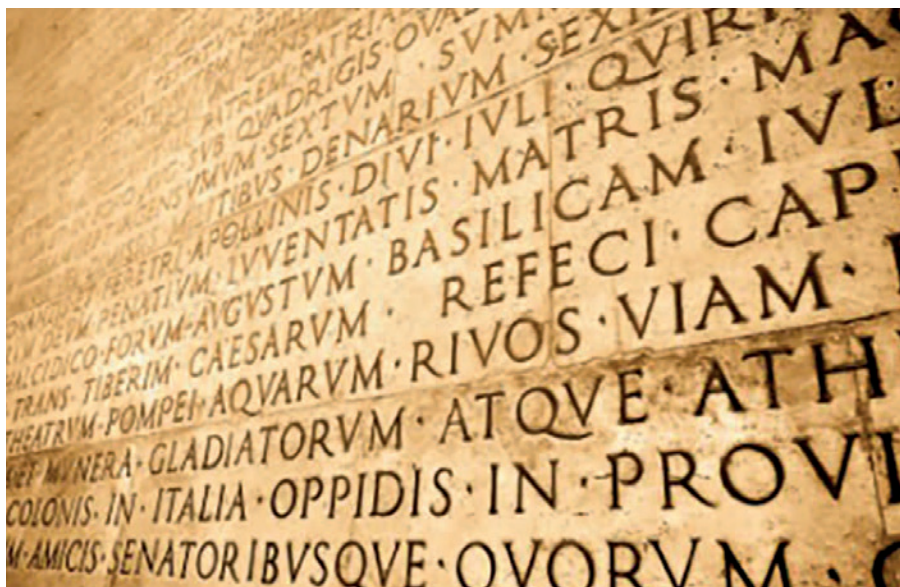
"My English vocabulary is so much better as a result of learning the roots of so many more words."

What skills will I develop by studying this subject?

You will develop the ability to translate accurately and confidently, and to see and make links with modern literature.

This appreciation of literature, and the ability to analyse it for its content and its composition will be enhanced by the development of your own personal responses, both in debates and on paper.

The academic discipline and clear thinking you will develop will be helped by your increased ability to solve problems by applying logical reasoning to whatever you face. These are the skills that are so sought after in the world of work.



OPTIONAL SUBJECTS

HEAD OF DEPARTMENT:

Miss E McLaren

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EXAM BOARD:

OCR

SYLLABUS CODE:

J282

www.ocr.org.uk

ASSESSMENT:

There are 2 papers, each worth 50% of the overall mark:

Language Paper 50%

- unseen translation and comprehension
- short English to Latin sentences
- grammar questions

Literature (Prose and Verse) 50% Paper

Passages taken from:

- Caesar and Tacitus (prose)
- Virgil (verse)



...teachers make every effort to squeeze as much as they can out of each passage – in an entertaining way...

Lydia, Year 10 pupil

HEADS OF DEPARTMENT:

Mrs L Robertson
(MFL and French)

Sr F Sanchez del Rio
(Spanish)

Ms A Fazekas
(German)

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EXAM BOARD:

Edexcel

SYLLABUS CODE:

1FRO (French)

1GNO (German)

1SPO (Spanish)

www.edexcel.com

ASSESSMENT:

This is a 4-unit specification:

Unit 1	25%
Listening and Understanding	
Unit 2	25%
Speaking	
Unit 3	25%
Reading and Understanding	
Unit 4	25%
Writing	

Modern Foreign Languages

French, German and Spanish



Why should I study languages?

The ability to communicate effectively in a foreign language is a significant advantage both for those wishing to travel for personal enjoyment and for those entering the world of work. In an increasingly global market, the proven ability to learn at least one language is a very attractive attribute to potential employers.

At Felsted all pupils must study one Modern Foreign Language, however, for keener linguists, a second foreign language can make all the difference to future prospects. While Goethe may have been exaggerating when he said, "he who knows no foreign language, knows nothing of his own," it cannot be denied that by studying Spanish German or French you will undoubtedly gain a better understanding of English.

Spanish and French are both "Romance" languages, meaning that they are based on Latin, the language of the ancient Roman Empire. Many English words are also of Latin origin, and so when you learn vocabulary in Spanish and French you will simultaneously be expanding your English vocabulary.

You will also find that your understanding of the deeper meaning of these Latin-based English words is greatly enhanced. Also, as you study the grammar of Spanish and French, you will notice how it is similar to English. This will raise your awareness of the grammar of your native language.

In Spanish in particular, because it is very nearly phonetically perfect, you can look at almost any word and immediately know exactly how to pronounce it. This characteristic makes Spanish one of the easier languages to learn.

The connections between German and English are no less important. German shares many roots with English words and shows structural similarities with French, making it easier to learn for speakers of these two languages. If this is not enough, here are some facts about the importance of learning French, German and Spanish:

- German is the most widely spoken mother tongue in the EU and the second most commonly spoken foreign language in the EU (after English).
- More than 200 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the ninth most widely spoken language in the world.
- Spanish is spoken by at least an estimated 430 million people around the world and is currently the fourth most commonly spoken language worldwide. Learning Spanish opens the door for you to communicate with one-third of a billion speakers worldwide!

The best way to learn any language is to immerse yourself in the culture. There are many trips and exchanges available through our Round Square programme.

Expectations of independent study

Independent study work will be set regularly, for example a piece of written work every Friday; vocabulary learning every Monday. Tasks might include reading and comprehensions, written work, preparation of oral work, revision of vocabulary and grammar, listening work and research work.

It is expected that pupils will want to develop their language skills outside the classroom by seeking extra help from the language assistants, reading around the subject (for example, using the French, German and Spanish newspapers available in the school library), listening to foreign language broadcasts/podcasts on the internet and watching European films (available in the school library and in the MFL department resource room). Finally, pupils can also practise regularly on recommended grammar websites.

What do the pupils say?

This is what some of the candidates said about the importance of doing two languages at GCSE:

"I enjoyed doing both languages because I love learning about the different cultures (they are sometimes connected) and it helped me learn the vocabulary. The layout was the same for both the exams which made it much simpler for me."

"Studying two languages allowed me to compare vocabulary and use my initiative for unknown words. It also allowed me to organise controlled assessments more effectively."

"I love the Languages Department!"

What skills will I develop by studying this subject?

The first aim of the GCSE Modern Language course is to develop the ability to use the language effectively for the purpose of practical communication, through both the written and spoken word, using a range of vocabulary and structures.

It should also give a base for continued study of the language and offer an insight into the culture and civilisation of the countries where the language is spoken.

Beyond the actual language studied, pupils should become more aware of how to learn languages, derive intellectual stimulation and enjoyment from language learning, develop positive attitudes to language learning and a sympathetic approach to other cultures. Pupils also learn skills of more general relevance, such as memorising, drawing conclusions, presenting and selecting relevant material.

The content of the listening, reading, speaking and writing examinations suit the interests and experience of 16 year olds, and relate to situations they could expect to encounter in real life.

ASSESSMENT:

This is a 4-unit specification:

Unit 1	25%
Listening and Understanding	
Unit 2	25%
Speaking	
Unit 3	25%
Reading and Understanding	
Unit 4	25%
Writing	



I enjoyed studying two languages at GCSE and found it extremely beneficial in other subjects.

Harvey, Year 11 pupil



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Mr W J Warns

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Twitter & Instagram

@felstedmusic

EXAM BOARD:

AQA

SYLLABUS CODE:

8271

www.aqa.org.uk

ASSESSMENT:

Component 1:

Understanding music 40%

An examination paper with listening exercises and written questions using excerpts of music. The questions will assess your understanding and perception of music.

Component 2:

Performing music 30%

You will prepare performances of your own choice as an instrumentalist and/or vocalist and/or via technology. You will submit one solo performance and one piece playing in an ensemble. A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

Component 3:

Composing music 30%

You will submit two compositions, one composition will be written in response to a brief and the second will be a Free composition. A minimum of three minutes of music in total is required.



Studying Music has helped me to further develop my understanding of a subject that I greatly enjoy.

Bethan, Year 10 pupil

Music

Why should I study Music?

The GCSE Music course will help all pupils to acquire and consolidate a range of musical skills and knowledge through activities such as listening, performing and composing. The course covers a wide range of musical styles and you will gain understanding of music from the main historical periods and styles of Western music, as well as developing the skills to confidently appraise Pop Music, Folk Music and pieces in a Contemporary style. From this, you will develop an informed appreciation of music, but also the foundation for further study of Music at a higher level.

Expectations of independent study

Listening to as much music from a broad range of musical styles in your own time is the best way to get the most out of studying GCSE Music. This will help you develop the aural awareness and perception skills required to succeed in the subject. Fully immersing yourself in as much music as possible is the best preparation for the course. Further to this, you are expected to practise your instrument on a regular basis. The Music School is available for practice throughout the school day, and is supervised in the evenings during Study Time so you can also use our facilities later in the day. The composition software we use is available on any device that has an internet connection so you will have access to this at any time.

What skills will I develop by studying this subject?

You will develop the ability to discuss and analyse a broad range of musical styles and acquire a detailed understanding of specific repertoire through the study of set works. You will gain aural awareness of the key elements of Western music, as well as being able to comment on a range of music from cultures in different countries. Through performance, you will develop technical competence on one or more instruments, as well as interpretative understanding of the music you are playing. Private practice will help to develop independent evaluation of your own progress and playing in ensembles will teach you on how to work well with others. By composing your own music, you will develop the skills to explore different combinations of pitch, timbre and structure, as well as using staff notation to organise sounds onto paper. Importantly, studying three contrasting elements within one course – listening, performance, composition – will help you to develop your time management skills.

What do the pupils say?

"I have always loved performing music and it is great that I am able to use these skills as part of my GCSE."

"I enjoy the challenge of writing my own music."

"The lessons are so varied – sometimes we listen, sometimes we compose, sometimes we perform – it really is fun."



Physical Education

Why should I study PE?

The content of the GCSE Physical Education specification is designed to enable pupils to enjoy and understand the benefits of living a healthy and active lifestyle. Modern society's emphasis on exercise, diet and their effect on our quality of life mean that pupils will be able to see direct relevance and application of their learning to their everyday life.

In addition to the physiological aspect of the course pupils will also be introduced to some elements of sport psychology, in addition to considering the impact of the business world on sport. This includes evaluating both the positive and negative impacts of media and sponsorship on sports performers and major sporting events.

30% of the coursework for Physical Education is practical based. This requires pupils to be assessed in three different sports from the AQA accredited list of activities. Each assessment will require the student to demonstrate a set of core skills in both training and competitive contexts.

This course is suitable for anyone who has an interest in sport and exercise at any level, from recreational to international. The different strands of theory are all applied to practical situations, so pupils will find themselves in the gym to witness first-hand the effect of exercise on the body. All pupils will be expected to lead activity sessions to develop their own leadership abilities, whilst participating in sitting volleyball, disability athletics and blind football will give them an appreciation of the demands placed on disabled athletes.

Expectations of independent study

Pupils will be set one written prep each week which should take 30–45 minutes. The type of task set will vary according to the content being taught, but as an example they may be expected to plan a weight training session, create a suitable menu for Mo Farah to eat the week before a major event or produce a newspaper report. The tasks are aimed at improving pupils' academic skills as well as consolidating learning. Pupils are also expected to regularly review and update the notes made in class, read recommended texts and complete past exam papers.

What do the pupils say?

"Studying PE is extremely enjoyable as it allows us to have a greater understanding of a variety of sports in and out of the classroom."

"What I enjoy most about PE is the combination of taking part in a sport, then learning how and why that sport affects our body."

What skills will I develop by studying this subject?

Pupils will develop their skills as both a performer and coach. This cultivates improved communication, decision-making, negotiation and problem-solving skills. The wide variety of teaching styles, allied to the extremely diverse coursework options, mean pupils will develop all the skills needed for a successful transition to Sixth Form study in any subject.



I enjoy PE because you get to learn the theory by doing a lot of practical activities.

Catalina, Year 11



OPTIONAL SUBJECTS

HEAD OF DEPARTMENT:

Mrs L Willis

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Twitter: @FelstedPE

EXAM BOARD:

AQA

SYLLABUS CODE:

8582

www.aqa.org.uk

ASSESSMENT:

Unit 1 **30%**

The Human Body and Movement in Physical Activity and Sport

30% of final grade, 75 minute exam at the end of Year 11

Unit 2 **30%**

Socio-Cultural Influences and Well-Being in Physical Activity and Sport

30% of final grade, 75 minute exam at the end of Year 11

Unit 3 **40%**

Practical Performance in Physical Activity & Sport

40% of final grade, 3 practical activities, written analysis and evaluation of their performance in one activity; internal assessment and external moderation in Year 11

HEAD OF DEPARTMENT:
Mrs B Roberts Jones

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EXAM BOARD:
AQA
SYLLABUS CODE:
8062
www.aqa.org.uk

ASSESSMENT:

Examination 1: 50%

The study of religions, beliefs, teachings and practices, focusing on Christianity and Islam

Examination 2: 50%

Thematic studies, focusing on 'relationships and families' (gender equality, sex and divorce), 'war and peace', 'crime and punishment' and 'religion and life'

Both examinations are taken at the end of Year 11



TEP makes you more open-minded as an individual.

George, Year 10 pupil

Theology, Ethics & Philosophy (TEP)

Why should I study TEP?

The GCSE syllabus is challenging and thought provoking. It inspires creative, independent thinking on issues which are relevant and meaningful to today's society.

Questions such as "should the roles of men and women in society be equal?" and "is capital punishment ethical?" are researched and debated in a dynamic and interactive way.

Key transferable skills are learnt and refined throughout the course, meaning that it is an excellent GCSE to help with the transition to A Level or the IB Diploma and, ultimately, university.

Expectations of independent study

Pupils are expected to read the additional material that will be given throughout the course and newspapers. They should also make full use of the department and school library.

It would be helpful to read: 'I am Malala: The girl who stood up for education and was shot by the Taliban' (this is beneficial for an understanding of Islam and the topic war and peace). Those pupils who want to challenge themselves should read 'The Good God' by Michael Reeves.

What do the pupils say?

"There is a clear writing structure to help you with your answers."

"There is a lot of freedom to write your own opinion but the course teaches you how to write it in an easy, formal way."

"Topics are easy to understand, interesting and related to life."

What skills will I develop by studying this subject?

- This course teaches the skills of investigation, reflection, analysis, interpretation, debate, evaluation and communication.
- It is looked on favourably for a career in medicine or law by universities.
- Employers look for the following skills which are taught: logic, literacy, critical evaluation, problem solving, negotiation and thinking skills.



Support for Learning

The Support for Learning Department addresses the learning needs of all pupils with identified specific learning difficulties through the process of assessments and Individual Education Plans (IEPs). Pupils can also choose to have additional, timetabled Support for Learning lessons. A combination of highly experienced and well qualified teachers and Higher Level Teaching Assistants offers support both in small groups and individually to suit pupils' learning needs.

The aim is to lead pupils through the challenges of GCSEs by determining individual learning styles, supporting organisation and developing study skills, as well as providing strategies for the progression of literacy and numeracy skills within the context of curriculum subjects.

The Support for Learning Department supports identified pupils in class for GCSE subjects, including English, Mathematics and Science, allowing for individually designed programmes. Pupils are also able to 'drop-in' to the Department when necessary. Pupils are not withdrawn from other lessons but may choose Support for Learning as a timetabled option in place of one of their GCSEs.

Criteria for choice of Support for Learning

Support for Learning lessons may be appropriate for pupils who have, or have previously had:

- Difficulty with literacy skills including reading comprehension and writing tasks
- Organisational difficulties
- Issues around speed of working
- Challenges around effective revision strategies
- Difficulty with understanding and information retention
- Difficulty with Maths
- A previous need for support

Advantages to pupils

The likely improvement in quality of work and GCSE results, as well as:

- Improved study skills
- Increased independence
- Improved self esteem

There is an additional charge for this provision.

HEAD OF DEPARTMENT:

Mr J Hipkin

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Contact with parents is actively encouraged: parents' support is seen as invaluable and crucial to the work of the department.

HEAD OF DEPARTMENT:
Mrs D Guerrero

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English as an Additional Language

Pupils who do not speak English as a first language, and who are identified as needing additional English language support, are advised, when accepted to the School, to choose EAL as one of their optional GCSE subjects. Although this will result in one fewer GCSE, it is recommended if pupils are to achieve their potential in the mainstream curriculum. Pupils' needs are assessed and addressed through assessments and the implementation of Individual Learning Plans. The EAL Department also provides excellent pastoral care for those pupils living away from home in a new country.

Pupils come to 3 EAL lessons a week and these include:

- Support with coursework for other subjects (specifically IGCSE English as a First Language)
- Help with subject revision techniques for exams
- Skills development in English (Reading, Writing, Speaking & Listening)
- Developing academic writing skills
- Support for the Felsted Diploma Project

During the lessons pupils also work towards taking an external Cambridge English language exam – typically Cambridge First For Schools or Cambridge C1 Advanced. These exams test pupils in the skills of Listening, Reading, Writing, Speaking and their knowledge of the Use of English (grammar and vocabulary). The exams are taken at a local examination centre, when the pupils are ready, and are internationally recognised. They are excellent additional qualifications to have and are valid for life.

The C1 exam is recognised by many universities as proof of English qualification and is therefore valid for entry to UK universities in the USA, Canada, New Zealand and Australia.

There is an additional charge for these exams.

GCSE students are also able to attend weekly EAL drop-in sessions for support with written work and general English language issues.

There are no additional charges for EAL GCSE pupils unless further one to one tuition is needed.



We are dedicated to internationalism at Felsted and do all we can to ensure that each pupil achieves their full potential both academically and socially during their time at the School.

It is our belief that the EAL support offered at Felsted will maximise their chances of this.



PSHE

Personal, Social and Health Education

The PSHE programme aims to educate students in the context of ever changing and emerging issues and the rapid development of technology. The programme is constantly reviewed and updated according to the needs of students and media trends; the core programme is outlined below.

Year 10 Key Skills and Unit Objectives

Mobile Phones & Social Media

Recognise that not everything we view online is an accurate portrayal.
 Recognise that using Social Media as the sole determiner of self-esteem is an unhealthy approach.
 Understand the 3 positions of: negative, neutral and positive online contributions.
 Understand ways in which to be a positive presence and contributor online.
 Recognise the traits of cyber bullying.
 To understand the impact online bullying can have on individuals.
 Recognise the difference between cyberbullying and 'just a joke'.

Stress and Anxiety – Resilience and Emotional Wellbeing

Understand why stress & anxiety occurs in teenagers and what it might look like.
 Understand how anxiety can affect an individual's life and the impact of others' attitudes towards anxiety.
 Understand how anxiety can affect the body and strategies to alleviate stress.
 Understand that anxiety disorders can affect anyone and they are nothing to be ashamed of.

Self Harm and Seeking Help

Pupils to understand the meaning of self-harm.
 Pupils to recognise the possible life events that could lead to self-harm.
 Be able to notice behaviours that may be associated with self-harming.
 Understand where to get help.
 Understand how people feel about their actions and what helps.
 Understand the importance of learning about the topic.

Relationships and Sex Education

Recognise the signs of healthy friendships and unhealthy ones.
 Recognise the signs of healthy romantic relationships and unhealthy ones.
 Understand the law and how it relates to pornography, including sexting.
 Understand the law regarding sexual activity.
 Understand what it means to be ready for sex and what issues might affect the matter.
 Understand how condoms protect against STIs and Pregnancy.
 Understand how other methods of contraception prevents Pregnancy.

Drug and Alcohol Use

Understand how addiction might develop.
 Familiarise oneself with the nature/properties of certain drugs and understand the legal implications of use/possession.
 Understand the law regarding alcohol consumption and its intentions.
 Understand the dangers of imbibing alcohol.
 Understand the effects of heavy drinking on individuals and society.
 Understand the dangers of smoking; understand why people start smoking.

Living in a Global World

Understand how the media works and what Fake News is.
 Understand how UK parliament works.
 Understand what Populism is.
 Understand what is meant by diversity and what it means to live in a diverse society.
 Be aware of the assumptions we hold and the stereotypes we believe in.

HEAD OF DEPARTMENT:

Ms R Purdy

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rjp@felsted.org



The programme encourages discussion to develop understanding among students as well as communicating key facts and laws.

PSHE cont'd

Year 11 Key Skills and Unit Objectives

Social Media

Assess your mobile phone usage and the potential dangers.
Understand the potential impact of social media usage on relationships.
Understand how we can try to curb smartphone use.
Understand how to be positive and respectful online.
Consider what is positive online practice and be aware that what we put online, stays there.

Depression and Anxiety

Understand what depression is and why it might be on the increase in teens.
Understand the effect of depression on the individual.
Understand how those with depression may act and how to support them.

Revision Skills

To trial different revision styles.
To understand the conditions in which they are most effective at study.

Drug Awareness

Understand the various views on drug legalisation.
Understand the legal status of drugs and drug use.
Understand how 'Drug Supply' is defined by the law; understand the Social & legal implications of drug taking and supply.
Understand the dangers of binge drinking.
Understand the law with regard to smoking and vaping; understand the potential risks of smoking and vaping.

Healthy and Safe Relationships

To understand the concept of consent in sexual situations/activities.
To feel able to ask and respond to questions about consent.
To understand which form of contraception is the most effective in protecting against pregnancy and STIs.
To understand the pressures faced by many regarding contraceptive use within relationships.
Understand the concepts of sexuality and sexual identities; understand the problems and judgement that can arise when trying to label certain behaviours.

Body Image and Self Esteem

Understand the concept of body image, self esteem and body confidence.
Be aware of the impact of social media on our self esteem.
Understand the pressure to fit in and fit a social & cultural ideal.

Festivals and Holidays

Understand the specific pressures & dangers associated with holiday & festival environments.



Careers and Higher Education Guidance

We have developed a comprehensive Careers Advice, Education, Information, Advice and Guidance programme at Felsted, in order to equip all students with the employability and personal skills which they will need to progress from the school to the working world.

All students from Years 9-13 have the opportunity to utilise the Unifrog Careers Platform to investigate a number of different pathways, including conventional Higher Education routes, Apprenticeships, Employment and International Study. Within this software they will build a portfolio of skills and achievements, linked to their Felsted Diploma, as well as develop their CV and, later in the Sixth Form, their Personal Statement.

The Careers Education programme is delivered through stand alone Careers Focus Days in Years 9 and 10, and bespoke Careers lessons in Year 11. Tutors and the Careers Team are available to support students at any point that they require further advice and guidance. Appointments are available for students and parents to discuss possible pathways when they are choosing their options. We hold Careers seminars throughout the year, which are primarily open to older students but invitations are extended to Year 10 and 11 students when numbers allow, or a specific interest has been expressed. We hold an annual Careers and Higher Education Fair in the Autumn Term, which all are encouraged to attend. There is also a weekly drop-in clinic in the Careers Library.

Year 11 students use the time during the year to explore different careers pathways at post 16 and post 18. They will also consider important employability skills. All Year 11 students are given information and time to help them source and apply for a meaningful work experience opportunity over the summer before they enter the Sixth Form. They are helped to create CVs and write letters of application. As part of their work experience they are expected to reflect on their work using the Felsted Diploma work experience tool, and they will feedback about this experience in the Autumn Term of the Lower Sixth.

We value the input of parents into the Careers Programme and encourage you to contact us if you can offer support for any of our events. We regularly hold information events at key points in your child's decision making process. We also have a regularly updated Careers area on the school website which all parents and students are encouraged to make use of, as well as an active Twitter account where we repost information pertinent to our students, including university open day information.

We have strong links with the Old Felstedian (OF) community through the Felsted Network, and encounters with OFs help our students to further explore a variety of careers pathways.

**DIRECTOR OF
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Ms L Scofield

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**ASSISTANT DIRECTOR OF
PROFESSIONAL GUIDANCE:**

Mrs N Sunshine-Harris

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Careers Education Programme

Year 10

- Further investigation into career path options
- An early introduction to competitive University and Apprenticeship courses in order to raise aspirations
- Reinforcing the importance of GCSE results in order to achieve a chosen career destination
- Encouraging Work Experience and assisting with sourcing relevant and engaging placements
- Advice and tips on how to make work experience a success and how to maximise the potential of the placement
- Benefits and considerations of part-time work at 16
- Continuing to develop employability skills using Microsoft and Kudos
- Tailored seminars with employer encounters in Careers Week

Year 11

- Detailed information about career pathways including;
 - Apprenticeship opportunities at 16 years
 - Higher Apprenticeship options at 18 years
 - Degree Apprenticeships
 - Employment options at 18 years
 - University in the UK
 - European and International University
- Speakers from Year 12 sharing their own experiences of deciding on their Sixth Form option choices
- Support and guidance from staff in choosing options for A Level or International Baccalaureate
- Assistance with sourcing relevant and engaging work experience placements
- Advice on how to approach work experience and expected behaviour on a placement
- Completion of a work experience journal to record and reflect on what has been achieved on the placement
- Encouragement of holiday and part-time employment to add value to your chosen career pathway
- Assistance with CV writing and the use of CV builder software
- Seminars discussing the value of project based learning for future career destinations
- Engagement with a variety of employers and apprenticeship providers



*Felsted is a
School Affiliate of the
Careers Development
Institute*



Curriculum PE



Year 10

A 32 week course that expands on the pupils' skills and understanding from their Year 9 foundation course.

All pupils study six different areas of Physical Education: gymnastics, athletics, health and fitness, net and wall sports, swimming and games activities.

During the course pupils will evaluate and improve their performance while developing, selecting and applying skills and tactics. The course will contribute to their understanding of how regular exercise enhances a healthy lifestyle.

Year 11

A 12 lesson course where we concentrate on life skills. Pupils will have the opportunity to learn about refereeing, umpiring and coaching.

In addition, they will be taken through a basic Life Saving Course and will learn the skills necessary to perform CPR.

The remaining lessons will be used to further develop pupils' understanding of the components of fitness and how to improve their technical expertise in a variety of physical activities.

CURRICULUM

ENHANCEMENT

HEAD OF DEPARTMENT:

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