

GEORGE ABBOT



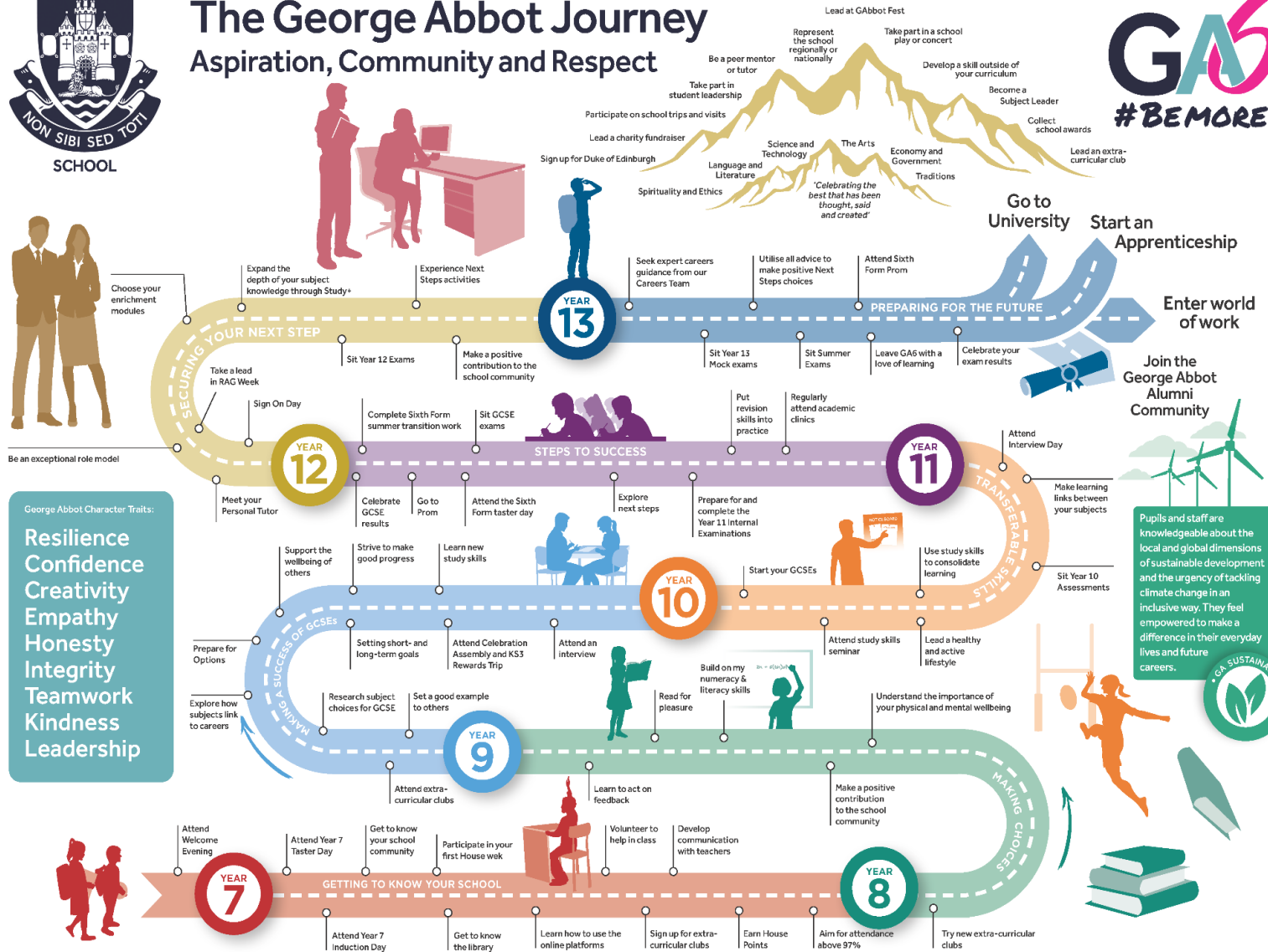
SCHOOL

**Year 10-11
Curriculum Booklet
2025-2027**



The George Abbot Journey

Aspiration, Community and Respect



Your George Abbot Journey starts here ...

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Introduction

This guide is intended for students, parents/carers and staff, and our aim is to explain how we will structure and organise the curriculum for Year 10 and 11. It will detail our curriculum offer, across their next two years of study. We want to ensure our students have the best chance to succeed and we believe we have structured the curriculum to facilitate this.

Our priority has been to preserve breadth of subjects studied and to provide students with guidance to create a personalised element to their timetable.

We aim to provide advice and guidance that is informed, accurate and impartial and to do this we have planned the following timetable, to prepare students:

Thursday 17 October 2024	Online Parent Information Meeting.
During the week of 2 December 2024	Students shown a recorded presentation during form time giving an overview of the Year 10-11 Curriculum.
Friday 6 December 2024	Letter sent to parents giving an overview of the Year 10-11 Curriculum, a link to the recorded presentation their child has been shown, a link to the 2025-27 Curriculum Booklet and a link to the Subject Presentation videos.
February 2025	One-to-one interviews with senior members of staff to discuss the students' curriculum choices.
Friday 7 March 2025	Online Curriculum form available.
Friday 21 March 2025 9am	Deadline for Student choices to be submitted.
W/C 30 June 2025	Letter to confirm student choices.

Points to consider when making any required course choices in Year 9:

Achievements	Students should recognise where previous achievement has been experienced and where success is possible, with the right amount of hard work.
Interest	Success is often related to hard work, which in turn is linked to the interest and motivation that a student has in the subject.
Easy choices	There can be a tendency to assume that it is easier to gain a qualification in some subjects rather than others. All subjects are rigorous in their own way. A student's aptitude and interest in a subject are important factors.
Course-related charges	Whilst parents/carers cannot be required to provide items for a course, we hope that, as in previous years, parents/carers will be prepared to make a contribution towards the consumables required for certain courses, particularly practical ones. We emphasise, however, that no student will be excluded from a course because of financial limitations.
Flexibility	Be prepared to have alternative 'reserve choices' considered because some subjects will only be timetabled if there are sufficient numbers of students who wish to take them. Equally, subjects may be oversubscribed.
Advice	Pastoral and subject staff will provide guidance to the students throughout this period of discussion and decision making. Please do not hesitate to email the school if you require any further assistance in making the final decision. Please use the following email address: curriculum@georgeabbot.surrey.sch.uk

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Structure and Content

The curriculum at George Abbot is broad, aspirational and academically rich, offering rigour, challenge and access for all. We want students to experience the best that has been thought, discovered, created, expressed and to reference their learning within time, place and context. Knowledge is sequenced effectively towards clearly defined end points. Driven by research and cognitive science, our responsive teaching seeks to bring social and cultural justice. We ensure learning is accessible to every young person through skilled pedagogy. Our curriculum extends well beyond the classroom and incorporates a deep commitment to diversity and respect, artistic and physical endeavour, character development and wellbeing. Student resilience and self-efficacy are facilitated as the foundation for future success.

Following guidance and information, students will finalise their personal Year 10-11 curriculum. Typically, we expect students to study 10 GCSEs. However, our model is flexible and does allow students to complete a minimum of 9 GCSEs with the possibility of working for 11 GCSEs. We aim to shape the curriculum to ensure the correct amount of support or challenge for each individual student.

Year 10-11 Curriculum Design

FOUNDATION SUBJECTS

All students will study:
 Combined/Treble Science
 English Lang
 English Lit
 Maths
 MFL
 History **and/or** Geography
 RE (completed in Year 10)
 PSE (non-examined)
 Core PE (non-examined)

By invitation only, some students take:

COMPLEMENTARY STUDY

Designed to provide additional curriculum support for some students and takes the place of one foundation subject.

SUBJECT CHOICES

All students will study History AND/OR Geography.

All students will continue to study their MFL: French, German or Spanish

All students complete their Year 10 timetable by making the following numbers of choices:

- ONE choice if they are taking BOTH History & Geography GCSE
- TWO choices if they are only taking History OR Geography

CHOICES AVAILABLE

VISUAL ARTS – Art; Graphics; Photography; Textiles

PERFORMING ARTS – Dance; Drama; Music

TECHNOLOGY – Design Technology (Product Design OR Engineering); Food Preparation & Nutrition; Child Development

HUMANITIES – Business Studies; Sociology

PHYSICAL EDUCATION – GCSE PE; BTEC Sports Studies

ADDITIONAL SUBJECTS – Computer Science; BTEC Digital Information Technology; Media Studies; Construction; Hair and Beauty

NUMBER OF QUALIFICATIONS

Year 10/11: 7-9 Foundation Subject GCSEs plus 2 additional personalised subjects
 = 9-11 GCSEs (or equivalents)

RESERVE SUBJECT CHOICE: All students will be asked to select one reserve subject choice, in case their first choices cannot be accommodated.

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Additional Support in Maths and English

For a small number of students who would benefit from additional support in Maths and English, we will assign them to access the Complementary Study element of the Year 10-11 curriculum.

This curriculum provision is designed to improve the literacy and numeracy standards of these students so that they can most effectively access the rest of their curriculum.

Vocational Provision

School offers a number of vocational courses, all of which lead to respected qualifications that are the equivalent to a GCSE. Vocational subjects allow students to learn about particular areas of employment and work within their Year 10-11 curriculum alongside GCSEs. The following courses are offered here at George Abbot School:

- Hair and Beauty* (City & Guilds Technical Award)
- Construction: Heating and Plumbing* (BTEC)

Please note that there are a limited number of places on the Hair and Beauty course and Construction course.

- Sport Studies (Cambridge National)
- Digital Information Technology (BTEC)
- Child Development (BTEC)

Students who think they might plan to leave school aged 16 and progress to an apprenticeship or Further Education College, to complete training in one of these areas, or a related area, should find out more about them.

These courses suit students who learn well through practical work and coursework style assignments rather than just preparing for written exams.

Assessment

For any GCSE courses commencing September 2025, all external exams will be completed at the end of the course. BTEC and other vocational courses may expect students to sit exams at different stages throughout the course and these can be retaken if time permits.

Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English component – English, Geography, History and Religious Education.

In most GCSE courses, the volume of assessment continues to be significant for students who take ten or more subjects. It is important for students to be aware of the requirements of each course and to aim for the highest standards by keeping up to date with assignments, project work and exam revision. Details and specific information about the various courses on offer can be found in this booklet.

Subject Information

To explain, in more detail, about the subjects offered in the Year 10-11 curriculum, there will be short Subject Presentation videos which parents and students will be able to watch and access as many times as they wish. All video presentations will be available to access from early December.

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What is the EBACC?












The English Baccalaureate (EBacc) is the title for a suite of subjects considered to provide each student with a core curriculum. The subjects that make up the EBacc are English, Mathematics, Science (including Computer Science), a Modern or Ancient Foreign language and a Humanities subject; either History or Geography.

It is the aim of the Year 10-11 curriculum to enable as many students as possible to gain qualifications in the full range of Ebacc subjects.

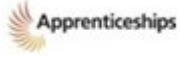







It is important to note that universities have not made the EBacc a part of their admissions criteria. However, EBacc subjects are categorised as 'facilitating subjects'. This means that they are expected to provide students with the academic grounding that will help them progress to A Levels and university alongside the study of other subjects that might be drawn from the creative, technical and practical subject areas. Top universities expect students to have two of their three A Levels in these 'facilitating subjects'. Our Year 10-11 curriculum model is designed so that students combine more traditional classroom-based subjects with other creative, technical, practical and vocational subjects from a broad range on offer, to keep future options open.

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Online Career Resources

 https://www.careersbox.co.uk Careers box - Video clips from various employees and employers.	 https://www.careercompanion.co.uk Career Companion - Careers information and further useful websites.	 https://www.firstcareers.co.uk/ First Careers - Part of First News; career videos.
 https://www.studentladder.co.uk Student Ladder - Apprenticeship information, providers and vacancies.	 https://icould.com iCould - Buzz quiz, information, including videos on all aspects of careers.	 https://www.lovelocaljobs.com/staticpage/s/12283/employability-zone/ Love Local Jobs - Labour market information, CV writing and interview advice.
 https://advice.milkround.com Milkround - Careers advice, job profiles, internship opportunities, graduate jobs.	 https://nationalcareers.service.gov.uk/ National Careers Service - Job profiles, skills, course finder, contact an advisor.	 https://www.healthcareers.nhs.uk/career-planning/career-tools NHS Health Careers - Job profiles on all NHS careers and a career tool.
 https://www.prospects.ac.uk Prospects - Job profiles, work experience, careers advice, applying for university.	 https://www.startprofile.com Start – careers platform.	 https://successatschool.org Success at School - Career zones, information on all aspects of careers, CV templates, examples and builder.
 https://www.tomorrowsengineers.org.uk/ Tomorrow's Engineers - Careers advice, job profiles, career videos.		

Online Apprenticeship Resources

 https://www.gov.uk/become-apprentice Apprenticeships - The government's own apprenticeship information and application site.	 https://www.instituteforapprenticeships.org/ Apprenticeship Standards –this website lists all the available apprenticeship courses.	 https://www.notgoingtouni.co.uk/ Not Going to Uni – Alternatives to university; apprenticeship information and vacancies.
 https://www.ratemyapprenticeship.co.uk Rate My Apprenticeship – All you need to know about apprenticeships	 http://www.apprenticeshipguide.co.uk Apprenticeship Guide - Apprenticeship information, providers and vacancies.	 https://wwwucas.com UCAS – Live apprenticeship vacancies and information.
 https://www.studentladder.co.uk Student Ladder – Apprenticeship information, providers and vacancies.	 https://young-professionals.uk/ Young Professionals – an apprentice finding app	

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Labour Market Information

 <p>https://www.georgeabbot.surrey.sch.uk/careers/ Education Development Trust LMI Bulletin.</p>	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold;">LMI for All</div> <p>https://www.lmiforall.org.uk/cm2/ LMI For All - Labour market information; don't forget to use their widget to find out about specific careers.</p>	 <p>https://www.lovelocaljobs.com/staticpages/12283/employability-zone/ Love Local Jobs - Labour market information, CV writing and interview advice.</p>
 <p>https://www.ons.gov.uk Office for National Statistics Information on employment data.</p>		

What should I choose for a future career?

Listed below are a number of job roles that may suit a person taking a specific subject.

<p>Art Art Therapist Art Valuer Auctioneer Book Illustrator Production Assistant Concept Artist Curator Exhibition Designer Fabric Designer Hairstylist Medical Illustrator Model Maker Prop Maker Visual Merchandiser</p>	<p>Biology Animal Physiotherapist Biochemist Dental Nurse Diagnostic Radiographer Environ. Health Officer Geneticist Geologist Medicine Nanotechnologist Research Scientist Pharmacy Technician Physiotherapist Science Journalist Veterinary Nurse</p>	<p>Business Studies Hotel Manager Human Resources Insurance Loss Adjuster Logistics Manager Marketing Assistant Operations Manager Project Manger Public Relations Restaurant Owner Recruitment Consultant Self-employed Supply Chain Manager Tour Manager Visitor Attraction</p>	<p>Chemistry Analytical Chemist Art Conservator Chef Chemical Engineer Environmental Consultant Forensic Scientist Medicinal Chemist Perfumer Pharmacist Science Journalist Sport Scientist Toxicologist Vet</p>	<p>Child Development Psychotherapist Education Psychologist Family Support Worker Health Visitor Holiday Representative Housing Manager Immigration Officer Nursery Nurse Paediatric Nurse Play Specialist Safeguarding Officer Social Worker Teacher</p>
<p>Construction Building Control Surveyor Contracts Manager Drone Pilot Estimator Facilities Manager Landscape Project Manager Shopfitter Site Manager Stage designer Stonemason Thatcher Town Planning Assistant</p>	<p>Computer Science and Digital IT Aerospace Software Developer App Developer Business Analyst Comp Games Developer Cyber Security Analyst Digital Marketing Forensic Computer Analyst Graphic Designer Multimedia Programmer Software Developers Technical Architect Technical Author User Experience Designer Web Content Manager</p>	<p>Dance & Drama Community Arts Coord. Drama Therapist Events Manager Live Event Riggers Make-up Artist Music Therapist Outside Broadcast Engineer Personal Trainer Primary School Teacher Radio Presenter Runner Screenwriter Speech Therapist Theatre Director</p>	<p>Design & Technology Architect Building Control Officer Cabinet Maker Construction CAD Technician Civil Engineering Electrician Engineering Model Maker Fashion Designer Innovation Manager Luthier Product Designer Theatre Set Carpenter Wedding Dress Designer</p>	<p>Engineering Aerospace Engineer Business Development Manager Electrician Environmental Advisor Estates Manager Gas Installation Engineer Health and Safety Advisor HGV Mechanic Industrial Project Manager Maintenance Engineer Marine Engineer Marketing Manager Medical Engineer Structural Engineer</p>

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<p>English & Media</p> <p>Academic Librarian Advertising Copywriter Business Manager Communications Assistant Editorial Assistant Journalist Media Researcher Director of Photography Regional Development Officer Solicitor Sub-editor Theatre Manager TV/Film/Video Producer Web Content Manager</p>	<p>Food Technology</p> <p>Brewer Chef Dietician Food Development Manager Food Scientist Food Technologist Nanny Nutritionist Personal Trainer Quality Manager Restaurant Manager Sommelier Supply Chain Practitioner Wedding Planner</p>	<p>Geography</p> <p>Agricultural Ecologist Cartographer Conservationist Drilling Engineer Farmer Geoscientist Environmentalist Meteorologist Mudlogger Sustainability Consultant Transport Planner Travel Consultant Volcanologist Water Resources Specialist</p>	<p>Graphic Design</p> <p>Advertising Art Director Animator Book Illustrator Creative Director Exhibition Designer Fine Artist Games Developer Greeting Card Designer Landscape Architect Landscape Gardener Stylist Urban Designer VFX Artist Web Designer</p>	<p>Hair and Beauty</p> <p>Barber Body Piercer College Lecturer Image Consultant Massage Therapist Reflexologist Sales Representative Salon Manager Skin Technician Spa Therapist Special Effects Make-up Artist Tattooist Wardrobe Assistant Wig Designer</p>
<p>History</p> <p>Anthropologist Archaeologist Archivist Cartographer Chartered Legal Executive Curator Editorial Assistant Heritage Manager Hist Buildings Inspector Insurance Underwriter Lawyer Museum Education Officer Political Assistant Tourism Officer</p>	<p>Languages</p> <p>Broadcast Journalist Civil Service Customs Officer Digital Copywriter Diplomatic Service Officer Hotel Receptionist Intelligence Analyst Language Analyst Patent Examiner Social researcher Speech Therapist Tour Manager Translator Travel Advisor</p>	<p>Maths</p> <p>Actuary Buyer Carpenter Coder Doctor Economist Engineering F1 Engineer Investment Analyst Mortgage Advisor Quantity Surveyor Research Scientist Software Engineer Statistician</p>	<p>Music</p> <p>Acoustic Consultant Booking Agent Broadcast Engineer Composer Music Licensing Manager Music Therapist Music Promoter Private Tutor Radio Broadcast Assistant Radio Producer Road Crew Technician Soldier Sound Technician Venue Manager</p>	<p>PE/Sports Studies</p> <p>Armed Forces Exercise Physiologist Firefighter Health Promotion Specialist Holiday Representative Life Coach Paramedic Personal Trainer Physiotherapist Sports Coach Sports Development Officer Sports Therapist Stunt Performer Youth Worker</p>
<p>Photography</p> <p>Advertising Manager Archive Digitiser Film/Video Editor Forensic Photographer Lighting Technician Location Manager Magazine Features Editor Media Planner Medical Photographer Photojournalist Photo Restorer Social Media Assistant Studio Manager TV Camera Operator</p>	<p>Physics</p> <p>Applications Developer Atmospheric Physicist Geophysicist Materials Scientist Biomedical Engineer Lighting Technician Medical Physicist Metallurgist Nuclear Engineer Prosthetist Radiotherapy Radiographer Radiation Protection Officer Research Scientist Technical Author</p>	<p>RE</p> <p>Archivist Chaplain Charity Fundraiser Community Officer Editorial Assistant Health Service Manager Humanitarian Aid Worker Immigration Officer Palliative Care Nurse Patient Services Manager Police Officer Policy Officer Recruitment Consultant Youth Worker</p>	<p>Sociology</p> <p>Carer Communications Manager Community Worker End of Life Coach Family Support Worker Grant Fundraiser Heritage Officer Market Researcher Medical Sociologists Recruitment Officer Social Researcher Social Action Manager Town Planner Volunteering Co-ordinator</p>	<p>Textiles</p> <p>Fabric Curator Fabric Technologist Fashion Historian Interior Designer Laboratory Technician Make-up Artist Magazine Journalist Production Supervisor Retail Buyer Retail Manager Stylist Textile Designer Wallpaper Designer Wedding Planner</p>

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Foundation Subjects

English: Language and Literature

English is taken by all students. At KS4 students are grouped into three broad bands of ability. There are no tiers in the GCSE examinations; all students sit the same papers. This allows for high expectations and a culture of success in English and English Literature at GCSE. For all students, the courses will comprise of English Language and English Literature and this will lead to two separate GCSEs.

Grading in both English Language and English Literature has changed from A*-G to 9-1 (with 9 being the highest grade available). In the new Specifications in both English Language and English Literature, there is a greater emphasis on technical accuracy in Spelling, Punctuation and Grammar. There is a single tier of entry in both English Language and English Literature. We use AQA for both English Language and English Literature. Students are strongly advised to buy copies of the texts they are studying.

English Language

Course code: AQA 8700

In AQA English Language students complete two examinations that assess their ability to respond to unseen fiction and non-fiction texts. The unseen texts will be from the 19th, 20th and 21st Centuries. Similarly, both examinations assess the students' ability to write in a descriptive or narrative style, or write to present a particular viewpoint.

Paper 1

- Section A: (Reading) Students are asked a range of questions in response to an unseen literary fiction text (40 marks).
- Section B: (Writing) Students are asked to complete an extended writing task that assesses their ability to construct a narrative and write descriptively (there are 24 marks for content and organisation with 16 marks available for technical accuracy in Spelling, Punctuation and Grammar).

Paper 2

- Section A: (Reading) Students are asked a range of questions in response to one non-fiction text and one literary non-fiction text. Students are expected to identify similarities and differences between the two texts (40 marks).
- Section B: (Writing) Students are asked to complete an extended writing task that assesses their ability to adapt their writing to present a particular viewpoint or opinion (there are 24 marks for content and organisation with 16 marks available for technical accuracy in Spelling, Punctuation and Grammar).
- All students are expected to pass GCSE English Language at grade 4 or above by the age of 16. If they do not achieve this they will be expected to continue studying English until they have passed or up to the age of 18. We will expect students to have grade 5 or above to progress to the Sixth Form.

English Literature

Course code: AQA 8702

All students will follow the AQA Specification for English Literature. This is assessed through 2 examinations. Students will study a range of poetry, prose and drama texts from a range of literary periods in preparation for their examinations.

Paper 1

- Section A: (Shakespeare) Students will respond to an extract of a Shakespeare play they will have studied in class. Their response must demonstrate understanding of the whole text.
- Section B: (19th Century Novel) Students will respond to an extract from the novel showing an understanding of the whole text.

Paper 2

- Section A: (Modern Text) Students will answer one essay question on a prose or drama text they will have studied in class.
- Section B: (Anthology Poetry) Students will answer a comparative question on two poems from an anthology of poetry studied in class.
- Section C: (Unseen Poetry) Students are asked to respond to two unseen poems in an analytical essay and a short comparative response.

Details of the specifications can be found at:

<https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification>

<https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification>

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Mathematics

Course code: EDEXCEL 1MA1

What will you learn?

Mathematics is taken by all students. The work covered in Years 10 and 11 continues the study of number, algebra, ratio, proportion and rates of change, statistics and probability and geometry and measures, all of which the students will have become familiar with in Years 7, 8 and 9. Half the marks at the foundation tier will be testing number and ratio, proportion and change.

Assessment

There are two tiers of entry, Higher and Foundation. Grades available are 9 – 1 overall, with questions targeted at grades 1 – 5 at Foundation tier and at grades 4 – 9 at Higher tier. There is no coursework for GCSE Mathematics. All students will sit three papers: two calculator papers and one non-calculator paper. All papers will have a weighting of 33.3%, be marked out of 80, and last for 1 hour and 30 minutes. Examinations will take place at the end of Year 11 in June.

We use the Edexcel examination board, the reference is Edexcel GCSE Mathematics 1MA1. To find more details, visit

https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/misc/U726_GCSE_post16_MathsGuide_web.pdf

All students will be placed in classes with careful consideration given to their performance in Maths in Years 7–9 as well as their end of Key Stage 3 assessment. A decision on the tier of entry will be made two months before the exam.

Next steps

All students are expected to pass GCSE Maths at grade 4 or above by the age of 16. If they do not achieve this, they will be expected to continue studying Maths until they have passed or up to the age of 18. We will expect students to have grade 5 or above to progress to the Sixth Form.

GCSE Mathematics students can progress on to A Level Maths if they achieve a high grade 6 in the final exam. Many other subjects request GCSE Maths if you wish to study them at an advanced level; for example, Physics.

Career information

Jobs directly related to mathematics degree include:

- Actuarial analyst
- Actuary
- Forensic accountant
- Operational researcher
- Research scientist (maths)
- Secondary school teacher
- Statistician
- Stockbroker
- And many more...



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Science

There are two possible routes through the GCSE Science Curriculum: Combined Science GCSE (2 GCSEs) and Treble Science (3 GCSEs). All students will cover the same programme of study in Year 9. Students who demonstrate a high level of aptitude for science in the spring and summer term science assessments will be offered a place on the Treble science course. These assessments will take place during year 9 assessment weeks in the Spring and Summer terms.

Combined Science GCSE

Course code: AQA 8464

The majority of students at George Abbot will follow the Combined Science course. Students will receive two GCSEs in Science. The Combined Science course contains a mixture of Biology, Chemistry and Physics topics. The topics covered are the same as those covered in the Separate Science course, but Combined Science students are not required to study the extra material covered in the Separate Sciences course. More information about the topics covered can be found under the descriptions of the Biology, Chemistry and Physics GCSE courses in this booklet.

The Combined Science course is examined by written examination only. There are 6 exams (2 Biology, 2 Chemistry and 2 Physics) all of which are taken in the Summer term of Year 11.

Throughout the course students will carry out 'required practicals'. Although these practicals do not count directly towards the GCSE grade, the written examinations will include questions which test the students' knowledge of this practical work.

Please note that the Combined Science course is suitable for students who wish to take A Levels in Science subjects.

Separate Science/Treble Science

Course code: AQA 8461, 8462, 8463

Separate Science students take separate GCSEs in Biology (8461), Chemistry (8462) and Physics (8463). Students are awarded three GCSEs - a separate grade in each subject. The course covers more challenging material in addition to the material covered in Combined Science. It is therefore most appropriate for students who are particularly able in the Sciences.

All three GCSEs are examined by written examination only. There are two exams in each subject. All examinations are taken in the Summer term of Year 11.

Throughout the courses students will carry out 'required practicals'. Although these practicals do not count directly towards the GCSE grade, the written examinations will include questions which test the students' knowledge of this practical work.

More information about the Biology, Chemistry and Physics courses can be found in the Biology, Chemistry and Physics sections of this booklet.



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Biology

Course code: AQA 8461 GCSE Biology/AQA 8464 GCSE Combined Science

What will you learn?

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessment

GCSE Biology (Treble Science):

- Topics 1-4 - 1hr 45mins- 50%
- Topics 5-7 - 1hr 45mins- 50%
- No coursework - 10 required practical activities to be covered. Practical skills will be assessed in the written exam papers.

GCSE Combined Science:

- Biology element will make up 33% of GCSE Combined Science course with Chemistry and Physics
- Topics 1-4 - 1hr 15mins- 50%
- Topics 5-7 - 1hr 15mins- 50%
- No coursework - 7 required practical activities to be covered. Practical skills will be assessed in the written exam papers.

Next steps

Successful GCSE students will be welcomed to continue the study of Biology in the George Abbot Sixth Form. GCSE Biology provides the necessary analytical and research skills that are often needed in a range of industries.

Careers information

With further training, you could go into a job related to Science and Biology such as a Science Teacher, Physiotherapist, Sport Scientist, Marine Biologist, Vet or Doctor. You could also go straight into employment and do further training or part time study with the support of your employer (e.g. NHS).

Extra costs and requirements

Optional purchase of a revision guide.



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Chemistry

Course code: AQA 8462 GCSE Chemistry/AQA 8464 GCSE Combined Science

The course deals with all aspects of Chemistry: in other words, how substances are made or extracted, how they are purified, what they are used for and how they can be analysed. There is also an emphasis on the relationship between Chemistry and environmental problems, both as a cause and as a solution.

Assessment

- Topics 1-5 Written exam: 1 hour 45 minutes
- Topics 6-10 Written exam: 1 hour 45 minutes Assessment for Combined Science:
- Two papers of 1 hour and 15 minutes in each science: Biology, Chemistry and Physics.
- There are also a number of 'required practicals' that must be completed for both the separate Science Chemistry GCSE and the Combined Science GCSE.

Course content:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative Chemistry
- Chemical changes and energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Students study the same topics, but in the Treble Science GCSE, students have extra content towards the end of each topic.

Next steps

You could take this course to prepare for advanced level courses such as an A/AS level in Science and specialise further in Chemistry. You will need to pass GCSE at Grade 6 to study A Level Chemistry at George Abbot School.

Careers information

Chemistry is such a central science that it leads to a whole host of further areas from medicine through forensic science to various forms of engineering.



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Physics

Course code: AQA 8463 GCSE Physics/AQA 8464 Combined Science

What will you learn?

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (Treble Science)

The detail of each module is as follows:

Assessment

There will be no coursework element for either GCSE Physics or Combined Science.

Combined Science

- Two exam papers both 1 hour 15 minutes and each worth 16.7% of final total GCSE.
- Questions will be multiple choice, structured, closed short answer, and open response.

Treble Science

- Two exam papers both 1 hour 45 minutes and worth 50% of final GCSE
- Questions will be multiple choice, structured, closed short answer, and open response.

Next steps

Successful GCSE students will be welcomed to continue the study of Physics into the George Abbot Sixth Form.

You will need to pass GCSE at Grade 6 to study A Level Physics at George Abbot School.

Careers information

As well as learning about how the universe works, you will get a broad training in skills that all employers value – an ability to grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills.

Even if you do not end up working in a physics-related industry, these skills are still highly regarded. Studying physics is a good way of keeping your options open and earning a good salary.



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Modern Foreign Languages: French, German, Spanish

Course code: AQA French 8652/German 8662/Spanish 8692

Please note we do have a Second Language offering. This offer is not to switch the current language of study, which at this stage is not possible, but instead an opportunity for students to study and take a GCSE in an additional language, to the one they are currently studying. Students will do an after-school fast track course in the Summer Term of Year 9 to prepare them for September. If you are interested in this offer, please contact Miss Jacobs, Joint Head of Languages via email (arjacobs@georgeabbot.surrey.sch.uk) in the first instance.

What will you learn?

Students will learn how to understand and respond to different types of spoken language, to communicate and interact effectively in speech for a variety of purposes, to understand and respond to a variety of written language and to communicate effectively in writing.

Assessment

GCSE French, Spanish and German have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1 – Listening

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Paper 2 – Speaking

- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Paper 3 – Reading

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Paper 4 – Writing

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Next Steps

You will be able to continue studying one or more foreign languages in the Sixth Form. You should note that some Universities require at least a grade 5 at GCSE in a foreign language for all their courses.

Career information

Employers in the following areas are especially keen to see good language skills as a support to their employees' main qualification: Science, Engineering, Computing, Law, Financial Services, conservation work, Politics, Business and Marketing, secretarial work, jobs in the tourist, fashion and catering industries.

YEAR 10-11 CURRICULUM BOOKLET

Geography

Course code: Edexcel B 1GB0

What will you learn?

The Geography course includes a mixture of human and physical topics looking at both a UK and world scale:

- Global geographical issues including natural hazards, developing countries such as India, and the growth of cities and mega cities and the lives of the people within them.
- Global geographical issues including natural hazards, developing countries such as India, and the growth of cities and mega cities and the lives of the people within them.
- The geography of the UK looking at both human and physical features and their interactions.
- The study and evaluation of human and environmental issues including energy resources, ecosystems and forests.
- It includes a focus on fieldwork to investigate urban inequality in Guildford and river flooding on the River Tillingbourne.

Assessment

There will be 3 exams at the end of Year 11:

Paper 1: (37.5%) Global Geographical Issues (1hr 30)

Paper 2: (37.5%) UK Geographical Issues (1hr 30)

Paper 3: (25%) Decision Making Exam (1hr 30).

Next steps

GCSE Geography students can go on to study a wide range of subjects aged 16. At George Abbot, students can progress specifically to A Level Geography. Geography students can use the skills gained during the course in a wide range of subjects beyond GCSE such as anthropology and environmental conservation at college.

Career information

Studying GCSE Geography can be the starting point for a variety of careers such as energy, waste management, environmental science and engineering. Students who study the subject have gone into teaching, engineering and energy provision. Geography degrees were recently stated to be one of the most desirable degrees that employers looked for in the UK job market.

Extra costs & requirements

Students will need to attend two compulsory half day field work sessions at no cost as these are completed locally. There will also be a variety of trips running through the course to places such as the Jurassic Coast – including trips to Durdle Door and Lulworth Cove. These trips cost approximately £25 per student.



YEAR 10-11 CURRICULUM BOOKLET

History

Course code: OCR B 601/8408/5

What will you learn?

The History course includes 5 elements:

- Thematic study: Crime and Punishment, c1250-present
- British depth study: The Elizabethans, 1580–1603
- History Around Us (a local history study, of Hampton Court Palace)
- Period study: The Making of America, 1789–1900
- World depth study: Living under Nazi Rule, 1933–1945

Assessment

There are 3 exams at the end of Year 11:

- Paper 1 (40%): Crime and Punishment and The Elizabethans (1h 45)
- Paper 2 (20%): History Around Us (1h)
- Paper 3 (40%): The Making of America and Living Under Nazi Rule (1h 45)
- There is no coursework.

History GCSE assesses the same skills that students practice in Years 7, 8 and 9, which are:

- Cause & consequence
- Change & continuity
- Evidence and source analysis
- Evaluation of historians' interpretations
- Chronology and specific historical vocabulary
- Narrative analysis

Next steps

As an EBACC subject, GCSE History fits well with many other courses and qualifications. It provides a good balance to Science, Technology, creative and other Humanities subjects. You could take this course to prepare for Advanced Level courses such as an A Level in History, Law or Government & Politics.

Careers information

Some History students enter careers in which they continue their historical interests and apply their specialist knowledge directly (i.e. research degrees, teaching, or museum work). Many more historians apply their skills to careers not directly related to History, but in which they have much to contribute. These include journalism and the arts, computing, finance, banking, accountancy, the legal profession, commercial and industrial management, the civil and public services, retailing, leisure services, health and social services, charities, voluntary organisations, the police, the armed forces and the security services.

Extra costs and requirements

We will be organising a trip to Hampton Court Palace during the course which we expect students to attend. There will be a small cost to cover the coach journey and the fee charged by Historic Royal Palaces. We will do our utmost to keep this cost as low as possible. Scholar students will have their cost covered by the school.



YEAR 10-11 CURRICULUM BOOKLET

RE

Course code: AQA 8062BA

All students study Religious Education in Key Stage Four. Students have three lessons a fortnight of RE in Year 9 and 10 and sit the AQA Religious Studies A GCSE in the Summer of Year 10 (course code: 8062BA). Students are taught in mixed ability classes.

In Year 9 students learn about the beliefs, teachings and practices of Christianity and Buddhism. In Year 10 students explore different religious, philosophical and ethical themes including crime and punishment, peace and conflict, social justice and relationships and families.

Students sit two exams, one is on the study of religions (Christianity and Buddhism), the other is on the thematic studies. Each exam lasts 1 hour 45 minutes and is worth 50% of the GCSE.



YEAR 10-11 CURRICULUM BOOKLET

Choice Subjects

Art Design: Fine Art

Course code: AQA 8202

What will you learn?

Fine Art is defined as the aspect of art, craft and design that is developed primarily for aesthetic, intellectual or conceptual purposes rather than considerations that are principally functional and utilitarian. It is a largely practical but academic course; it is all about creativity and ideas and it will help students to develop their visual perception and understanding of our predominantly visual society. At the beginning of the course students will learn the foundation skills to be successful in this GCSE, especially how to draw from direct observation using a variety of drawing methods. They are taught how to research a project, developing initial research using experimentation in, for example etching, lino or ceramics. Students will be equipped with a variety of practical skills and the confidence and enthusiasm to use them, exploring a range of materials, processes and techniques. Students will develop research, experimentation, problem solving and communication skills; encouraging them to express their ideas and opinions, in visual and written forms. This work is ultimately developed into a final piece which could be figurative, representational or abstract.

The skills learnt will enable students to act and think creatively, make independent judgements to analyse and evaluate their own work and the work of others, crucial when they visit galleries and exhibitions as part of their contextual research (visits to galleries are expected as part of the course). Students will have the opportunity to experiment within the areas of painting, drawing, printmaking, sculpture and alternative media in order to explore their strengths and preferences. Students will also learn to demonstrate their knowledge and understanding of past and contemporary art relevant to their studies, and to develop imaginative and personal responses that embrace a range of ideas.

The qualification is a linear 2 year course. The students must complete the two components.

- **Component 1:** A Portfolio will be produced to include a number of Fine Art projects undertaken over the 2 years. The Portfolio will be marked out of 96 marks, and will form 60% of the final mark.
Component 2: Externally set assignment. Students will complete an externally set assignment, selecting one question from approximately seven set by the exam board. Students will develop their own personal response to their chosen question over 12 weeks. The final piece will be produced during a 10 hour practical exam. Component 2 is marked out of 96 and will form 40% of the final mark. Component 2 starts in January with a preparatory period, and finishes in late April/Early May, at the end of the practical examination.

Assessment

- Component 1: is assessed as a whole, using the assessment objectives. This forms 60% of the overall mark.
- Component 2: the preparatory studies and the work undertaken in the supervised time, must be assessed together; contributes 40% to the overall mark.

Next steps

If you want to develop your creative side while following a GCSE course which is intellectually challenging, then Art and Design GCSE could be the course for you. It offers you the chance to complete units of coursework in Year 10, then consolidate and develop your skills further in your GCSE year. As a qualification, it can lead towards any of the following:

- A-Levels or BTEC in Art & Design, Graphic Communication, Textile Design or any design related subjects.
- Any Visual Arts or design related degree courses at University or Art College.

Careers information

You could take this course to prepare for advanced level courses such as an A Level in Art and Design or you may need to strengthen your grades by completing an intermediate vocational qualification. With further training, you could go into a job related to Art and Design such as an architect, animator, lecturer/art teacher, a wide range of designers and other creative careers. Many do choose art related subjects such as film and television, advertising, journalism, gallery work, conservation, interior design, jewellery design, photography, graphic design, set design and fashion and textiles. You could also go straight into employment and do further training or part time study with the support of your employer. Some students take Arts A-Levels as part of a varied course to gain a place at University on courses unrelated to the Visual and Creative Arts.

Extra costs and requirements

Plastic portfolio, Sketchbooks (x2) and any media needed by the student. Students are also encouraged to buy paints, brushes, sketching pencils, and/or coloured pastels, inks etc.



YEAR 10-11 CURRICULUM BOOKLET

Business

Course code: OCR J204

What will you learn?

Our GCSE (9-1) Business uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations. Students have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data.

Students will learn about business terminology, concepts and understanding the wider business environment. They will investigate real life business scenarios and increase their understanding of how small and large businesses operate within a global environment. We study the main business functions; finance, marketing, operations and human resources and relate them to the global world of business.

Assessment

During the course of Year 10 you will create your own business plan and have the opportunity to make a profit in our Enterprise Zone project. You will have to create a cash flow forecast and present your business idea before being allocated a stall at Gabbot Fest.

At the end of Year 11 you will take two written examinations which are 90 minutes long to achieve a GCSE in Business based on the content we have studied.

Next steps

No matter which route you follow, these business courses can help you prepare for further and higher education.

It prepares you for a range of A Levels as well as BTEC courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team.

Even if you do not want to go on to study business further you will have benefited from studying a GCSE business course because many jobs you do will involve working for a business. However, a GCSE business course could lead to work in a business related profession such as accountancy, law, marketing or the leisure and tourism industry.

Careers information

This qualification offers an ideal foundation to gain insight into future career paths in business. It can also provide a useful stepping stone to many further education qualifications including A Level Business and Economics.

Extra costs and requirements

You will be required to purchase the My Revision OCR (9-1) GCSE Business book £9.99. You can also invest £10 into your own Enterprise Zone project in Year 10 with the aim to make a profit at our Gabbot Fest for charity. We will partner with an external agency to organise Enterprise Day for the Year 10 Business Day, where students will engage in a full-day mock business activity. Additionally, Year 11 students will participate in a field trip to visit a business, providing them with valuable insights into the operations aspects of an organisation.



YEAR 10-11 CURRICULUM BOOKLET

Child Development BTEC

Course code: 603/7058/0

What will you learn?

You will gain a broad knowledge and understanding of children's physical, cognitive, language, emotional and social development from birth to 5 years old. You will learn how children learn, what skills they usually have at different ages and what can affect that.

You will also develop personal skills that will enable you to look after children and learn about how play can promote the development of a child.

Assessment

The course is assessed through coursework and written examination.

- The written examination is 40% of the grade and consists of a one hour paper.
- The other 60% is assessed through a selection of tasks that will show knowledge and understanding of components 1 and 2; they include real world case studies and scenarios.

Next steps

You could complete a Level 3 BTEC in Children's Play, Learning and Development at George Abbot. It also links well with Sociology and provides a recognised qualification for working with children. It gives you an understanding of children that could be applied to further study in medicine, nursing, midwifery, social working and many other caring professions.

Careers information

This course would naturally lead into work-related opportunities in the area of childcare, early years education or child healthcare in the hospital sector, such as paediatrics, nursing and midwifery. You would need to complete further studies at College or University.

Extra costs and requirements

We would recommend that you buy the necessary textbook, approximately £27, for home use.



YEAR 10-11 CURRICULUM BOOKLET

Computer Science Course code: AQA - 8525

What will you learn?

The course and qualification enable students to:

- Build on their knowledge, understanding and skills established at Key Stage 3.
- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, de- composition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the concepts of Relational Databases, such as primary keys, records, tables, and data redundancy.
- Understand the impacts of digital technology to the individual and to wider society and apply Mathematical skills relevant to Computer Science.

Assessment

Students will have to undertake the following examination assessments:

- Paper 1 - Computational Thinking and Programming Skills (50%)
- Paper 2 - Computing Concepts (50%)

These assessments will cover the following Assessment Objectives:

- AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.
- AO2: Apply knowledge and understanding of key concepts and principles of computer science.
- AO3: Analyse problems in computational terms:
 - To make reasoned judgements
 - To design, program, evaluate and refine solutions.

Next steps

This course is both highly vocational and counts towards the prestigious English Baccalaureate, offering students a new option that achieves maximum recognition.

It provides excellent progression to A-level Computer Science, vocational courses and on to degree level in the areas of Computing, Engineering and Science.

Careers information

This course is an excellent starting point for a career in Computer Science. The range of possible options for careers include database administrator, games developer, information systems manager, IT consultant, multimedia programmer, systems analyst, systems developer and web designer.

Extra costs and requirements

Students will need to download and install specific programming software such as Python and Thonny, for free. In addition, the students would benefit greatly from purchasing the textbook, 'GCSE AQA Computer Science 8525 Course textbook by PG Online: ISBN- 10: 1910523224', which is the recommended Computer Science reference book, as this is written for the newest 2020 specification. A further set of textbooks from CGP Books are recommended for Years 10 and 11, which will be made available to purchase via WisePay.

There may also be an additional cost if field trips are arranged (TBC).

Important note: Due to the mathematical demands of the Computer Science GCSE, students predicted less than a level 6 in Maths should make further enquiries about this aspect of the course with their IT teacher. However, any student wishing to take this course should apply and a final decision of acceptance will be made on a case-by-case basis.

YEAR 10-11 CURRICULUM BOOKLET

Construction BTEC

Course code: 500/6591/9

What will you learn?

All the content of the qualification relates directly to the skills, knowledge and understanding needed to enable students to progress to further study in the construction sector. In recognition of the need to introduce students to a broad sector, all students will select from units covering; health and safety, carpentry, plumbing and electrical installation. There are also opportunities to understand more about goal setting and what it means to work as part of a team, and to explore the range of job opportunities in the sector.

Assessment

The course is assessed by students completing a portfolio. This demonstrates their skills and understanding of the units covered. Students will complete the course and will pass the course at either Pass or Fail upon completion of a satisfactory portfolio.

The portfolio-based approach to assessment also supports the development of communication skills such as extended writing and drafting, critical skills of analysis, team-working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management. The range of activities undertaken provides opportunities for students to apply and enhance these skills in a wide range of contexts. This will help support progression to Level 2 qualifications or apprenticeships at a further education venue.

Next steps

Students who complete this qualification may progress to Level 2 construction qualifications or use their acquired transferable skills to progress to other vocational related sectors.

Careers information

This course allows students to gain the fundamental skills needed in the construction industry. This would allow them to go on to pursue a career in one of the construction sectors.

There are many opportunities this might lead to in further education.



YEAR 10-11 CURRICULUM BOOKLET

Dance

Course code: AQA 8236

What will you learn?

- Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity.
- The course is split into two components: 1- Performance and Choreography, and 2- Dance Appreciation.
- Component 1: involves Performance of set phrases as a soloist, and a duo/trio performance. Choreographically, students will create a solo or group piece based on a range of themes set by the exam board.
- Component 2: develops students' knowledge and understanding of a broad range of professional works, as part of the Dance Anthology, in different styles and genres.

Assessment

Practical assessment which is internally marked and externally moderated.

- 30% = Performance (40 marks, 15 marks for the solo performance and 25 marks for the duo/trio performance).
- 30% = Choreography (40 marks). Students can choose between a solo or group dance for two to five dancers.

Written assessment which is externally marked. 40%

- Written exam (80 marks) 90 minutes. To include Performance, Choreography and the GCSE Dance Anthology.

Next steps

Dance GCSE leads naturally on to the A Level Dance course that we offer at George Abbot, as well as providing a strong foundation for the BTEC Performing Arts courses that run at a number of further education colleges.

The course also provides a strong base for other Visual and Performing Arts subjects that can be taken at A Level including Drama and Theatre Studies or art based subjects, as well as linking directly to PE.

Following on from further study, students can take dance further into Higher Education, with a number of universities offering the subject including the University of Surrey, as well as Dance colleges such as Laban, London Contemporary Dance, GSA, PPA, and Central School for Dance.

Careers information

Students can move into a variety of careers including performance, choreography, education, community arts, dance journalism, or dance movement therapy, and even careers that require public relations due to the communication and expressive skills gained through studying dance.

Extra costs and requirements

Students are required to wear all black during lessons and specifically for assessments. Students are asked to purchase dance kit that allows for full range of movement and will be advised on items at the beginning of the course.

Theatre trips and visits are also arranged throughout the course to broaden students' experience of dance. Ticket prices will vary, but where possible the lowest price seats will be purchased.



YEAR 10-11 CURRICULUM BOOKLET

Design & Technology

Course code: AQA Design and Technology (9-1) 8552

What will you learn?

Design and Technology GCSE will have two different options to give better support for the demands of the new specification and act as excellent preparation for our A level courses.

You will be able to opt for:

- DT – Design Engineering
- DT – Product Design

The new DT course has a lot more focus on theoretical content including applied Maths and Science and focuses more on problem solving through an iterative design approach.

During Year 10, a variety of 'design and make' activities have been chosen, enabling students to build up a portfolio of experience in their chosen area of Design Engineering or Product Design. They will work in a variety of materials; these will include woods, metals and plastics. Design Engineers will focus on mechanisms and electronics and functionality of products whereas the Product designers will focus on working creatively with materials and the aesthetics of a product.

Areas of study will include the design process, manufacturing skills, ICT skills (including Computer Aided Design and Manufacture) and the study of materials. The GCSE Non Exam Assessment (NEA) will be carried out during the end of Year 10 until February of Year 11. The new design and technology (D&T) GCSE will give students the chance to design their own briefs and projects, and could lead them to produce anything from computer-controlled robots to tools and furniture to meet the needs of their chosen client.

Some of the topics students will study include:

- Specialist techniques and processes that can be used to shape, fabricate, construct and assemble a quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used.
- The developments in modern and smart materials, composite materials and technical textiles.
- How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs.
- The use of programmable components to embed functionality into products in order to enhance and customise their operation.
- The functions of mechanical devices to produce different sorts of movement, changing the magnitude and direction of forces.

Assessment

The course will be assessed with both controlled assessment and examinations. They will be evenly split: 50% controlled assessment and 50% exam.

Next steps

Successful GCSE students can continue the study of either Design and Technology Product Design or Design Engineering A Levels. Students have also continued into employment and vocational education in associated subjects.

Careers information

The following career options are available to students with a background in GCSE Design and Technology: product design, automotive design, jewellery design, engineering, manufacturing, furniture design, architecture, aeronautical engineering, civil engineering, manufacturing, mechanical, engineering, product engineering, marine engineering and electrical engineering.

Extra costs and requirements

The majority of the course costs are covered by the department and school. However a contribution will be requested. This will help us develop and provide a varied and exciting curriculum. Additional costs may be incurred if students choose to build a product that includes more expensive components.

YEAR 10-11 CURRICULUM BOOKLET

Digital Information Technology BTEC

Course code: Pearson BTXV9 BTEC Tech Award Level 1/ Level 2

What will you learn?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The Award complements learning in GCSE programmes, by broadening experience and skills participation in different types of activities. It gives learners the opportunity to apply knowledge and skills practically through project work, such as planning and designing a user interface and developing a dashboard to interpret trends in data.

Assessment:

There are three components for assessment, Component 1 and Component 2 which are Non-Exam Assessment coursework pieces, completed in exam conditions, whereas Component 3 is a standard external written exam complete in the summer of Year 11.

- **Component 1:** Exploring User Interface Design Principles and Project Planning Techniques. Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.
- **Component 2:** Collecting, Presenting and Interpreting Data. Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.
- **Component 3:** Effective Digital Working Practices (Externally Assessed). Learners will explore how organisations use digital systems, and the wider implications associated with their use.

Next steps

The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment, apprenticeships or to further study at Level 3.

Career information

Whilst this specification is not specifically mapped to any particular industry standard IT qualification, it will provide a sound preparatory basis of study for them. In addition, the course provides the knowledge, skills and understanding that employers value highly.

Extra costs and requirements

This course comes with no additional expenditures.



YEAR 10-11 CURRICULUM BOOKLET

Drama

Course code: Edexcel GCSE (9-1) in Drama (1DR0)

What will you learn?

- A wide range of dramatic skills and knowledge.
- The ability to work as a member of a team, cooperating and understanding others.
- Confidence to stand in front of an audience to perform and present. This is a useful skill in life and a definite advantage in many other subjects.
- The perfect qualification to join the A Level Drama & Theatre Studies course to take your skill and interest to further heights.

Assessment

The GCSE course is in three parts:

- Component 1: Devising: developing creative drama skills to express feelings and ideas about a specific project theme.
- Component 2: Performance from Text: performing (or designing for) two extracts from a play script.
- Component 3: Theatre Makers in Practice: written examination of 1hr 45 mins.

Next steps

The core skills developed in this qualification are:

- The ability to recognise and understand the roles and responsibilities of performer, designer and director
- The study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- The ability to analyse and evaluate their own work and the work of others the ability to understand how performance texts can be interpreted and performed.

GCSE Drama students can go on to study a wide range of subjects aged 16. At George Abbot, students can progress specifically to A Level Drama and Theatre Studies.

Careers information

Places on Drama degrees are highly sought after. Drama can be studied as a Single Honours degree or can be taken as a Combined Honours degree with other subjects such as: Drama and English, Drama and Foreign Languages, Drama, Film and Television, Drama and Business Studies and any other combination.

Many of our students are successful in gaining places at the country's most prestigious Drama Schools where they study acting, musical theatre and technical courses. Previous students have gained places at: RADA; Guildford School of Acting; Mountview; Drama Centre; East 15 and Birmingham Acting School.

Extra costs and requirements

A maximum of two theatre trips will be arranged for students to see professional productions in London's West End; this will give students the opportunity to analyse the work of professional actors, directors and designers as well as to take inspiration from the outstanding performances that they will see. In addition to this, students will have the opportunity to view two A Level scripted performances, and to observe A Level devised performances which will further develop students' knowledge of practitioners and different performance styles.



YEAR 10-11 CURRICULUM BOOKLET

Food Preparation and Nutrition

Course code: EDUQAS 601/8093/6

What will you learn?

You will learn both theoretical and practical skills related to nutrition and food preparation. You will learn about different nutrients and the needs of different population groups. You will practise a wide range of high level food preparation skills using a variety of ingredients such as meat, fish, eggs, dairy products, fruit and vegetables, cereal foods, fats and sugars and you will be tested on these practical skills. It will involve researching, choosing dishes and meals for a variety of situations whether that be as a student or for a family, planning your practical sessions, making, nutritionally analysing and sensory evaluating dishes. You will learn about the functions of different ingredients so that you can successfully adapt existing recipes. You will carry out food science investigations to gain an understanding of what happens when you cook a variety of materials such as sugars, starches, fats and proteins. We try to teach a lot of the knowledge through practical application.

Assessment

This course is assessed in two ways:

- 50% is assessed by a Food Preparation and Nutrition 1 hour 45 minutes examination paper which assesses food, nutrition, health, food science, safety, food choice and food provenance.
- 50% is assessed by two Non- Exam Assessment tasks. 15% is assessed by a Food Science Investigation involving researching, hypothesising, carrying out experiments, analysing results and concluding. The other 35% is assessed by a Food Preparation assessment which involves researching, choosing, preparing, cooking and presenting a menu of three dishes in a practical exam of 3 hours.

You will test dishes, make final choices, planning in detail, make and evaluate the final dishes comparing them to the brief. You might also nutritionally analyse and cost for the very highest grades.

Next steps

After this course we offer a Level 3 extended certificate and Diploma in Food Science and Nutrition.

Careers information

This leads to a variety of degree courses and careers in food, medical, caring and education professions.

Extra costs and requirements

Students will need to provide their own ingredients for cooking. Practical food lessons usually take place each week. In addition, they will need named containers to take their food home in. We ask for a yearly £20 donation to cover the cost of extras that are used in practical lessons and for experimental work. Students will also benefit from a copy of the text book that we use in class but can be purchased for use at home, currently £21. In Year 11 they will be offered a revision guide and workbook which will also be useful to purchase at a cost of £11.50.

We offer food related skills workshops throughout the course, such as butchery, vegetarian express and the opportunity to take part in a Ready Steady Cook style challenge with the Navy Chefs. All students are also able to take their Level 2 Food Hygiene certification at the start of year 10.



YEAR 10-11 CURRICULUM BOOKLET

Art & Design: Graphic Communication

Course code: AQA 8203

What will you learn?

We offer an exciting course at George Abbot which provides students with the opportunity to explore the world of graphic design, looking at advertising, illustration, promotional materials and packaging. Students will learn a range of 2D and 3D processes and develop their skills in drawing, mixed media and digital software. Students will research an array of exciting topics and study the work of inspirational artists and designers. For the first part of the course students will learn new design skills and techniques during a series of short projects and will learn to use design software such as Photoshop and Illustrator. Students will then develop their skills further with a series of more in depth project work.

The qualification is a linear 2 year course. The students must complete the two components.

- **Component 1:** A Portfolio will be produced to include a number of Graphics projects undertaken over the 2 years. The Portfolio will be marked out of 96 marks, and will form 60% of the final mark.

Component 2: Externally set assignment. Students will complete an externally set assignment, selecting one question from approximately seven set by the exam board. Students will develop their own personal response to their chosen question over 12 weeks. The final piece will be produced during a 10 hour practical exam. Component 2 is marked out of 96 and will form 40% of the final mark. Component 2 starts in January with a preparatory period, and finishes in late April/Early May, at the end of the practical examination.

Assessment

- Component 1: is assessed as a whole, using the assessment objectives. This forms 60% of the overall mark.
- Component 2: the preparatory studies and the work undertaken in the supervised time, must be assessed together; contributes 40% to the overall mark.

Next steps

To find out more about the course we run at George Abbot please speak to your Graphics teacher or to Mr Gollon and we will answer any queries you have.

Careers information

Taking this course at GCSE will provide excellent preparation for a variety of Art and Design courses offered here at George Abbot. From then on, most students will further their knowledge and skills on a Foundation or Degree course. Many of our students go on to study and gain a career in graphic design, advertising, illustration, animation, web design, videogame concept art, fashion and architecture.

Extra costs and requirements

Students will be asked to make a £5.00 contribution at the beginning of Year 10. Students will gain a starter pack consisting of an A4 folder and a selection of drawing equipment, including fine liners, paint brushes, glue sticks and pencils. Students will also need to purchase a hardback sketchbook for their coursework.



YEAR 10-11 CURRICULUM BOOKLET

Hair and Beauty – Exploring the world of Hair and Beauty and the environment in which the industry operates

Course code: City and Guilds - Level 2 Technical award in Hair and Beauty Studies 3038-24

What will you learn?

Theory work will be joined by practical hair and beauty tasks, learning basic skills and preparing you for a career in the hair, beauty and barbering industry. From Year 10 onwards you will work towards Level 2 City and Guilds Technical Award in Hair and Beauty Studies. We cover a range of units exploring all areas of hairdressing and beauty. Starting with exploring historic eras, onto science and design in the industry. The exam consists of a 3 day synoptic exam, including 1 day practical task and a 2 hour written paper.

You will study how hair and beauty has developed from ancient times to the present day. You will develop hair styling, make up and manicure technical skills to produce your own photographic image as part of your synoptic assessment. You will explore the ethics of product testing, effects of ingredients on the hair and skin and how disorders of the hair and skin can impact services.

Assessment

- One external set written paper (City and Guilds)
- One external set synoptic assessment (City and Guilds)

Units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

These units are covered by a portfolio folder and practical work.

Next steps

This level 2 course will prepare you for an apprenticeship in hair, beauty or barbering.

Careers information

This course will give the student an insight into the hair and beauty industry, gaining skills that will benefit them when they leave. Apprenticeships are available to students once they have completed the course.

Extra costs and requirements

Equipment and tunics are provided. There may be the occasional folder/scrap book to buy for assignments.

YEAR 10-11 CURRICULUM BOOKLET

Media Studies

Course code: Eduqas GCSE Media Studies 680QS

What will you learn?

Media Studies is an exciting and ever-changing course which allows students to strengthen and test their creativity as well as begin to debate and share ideas and opinions on major topics in the media, developing confidence and critical thought.

- Students develop both a theoretical and practical understanding of audio-visual, print and online media products.
- Students will also apply various media theories, perspectives and debates, covering all concepts under the 'theoretical framework' (Media Language, Audience, Representation, Industry).
- Students will cultivate skills in critical thinking, applying an analytical mind to modern media and its effects on society.

Assessment

The GCSE Media Course will assess in three ways:

Examination:

- 40% of GCSE – 1 hour 30 minutes.
- Focus: Media Language & Representations.
- 30% of GCSE – 1 hour 30 minutes. Focus: Understanding Media Forms & Products.
- Both exams feature a mix of short answer, stepped answer and extended response questions to check for depth and breadth of knowledge.

Non-Exam Assessment:

- Creating Media Products: 30% of GCSE.
- Focus: An individual media production for an intended audience in response to a choice of briefs set by Eduqas (WJEC).

Course content

- Media Studies covers three main media platforms: Broadcast, Print and E-Media.
- Through our investigation of these platforms we learn about media contexts, industries, audiences and analyse representations found in the media.

Additionally, we make use of technology to imagine, plan and produce our own media texts, developing skills and establishing each student's particular interests and strengths.

Finally, Media Studies students will be exposed to varied types of media (both contemporary and historical), learning about different genres and forms and understanding the purpose of their conventions in attracting an audience.

Next steps

Completion of GCSE Media Studies is an excellent lead up to A Level Media Studies courses. The analytical and inference skills developed make this course an excellent supplement to further English studies as well.

Career information

Many major Universities offer a wide range of degrees dealing with the media. Our students go on to study in a varied range of fields including television production, film, photography, graphic design, marketing and pure media studies.

The media industry is a rapidly growing area which can offer careers in production, development, camera work, direction, set or costume design, marketing, social media management, app development - and far more!

Extra costs and requirements

Students are encouraged to buy the Eduqas GCSE Study & Revision Guide. They may also look forward to specification-specific courses directly linked to elements of the exams and the NEA.

YEAR 10-11 CURRICULUM BOOKLET

Music

Course code: Eduqas (WJEC) C660QS

What will you learn?

Students study a variety of genres including:

- Musical forms & devices
- Music for Ensemble
- Film Music
- Popular Music

Students will also develop their composition skills and skills in performance on their chosen instrument/voice.

Assessment

- 30% = Performance (36 marks for each performance – component marked out of 72). Students must perform a minimum of two pieces, at least one of which must be as a member of an ensemble, in a performance lasting at least one minute. 15% = Ensemble performance (30 marks). Both performances combined must be at least 4 minutes in duration, and no longer than 6 minutes.
- 15% = Composition set to a brief (36 marks). 15% = Free composition (36 marks). Both compositions combined must be at least 3 minutes in duration, and no longer than 6 minutes.
- Written exam of 1 hour 15 minutes (96 marks). The exam will assess knowledge and understanding of the four areas of study, through a combination of both familiar and unfamiliar listening.

Next steps

GCSE Music students can move on to study Music at A Level as well as other courses at college such as Performing Arts, Music Technology and Performance courses. The GCSE course also complements those students studying their instrument or voice through graded exams. There is a wealth of research which shows a strong correlation between success in Music and other subjects, in particular STEM subjects.

Career information

Studying Music can lead to a multitude of careers within the music industry. As well as a career as a professional musician, music students can find careers as instrumental or classroom teachers, sound engineers and producers, composers, music therapists and journalists. There are also numerous jobs to be found for music companies such as A&R and public relations as well as for musicians, bands, orchestras and theatres/venues. Music is highly valued by both employers and Universities as an enabling subject, as it demonstrates commitment and discipline, as well as an ability to work effectively with others.

Extra costs and requirements

While it is not essential for students to have taken grades, aptitude on an instrument is crucial and students are therefore expected to have vocal or instrumental lessons either with a private teacher or a Surrey Arts teacher at school. George Abbot provides a range of support for these lessons – do please contact Mr Hartley directly for more information.



YEAR 10-11 CURRICULUM BOOKLET

Art & Design: Photography

Course code: AQA 8206

What will you learn?

- Photography GCSE offers new and exciting opportunities for students as it is a subject that they have only briefly studied it at Key Stage 3.
- The students will be taught to use their creative and imaginative powers which will enable them to develop new artistic and practical skills, they can work in the areas of:
 - Portraiture
 - Documentary and Photo-Journalism
 - Landscape and Environmental photography
 - Experimental photography
 - Film making.

Photography is more and more relevant in today's society. We are used to seeing photographic images on a daily basis through multiple platforms for different purposes, our course aims to give students the tools they need to understand, make and engage with photographic imagery. GCSE Photography is fun, exciting, interesting and relevant in experimenting with new imaginative and creative techniques. You will need to enjoy taking photographs or films and be prepared to use Apple Macs. You will be set homework each week and will need to be organised because all the work completed goes towards your coursework portfolio.

Assessment

- Coursework will involve producing a Portfolio of Work comprising- a number of different projects which makes up 60% of the final total marks. The Coursework is completed during lesson and homework time.
- The Externally Set Task (Exam) involves preparation time and 10 hours of supervised time to produce the final piece. This unit is 40% of the total marks.

Next steps

To find out more about this qualification please contact Ms Ferguson or come and see us in the Photography department.

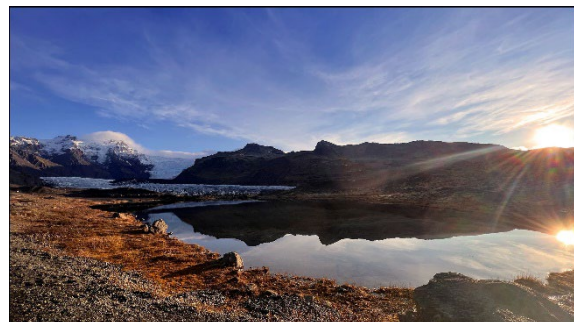
Careers information

Photography GCSE can lead to:

- A Levels in Photography, Art or design related subjects and degree comes at University or Art College.
- A range of career opportunities including: photography, film making, media, journalism, graphic design, teaching, interior design, fashion promotion, communication, advertising, animation and game design.

Extra costs and requirements

Students will need the use of a digital camera. As with all Art subjects there is a small cost factor, students will need to provide: their own printing paper for final prints (approximately 10 pieces per project), Flip books to organise their projects and card to mount. Supplies of these items can be bought at cost price from the school virtual shop via WisePay. Though students will use Adobe Photoshop in school it is not compulsory that they have this at home. The Department run after school sessions to provide support and extension. In Year 11 students visit the Harry Potter set at Warner Bros studios as part of our Iconic Film Project. Students will discover creative talents that they didn't know they had and will be well equipped for the "Digital Age" in today's computerised society.



YEAR 10-11 CURRICULUM BOOKLET

Physical Education

Course code: Edexcel 1PE0

What will you learn?

GCSE PE will provide students with the opportunity to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Gain an understanding of physiological and psychological effects on sporting performers.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key sociocultural influences that can affect people's involvement in physical activity and sport.

Assessment

- Two examinations (60%): Fitness and Body Systems (36%) and Health and Performance (24%)
- Practical performances in 3 sports (1 team, 1 individual and 1 of choice) (30%)
- Personal Exercise Programme (10%)
- Theory (70%), Practical (30%)

Next steps

Studying GCSE PE creates a pathway for studying GCE A Level PE. This will allow students to enrol on University courses such as sports science, sports coaching and sports development. However, for students who are not looking to make a career in sport, GCSE PE offers fantastic transferable skills. Students will gain confidence in working cooperatively with others and enhancing leadership skills, whilst enjoying their learning experience.

A Level study – Students MUST attain a grade 6 or higher in the theory paper to enrol onto GCE A Level PE at George Abbot Sixth Form. BTEC Sport Study - Students MUST attain a grade 5 or higher to enrol on a BTEC Sport Course.

Careers information

Students who take the route of GCSE PE can move onto GCE A Level PE, BTEC Sport Level 3 and various sporting careers such as; physiotherapy, sports coaching, sports conditioning, teaching, personal training, management and sports development.

Extra costs and requirements

£30 for a practical polo shirt and the purchase of a revision resource. In recent years there has also been an opportunity in Year 11 to take part in an enrichment trip for kayaking and climbing (assisting with the individual activity grade).



YEAR 10-11 CURRICULUM BOOKLET

Sociology

Course code: AQA 8192

What will you learn?

Sociology is the study of society and, in particular, the different groups we belong to and the institutions that affect us; for example: education, the family, the mass media, religion and the law. Students will learn to apply their sociological knowledge, understanding and skills to develop an understanding of the interrelationships between individuals, groups, institutions and societies, within a UK and global context. They will need to critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and to draw conclusions. Students will have to use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality and use sociological theories to explain social issues and debates. Students will understand and evaluate sociological methodology and a range of research methods and use sociological terminology appropriately and make connections between the key areas of subject content. Sociology is a new subject for students. It is exciting, interesting and relevant to their lives.

The key topics to be studied are:

- The Sociological Approach
- Families
- Education
- Crime and deviance
- Social stratification
- Sociological research methods.

Assessment

There are two exam papers:

- Paper 1 is on the sociology of families and education.
- Paper 2 is on the sociology of crime and deviance and social stratification.
- Both papers are 1 hour and 45 minutes long. Both are worth 50% of the final grade. The exams contain a mixture of short and extended written responses. In Sociology there is no controlled assessment or coursework.

Next steps

GCSE Sociology does not have to be studied for students choosing A Level Sociology. However, many GCSE Sociology students continue to study Sociology at A level. Due to the written demands in GCSE Sociology students are prepared for a wide variety of subjects. Studying GCSE Sociology also helps students with their next steps because it is linked to a wide variety of occupations.

Careers information

Sociology encourages the skills of interpretation, analysis and evaluation. It is useful for anyone planning a career where the main focus is people.

Past students have gone on to study a variety of courses including sociology, law, psychology, journalism, criminology, social work, counselling, politics, teaching, human resources, advertising and English.



YEAR 10-11 CURRICULUM BOOKLET

Sports Studies - Cambridge National

Course code: J829

What will you learn?

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop the ability to apply theoretical knowledge to practical situations.
- An understanding of the complexity of different areas of sport and the sports industry.
- An increased awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Assessment

Two internally assessed and moderated units:

- R185: Performance and Leadership
- R186: Sport and the Media

One 1-hour examination:

- R184: Contemporary Issues in Sport

Next steps

Students taking this course can go on to study BTEC Sport Level 3 at Sixth Form. You could also progress to a range of Level 2 and 3 sports and coaching courses at a Further Education College. This can lead on to Higher Education and enrolment on courses such as sports coaching, sports science and sports psychology.

Careers information

Students taking this route could gain a career in sporting areas such as: coaching, nutrition, psychology, science and also teaching PE.

Extra costs and requirements

£20 course fees which include a navy polo top for practical activities and contribution to a revision resource book and an enrichment activity.



YEAR 10-11 CURRICULUM BOOKLET

Art & Design: Textiles Design

Course code: AQA 8204

What will you learn?

Textiles is an exciting and broad subject which combines artistic drawing and design skills together with inventive and decorative practical techniques. Students who love fashion and textiles will find this subject highly rewarding as it prepares them for a range of artistic and creative further education courses or careers. Students will explore the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design. During the course you will be able to study constructed, embellished, printed, sewn and dyed methods of textile design together with fashion design and installed textiles. You will have the opportunity to work creatively with processes and techniques such as: screen-printing, pattern making, pattern cutting, embroidery (machine or hand), applique and collage.

You will be able to study many aspects of Textile Design which encompasses a broad range of materials, techniques and processes, including recyclable materials and a growing number of interdisciplinary approaches.

The qualification is a linear 2 year course. The students must complete the two components.

- **Component 1:** A Portfolio will be produced to include a number of practical projects undertaken during the 2 years. The main areas of study will be fabric manipulation & embellishment, colour on to cloth techniques & making a textile piece or garment. The portfolio will be marked out of 96 marks and will form 60% of the final mark.
- **Component 2:** Externally set assignment. Students will complete an externally set assignment, selecting one question from approximately seven set by the exam board. Students will develop their own personal response to their chosen question over 12 weeks. The final piece will be produced during a 10 hour practical exam. Component 2 is marked out of 96 and will form 40% of the final mark. Component 2 starts in January with a preparatory period, and finishes in May, at the end of the practical examination.

Assessment

- Component 1: is assessed as a whole, using the assessment objectives. This forms 60% of the overall mark.
- Component 2: the preparatory studies and the work undertaken in the supervised time, must be assessed together; contributes 40% to the overall mark.

Next steps

If you want to develop your creative side while following a GCSE course which is intellectually challenging, then Textile Design could be the course for you. Textiles can lead towards any of the following:

- A Levels or BTEC in Textile Design & Art or design related subjects.
- Fashion, Textile Design, Interior Design & Visual Arts or design related degree courses at University or Art College.
- Apprenticeships with a bespoke tailor, interior designer or company; working for freelance stylist, interior designer or fashion designer.

Careers information

This subject could lead to a range of career opportunities including fashion/textile design, fashion/textile media production, product design, graphic design, teaching, interior design, fashion promotion, costume/theatre design, accessory design, fashion retail/marketing, fashion and business, fibre technology, fashion forecasting and management within the fashion and textile industry.

Extra costs and requirements

There will be some costs involved with this course to provide materials/equipment for students: portfolio, sketch books, art and design media/paint, fabric for screen-printing and garments.



YEAR 10-11 CURRICULUM BOOKLET

Contacts

Subject	Staff contact	Email address
Art	Mrs S Livett	slivett@georgeabbot.surrey.sch.uk
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Business	Mrs J Mensah	jmensah@georgeabbot.surrey.sch.uk
Chemistry	Dr M Taylor	mtaylor@georgeabbot.surrey.sch.uk
Child Development	Mrs S Furse or Mrs K Clark	sfurse@georgeabbot.surrey.sch.uk or kclark@georgeabbot.surrey.sch.uk
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Construction	Mr G Rowland	growland@georgeabbot.surrey.sch.uk
Dance	Mrs V Brooks-Nevin	vbrooksnevin@georgeabbot.surrey.sch.uk
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Mathematics	Miss C Coles	ccoles@georgeabbot.surrey.sch.uk
Media Studies	Mrs V Brooks-Nevin	vbrooksnevin@georgeabbot.surrey.sch.uk
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Music	Mr M Hartley	mhartley@georgeabbot.surrey.sch.uk
Photography	Miss K Ferguson	kferguson@georgeabbot.surrey.sch.uk
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Physics	Mr R Rowe	rrowe@georgeabbot.surrey.sch.uk
Religious Education	Mr R Mudie	rmudie@georgeabbot.surrey.sch.uk
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