

# **THE HENRY BOX SCHOOL**



**KEY STAGE 4**

**CURRICULUM BOOKLET**

**2017-2019**

Dear Parent(s)/Carer(s)

**Key Stage 4 - Years 10 & 11 at The Henry Box School**

The following information aims to provide you with information about the curriculum at Key Stage 4. Please keep it safe and use it as a reference about courses your son or daughter is following. It also contains important information about coursework and controlled assessments in each subject.

Years 10 and 11 are very important years, at the end of which students take their GCSE exams. The information in this booklet will enable you to support us in helping students to fulfil their potential.

Key Stage 4 is also a time when students can take on greater responsibility around school. They are senior students in school and younger students will follow their example. It is therefore important that mature and responsible behaviour is shown. There are also opportunities for students to be involved in organising school events and activities.

If you have any queries concerning the information in the booklet please do not hesitate to contact your son or daughter's tutor in the first instance. Alternatively you may wish to contact the relevant Faculty/Subject or House Leader.

On behalf of all the staff, I would like to wish your son/daughter every success.

Yours sincerely



Mr S J Pritchard  
Deputy Headteacher

## QUALIFICATIONS AT KEY STAGE 4

In Year 10 and Year 11 (Key Stage 4) students are required to continue taking the following 'core' subjects:

English Language & English Literature	Physical Education
Mathematics	Religious Studies
Personal Development (personal, social, health and careers education)	Science (either combined award or 3 separate sciences)

They will also choose up to four of the following 'additional' courses. They are all GCSE courses unless indicated otherwise. The following table indicates which option choices were available as choices to students starting Year 10 in September 2017. Exact courses that are offered are subject to small changes year on year. These courses are explained in more detail in the Year 9 Choices section of the school website:

Art & Design	Geography
Art (Graphic Communication)	German
Business Studies	History
Child Development & Care (CACHE)	Health & Social Care
Computing	ICT
Design Technology Food & Nutrition	Music
Design Technology Resistant Materials	Physical Education (GCSE and BTEC)
Design Technology Systems & Control	Triple science
Design Technology Textiles	
Drama	
French	

### THE GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)

Nationally, new-style GCSEs were introduced in English and Maths in 2015 and in most other subjects from September 2016. A numeric grading system is used (1-9) with 9 being the highest grade. Broadly speaking, a 'new' grade 5 is the equivalent to the 'old-style' C grade.

The final GCSE grade may be achieved in a number of ways. Some courses have a *coursework or controlled assessment* requirement that is completed in lesson and homework time at different stages over Years 10 and 11. Most subjects are examined by one or two formal examination papers in the Summer Term of Year 11. The examination period usually starts in the middle of May and lasts until the final week of June.

### FIELD WORK AND LOCALLY SUPERVISED TRIPS IN TERM TIME

From time to time a number of departments will make use of local facilities during lesson time. These might include sketching in the locality, visiting a local building or doing some field work. These are only examples and new opportunities often arise.

This type of trip takes place within a timetabled lesson and is supervised by a member of staff. On occasions small groups of students may be asked to undertake research or work independent of the teacher and return from time to time to discuss their findings or their progress. In these circumstances, we do not inform parents on each occasion and the visit is seen as a supervised lesson albeit in a separate but local situation.

## KEY STAGE 4 COURSEWORK/CONTROLLED ASSESSMENTS

Please note any deadlines so that you can support us in getting assignments in on time. It is important that students plan their time carefully and do not leave their assignment until the last minute. Teachers will support students with this important aspect and will inform parents/guardians if deadlines are in danger of being missed. A significant amount of coursework/controlled assessment catch up takes place outside of the normal school day for those students who need it. Teachers will inform students if they feel they should attend such sessions. Failure to hand in work on the deadline day may result in a lower grade or no grade being awarded in the subject. Late work will only be accepted in exceptional circumstances, e.g. long-term illness. A more detailed calendar of deadlines will be issued in Term One. Exam boards are very strict with regards to ensuring that all coursework/controlled assessment is work produced by the students themselves. Plagiarism is seen as a significant offence that could result in grades being lowered or even work being declared void.

### ASSESSMENT POLICY

#### The Purposes of Assessment

Assessment is an integral part of the teaching and learning process.

Assessment procedures inform teachers about students' prior knowledge, as well as their strengths, skills and areas for development. This knowledge is used to inform teaching and direct learning. It may also be used to put students into ability groups.

Students need to know what it is that they are required to learn, and how their achievement is being assessed. Assessment identifies for students what they are doing well and how they can make further progress.

#### 1. Assessment *For* Learning

Assessment for Learning, covers all those activities which are designed to give students and teachers information about their learning, and promote further development. Assessment for Learning activities may include: teachers' feedback to students (oral or written), asking appropriate questions, sharing assessment criteria or students assessing each other's work.

#### Feedback to Students:

- May be written or oral
- Is as frequent and as immediate as possible
- Identifies strengths and weaknesses, and targets for learning
- Encourages a dialogue between teacher and student
- Motivates students
- Has regard for students' self-esteem, and their image of themselves as learners
- Reflects and rewards students' effort
- Is simple and easy to understand
- Involves students in the learning process
- Is appropriate to individual students
- Is appropriate to the task.

## **Involving Students in Assessment**

Students are encouraged to take responsibility for their own learning. The following procedures may be used to involve students in the assessment process:

- Lessons begin with clear expectations, and learning objectives are shared with students. These are reviewed at the end of the lesson or series of lessons.
- Assessment criteria are shared with students
- Students are encouraged to assess their own work, and where appropriate, the work of other students
- Students are encouraged to ask for help and advice in improving their work.

## **2. Assessment of Learning**

Assessment of Learning, or summative assessment, is a mark, grade or level, which measures what a student can do, or what he/she has achieved, against specific criteria. Typically, summative assessment is carried out at the end of a test, unit or module, a school year or a Key Stage.

### **Practice within Faculties/Subjects**

Although assessment for learning is the main form of assessment within teaching and learning, there are times when it is appropriate for students to receive a summative measure of attainment. Where this is the case, the grading appropriate to the course being studied will be used.

Teachers keep records of summative assessment in markbooks as appropriate.

Students learn more effectively from comment based marking rather than marks or grades. Where grades or numerical marks are given to students, they are often used together with comments (written or oral), which help to direct student learning. (See 'Feedback to Students' above). These comments set targets for future improvement.

### **Standardisation and Moderation**

Subjects standardise assessments across teams of teachers through internal moderation of students' work. In many cases, this is a requirement of the exam board.

Some subjects also have portfolios of assessed work that is typical of particular grades or levels. This is used as a reference point for teachers, particularly those who are using particular assessment criteria for the first time.

### **Assessing Student Progress and Setting Targets**

Review and Reporting System: The attainment of students in Year 10 and 11 is assessed and reported three times a year. On these occasions, teachers consider classwork, homework, controlled assessment and test results to make a prediction of the most likely GCSE grade students will get if they continue to achieve in a similar manner throughout the course.

Whole School Targets: National data sets are used to estimate the likely GCSE grade students will achieve and are based on how students with similar starting points have previous in previous years. These are used to inform the setting of aspirational target grades. Target setting is carried out by teachers and monitored closely by Faculty/Subject Leaders.

### **3. Monitoring and Evaluation of the Assessment Policy**

The policy is monitored by Faculty/Subject Leaders who oversee marking and assessment practice within their areas. Lesson observation and the sampling of student work is part of the process of monitoring, evaluation and review. Members of the Leadership Team support Faculty/Subject Leaders in this work.

The Leadership Team and the governing body will evaluate the success of the policy by asking for feedback from students, teachers and parents. Discussion at Middle Leader meetings will also inform the review. Any revisions to the policy will be made in the summer term for implementation in the new school year.

## **HOMEWORK**

Homework is important. It reinforces understanding. It helps build good study habits and encourages students to take responsibility for their own learning. It is also the main way parents and the school work together to support learning.

**Our commitment:** We will set regular homework which supports learning. We will make sure there is a reasonable amount of time to complete it. We will check that homework is done well. All homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework that has been set and when the deadlines are. Students will also be issued with a planner to take any extra notes.

**The role of parents/carers:** Parents/carers will check the homework is completed, and will help motivate and organise students. They will log in to SMHW to see what homework is being set.

**Students' responsibilities:** Students must commit to complete homework to the best of their ability and on time.

### **How will this work?**

- Teachers will set homework using SMHW. Teachers will aim to ensure that there is more than one evening between the work being set and being handed in.
- Homework will normally be completed on the designated day. However, if there are other commitments, e.g. sports training, students will have to spend more time on the homework before or after the designated day.

### **What type of homework will be set?**

Homework varies from subject to subject. Some subjects require short tasks regularly, to revise for tests or prepare for the next lesson. Other subjects set longer deadlines and ask students to complete short projects. On the next page you will see which subjects will be setting projects and how that will work across the year.

Homework will usually be assessed. In some cases, this may take the form of comments (written or oral).

### **How much homework will I be set?**

Year 10/11	Approx. 1 hour per subject (approx. 8 hours per week in total)
Year 9	Approx. 45 minutes per subject plus 1 hour on project work (approx. 6 hours per week in total)
Year 7/8	Approx. 45 minutes per subject plus 1 hour on project work (approx. 4 hours per week in total)

At Key Stage 3, Personal Development and PE do not set homework.

At Key Stage 4, homework is not set for courses which do not lead to a qualification e.g. core PE and Personal Development

### **Support for Homework**

We recognise that some students find it difficult to study at home. All subject teachers are willing to give extra help where it is needed. In addition there is a homework club in the Learning Support room every break time. If students do not have access to suitable resources or a quiet place to work at home, they can use the Learning Resources Centre.

### **The Library**

Students are encouraged to use the resources there to help with homework. The Centre stocks a wide range of both fiction and non-fiction and materials to support independent research, including newspapers, magazines, audio books, DVDs and CDs. There are several computers with Internet access. The Centre is open during break and lunchtime and for an hour after school each day.

### **E-learning**

Homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework set and when the deadlines are. You can also access resources and submit homework electronically. There is a link to Show My Homework on the school website. New students and parents are given login details in September. There is a free app for android and smartphones available too.

# ART & DESIGN DEPARTMENT

**Teaching Staff:** *Ms E Hallmark (Subject Leader) & Mr A Holt*

## **CONTENT**

The GCSE Art course is designed to further develop skills and techniques learnt at Key Stage 3, and to challenge students to think in new and different ways. The aim is to develop perception, analytical skills, and problem solving, and encourage initiative and self-directed study.

In Year 10 students develop work from a set theme. Students research, study and explore the work of contemporary and other artists and this informs their own ideas and work. The work produced in year 10 forms an ideal basis for experimentation and greater understanding of materials and processes.

In Year 11 students are given a choice of themes which allows them to home in on a specific area within the theme that interests them. Students will submit a coursework portfolio of work based on their theme which is created over a 45 time period.

Students have the opportunity to complete work in drawing, painting, printing, ceramics, 3D mixed media sculpture, photography and digital imaging.

## **METHOD**

Students are taught in mixed ability groups and have five hour lessons of art and design per fortnight. Students are encouraged to try out new techniques and then focus on their area of strength for their final coursework portfolio. Homework supports both course work and set task final exam.

## **ASSESSMENT**

Coursework portfolio 60%

10 hour set task 40%

## **EXAMINATION BOARD/SYLLABUS**

AQA

## **EQUIPMENT REQUIRED/RECOMMENDED**

- Students are required to bring a sketch book and a good quality drawing pencil to all lessons. A set of drawing pencils is advantageous.
- It is strongly recommended that students purchase an art box which includes an A4 sketchbook, watercolours, pastels, pencils, glue and sharpener. The sketchbook will be used for homework and boards or sheets of paper will be used for the portfolio and kept in school.

## **HOMEWORK**

### **Aims of homework**

- to develop skill level
- to develop coursework
- to encourage independent learning and thinking
- to develop personal responses
- to develop research skills and encourage initiative

**Type of homework**

Homework involves various tasks, including written and practical work. Homework is usually sketchbook based, but on occasions three dimensional work may be required using various materials. Students may be asked to research in the library, via the internet etc. as part of the homework task.

**Frequency**

Homework will be set for every project where appropriate homework will be set over a longer period of time. Students are recommended to attend Art club for extra assistance or support with materials.

**Assessment of homework**

All homework is self assessed by students and a comment made. Their teacher then discusses their comment and helps to work out a way forward for the work and idea.

**Trips**

Enrichment trips allow students the opportunity to explore exciting art and design work in a gallery environment. The work produced forms part of the coursework and supports the development of literacy, critical and contextual understanding.

# BUSINESS STUDIES, ECONOMICS AND COMPUTING (BEC) FACULTY

*Teaching Staff: Mrs A Wickson (Head of Faculty), Miss N Oliver and Miss H Stafford*

## Edexcel GCSE BUSINESS STUDIES

### **CONTENT**

Business Studies provides students with the opportunity to study a new subject and gain a wide variety of new skills. It is taught by subject specialist staff with industry experience, using a variety of teaching styles and resources to make lessons relevant, challenging, independent, dynamic and to develop enterprising minds.

The qualifications aim is to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data

In year 10 students will study the following units:

### **Theme 1 - Investigating small business:**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

In year 11, students will study the following units:

### **Theme 2 - Building a business:**

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Students are taught theory, which is linked to practical examples within real life businesses. Information technology is regularly used in lessons to carry out independent research and projects. Business studies enables students to learn a variety of academic and softer skills, which are transferable to the workplace or further study at A-level and college.

## **METHOD**

Lessons involve a range of learning activities and methods, designed to be challenging yet create independence including: -

- Individual and group investigations and presentations
- Discussion and debate (whole class and small group)
- Real life case studies
- Guest speakers and Skype tours
- Student taught topics, lessons, questions and answers
- Practice exam questions and development of examination skills
- Worksheet and PowerPoint taught lessons
- DVD's

## **ASSESSMENT AND EXAMINATION**

GCSE Business Studies follows the specification set by the exam board Edexcel (1BS0) and students are assessed at the end of year 11 by 2, hour and 30 minute examinations:

**Exam 1:** Based on theme 1 topics, 1 hour 30 minutes written examination, worth 50% of the qualification

**Exam 2:** Based on theme 2 topics, 1 hour 30 minutes written examination, worth 50% of the qualification

EACH paper is divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

## **HOMEWORK/EXTENDED CURRICULUM**

Students will be required to complete homework each week, which will be set by the class teacher and designed to reinforce and enhance current learning. This may take the form of research, case studies, practice questions or project work. Twitter is also used proactively via @bizatthebox and students will be expected to utilise this on a regular basis.

The class teacher will set regular assessments and marks will be recorded and tracked using student, individual and faculty mark-sheets. We fully utilise dialogue marking, self and peer assessment, which clearly allows students to be fully confident with topics and to build upon the application, analytical and evaluative skills required for examinations over the 2 years.

Failure by students to complete homework and work to set deadlines will involve detentions, attendance at an after-school support club and parents being informed.

## **ADDITIONAL INFORMATION**

Students are given the opportunity to see the topics they have been taught in the classroom by studying and visiting local and national businesses, including Skype tours. We welcome input from parents with any form of business experience to give talks about the business they are involved with. Please email [businessstudies@henrybox.oxon.sch.uk](mailto:businessstudies@henrybox.oxon.sch.uk) if you would like to participate in our extra-curricular programmes.

# COMPUTING DEPARTMENT

*Teaching Staff: Mr D Kiameso (Acting Subject Leader), Mrs H Groenewald*

## COMPUTER SCIENCE GSCE

**Syllabus:** OCR Computer Science: J276

### **CONTENT**

The GCSE course encourages students to understand and apply fundamental principles of Computer Science, analyse problems in computational terms and think creatively, logically and critically. They will also understand the components that make up digital systems, how they communicate with one another and other systems and understand the impacts of digital technology to individuals and wider society.

### **Theory**

Delivered throughout Years 10 & 11.

<b>Computer systems</b>	<b>Computational thinking, algorithms &amp; programming</b>
Systems architecture	Algorithms
Memory & storage	Programming techniques
Networks	Producing robust programs
System security	Computational logic
System software	Translators and facilities of languages
Ethical, legal, cultural & environmental concerns	Data representation

### **Non-Exam Assessment**

The topics are set by OCR and differ each year, completed in Year 11.

<b>Programming project</b>
Programming techniques
Analysis
Design
Development
Testing, evaluation and conclusions

### **METHOD**

Students are taught in dedicated computer suites and will have access to textbooks and online resources. The course is a mixture of theory lessons covering work for the written exam paper and practical lessons. Many tasks are designed to be carried out independently with the teacher providing guidance and support. It is important that students are well organised and able to meet deadlines. Students do not need access to a home computer but this will be beneficial. Access to computers and extra support are available at lunchtimes and after school if necessary.

The non-exam assessment is marked by teachers in school and then externally moderated by an OCR assessor.

### **ASSESSMENT**

80% of the qualification is theory, covered by two written exam papers. 20% is covered by the non-exam assessment which will be completed in Year 11; the topic will be set by the exam board each year.

### **AWARD**

GCSE Grades 9 – 1.

## **INFORMATION & COMMUNICATION TECHNOLOGY GCSE**

**Syllabus:** WJEC Information & Communication Technology: 4330

### **CONTENT**

The GCSE ICT course allows students to develop their knowledge and skills in Information & Communication systems. The course is a mixture of IT theory and practical work learning about ICT in different contexts.

#### **Year 10**

<b>Unit 1 Understanding ICT</b>	<b>Unit 2 Solving Problems with ICT (Coursework)</b>
Data & quality of data	Organisation of files & folder
Home & personal communications	Communicating Information [Desktop published documents]
Home business	Modelling: creating a spreadsheet model
Organisations: School, home, environment	Information Handling: Online resources, Database design & using email
ICT & learning	Evaluating
Staying safe	

#### **Year 11**

<b>Unit 3 ICT in Organisations</b>	<b>Unit 4 Developing Multimedia ICT Solutions (Coursework)</b>
Data, information & knowledge	WJEC set a different assignment each year to be completed using multimedia software. The following areas will be assessed
Multimedia industries	Research
Networks	Design
Social & environmental impact	Template and Navigation
Human Computer Interfaces	Graphical Images
Organisations	Animation
Safety in organisations	Sound
Emerging Technologies	Additional Techniques
	Evaluation

### **METHOD**

Students are taught in dedicated ICT rooms and will have access to textbook and online resources. The course is a mixture of theory lessons covering work for the written exam paper and practical coursework lessons. Many tasks are designed to be carried out independently with the teacher providing guidance and support. It is important that students are well organised and able to meet deadlines. Students do not need access to a home computer but this will help. Access to computers and extra support are available at lunchtimes or after school if necessary.

The controlled assignments (coursework) is marked by teachers in school and then externally moderated by a WJEC assessor.

### **ASSESSMENT**

60% of the qualification is coursework and set by the exam board each year. Although students are allowed to carry out research outside lesson time all coursework must be completed under controlled conditions and is undertaken in the classroom. The two written exam papers carry 40% of the final qualification and are a mixture of short answers with some longer essay type questions at the end of the paper.

### **AWARD**

GCSE Grades A\* - G

## **Pearson Edexcel BTEC Level 2 Certificate in Digital Applications**

**Qualification Number: 600/6627/1**

### **CONTENT**

<b>Edexcel Level 2 Certificate in Digital Applications (CiDA)</b>		
Unit		GLH
1	Developing Web Products (Exam for June 2018)	30
4	Game Making (Course work to be done in Class)	90

#### **Unit 1: Developing Web Products**

This unit aims to give the students the knowledge and skills they need to produce attention grabbing web page using web authoring software, multimedia assets and navigation features. They will demonstrate their ability to design, build and test a web product in a practical computer based examination set by the Exam Board.

#### **Unit 4: Game making**

In this unit, students will learn about different types of computer games, investigate what makes a game successful and learn how to plan, design and create a game for others to play. They will learn how to test their game to ensure that it is working as they want it to work and they will also learn how to receive feedback and use the feedback to improve on their work.

### **AWARD**

Marks for each unit	Unit 1	Unit 4
Maximum	20	60
A*	16	48
A	14	42
B	12	36
C	10	30

## **OCR Cambridge Nationals in ICT**

**Syllabus:** OCR Cambridge Nationals in ICT Certificate J810

### **CONTENT**

The OCR Cambridge Nationals allows students to develop their knowledge and skills in Information & Communication systems. The course is a mixture of IT theory and practical work learning about ICT in different contexts.

#### **Year 11**

<b>Unit R001 Understanding computer systems (written paper)</b>	<b>Unit R002 Using ICT to create business solutions (coursework to do in class)</b>
Understand how ICT can be used to meet business needs	Be able to use techniques to search for, store and share information
Know how to work with information and data to meet specified business needs	Be able to select and use software to handle data
Know how ICT can be used to support business working practices	Be able to select and use software to communicate information for a business purpose
Understand how legal, ethical, safety and security issues affect how computers should be used	Be able to use software tools to format information

## **METHOD**

Students are taught in dedicated ICT rooms and will have access to online resources and theory sheets. The course is a mixture of theory lessons covering work for the written exam paper and practical coursework lessons. Many tasks are designed to be carried out independently with the teacher providing guidance and support. It is important that students are well organised and able to meet deadlines. Access to computers and extra support are available at lunchtimes or after school if necessary.

The coursework is marked by teachers in school and then externally moderated by an OCR assessor.

## **ASSESSMENT**

75% of the qualification is coursework and set by the exam board each year; there are 3 units of coursework and each counts 25% of their final grade. Although students are allowed to carry out research outside lesson time all coursework must be completed under controlled conditions and is undertaken in the classroom. There is one written exam paper and that also is 25% to their final grade. They would be allowed to research their scenario and think on how to solve the scenario before the exam but they are not allowed to take their notes and research with them to the exam they would need to learn it and remember it for the exam. There is a mixture of short answers with some longer essay type questions.

## **AWARD**

Level 1 – Pass, Merit, Distinction

Level 2 – Pass, Merit, Distinction

## DESIGN & TECHNOLOGY DEPARTMENT

**Teaching Staff:** *Mr J Bishop (Subject Leader), Mr N O'Callaghan (Deputy Subject Leader), Mrs S France, Mr D Sherlock and Miss J Stevens*

In September 2017 the following GCSE courses are available:

1. AQA Design & Technology (D&T)
2. AQA Food Preparation & Nutrition (Food)

### **CONTENT**

A summary of these courses is given below and full details are provided in the table overleaf.

D&T develops students' designing and making skills in a variety of materials and includes:

- Product design, development and production
- Materials and components
- Manufacturing, processing and industrial applications
- Quality control
- Health and Safety

Food focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

### **METHOD**

The courses are delivered through a combination of theory work, focused practical tasks and design and make assignments. In addition, students are required to investigate, disassemble and evaluate existing products.

### **ASSESSMENT**

In D&T and Food, assessment at GCSE comprises two components; a Written Paper (Exam) and a Non-Exam Assessment (NEA).

#### **D&T**

##### **Written Paper (Exam)**

A two hour exam will be sat at the end of Year 11 covering Core Technical Principles, Specialist Technical Principles, Designing and Making Principles.

##### **Non-Exam Assessment (NEA)**

In Year 11, students will embark on a Non Exam Assessment (NEA). This is a 30-35 hour design and make project, with a supporting design portfolio of about 20 pages. It will start in the final term of Year 10 in order that research can be carried out over the summer. The NEA will allow the student to specialise in a material and context that suits their interests and knowledge.

#### **Food**

##### **Written Paper (Exam)**

Food - In Year 11, students will sit a written exam of 1hr 45mins covering the theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above. It will be marked out of 100, and is worth 50% of the overall GCSE.

## **Non-Exam Assessment (NEA)**

There are 2 Non-Exam Assessments (NEA), worth 50% of the overall GCSE:

### **Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients. A written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

### **Task 2: Food preparation assessment**

Practical investigations are a compulsory element of this NEA task. Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

## **HOMEWORK**

### **Aims of homework**

Homework is set as appropriate to enable students to gain maximum benefit from their D&T or Food course. Homework should account for about 1 hour a week at Yr10, and 2 hours a week at Yr11.

### **Type of homework**

A wide range of homework types are used including research, design work, planning, evaluations, finishing work started in class and preparing ingredients for Food practicals. Homework in Terms 1-5 of Year 10 is used mainly to develop students' subject knowledge in preparation for the written exam and on tasks to prepare students for their NEA. From Term 6 of Year 10 homework may be used to enable students to complete NEA-related tasks. Once the NEA is completed in Yr11, homework will take the form of recap and revision of theory work and exam preparation and techniques.

### **Assessment of homework**

Homework is assessed by the class teacher who keeps a record of marks given. At the end of each course/module in Year 10 the class teacher fills in a project assessment sheet for each student. In Year 11 marks for individual homework may be given. However, most of the homework is devoted to coursework and exam preparation.

**YEAR 10**

	<b>Food Preparation and Nutrition (Food)</b>	<b>Design &amp; Technology (D&amp;T)</b>
<b>Terms 1&amp;2</b>	<p><b>Food Preparation Skills</b></p> <ul style="list-style-type: none"> <li>• General practical skills</li> <li>• Knife skills</li> <li>• Preparing Fruit &amp; Veg</li> <li>• Cooking methods and using a cooker</li> <li>• Dough and raising agents</li> <li>• Sauces and marinating</li> </ul> <p><b>Food, Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Food types</li> <li>• Macro and micronutrients</li> <li>• Vitamins and minerals</li> <li>• Diet, nutrition and health</li> <li>• Energy requirements</li> </ul>	<p><b>Unit 1 – New and Emerging Technologies</b></p> <ul style="list-style-type: none"> <li>• Industry and Enterprise</li> <li>• Sustainability and the Environment</li> <li>• People, Culture and Society</li> <li>• Production Techniques and Systems</li> <li>• Informing Design Decisions</li> </ul> <p><b>Unit 2 – Energy, Materials, Systems &amp; Devices</b></p> <ul style="list-style-type: none"> <li>• Energy generation &amp; storage</li> <li>• Modern and Smart materials</li> <li>• Composites</li> <li>• Electronics systems</li> <li>• Mechanical devices</li> </ul> <p><b>Unit 3 – Materials and their working properties</b></p> <ul style="list-style-type: none"> <li>• Physical and mechanical properties of a range of materials including metals, alloys, natural timber, man-made timber, polymers and textiles,</li> </ul>
<b>Terms 3&amp;4</b>	<p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Cooking of food and heat transfer</li> <li>• Selecting appropriate cooking methods</li> <li>• Why food is cooked and how heat is transferred to food</li> <li>• Functional and chemical properties of food</li> </ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• Microorganisms and enzymes</li> <li>• Microorganisms in food production</li> <li>• Bacterial contamination</li> <li>• Principles of food safety</li> <li>• Preparing, cooking and serving food</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>• Factors which influence food choice</li> <li>• Food choices</li> <li>• British and international cuisines</li> <li>• British and international cuisines</li> </ul>	<p><b>Unit 4 – Common Specialist Technical Principles</b></p> <ul style="list-style-type: none"> <li>• Forces and Stresses on materials and objects</li> <li>• Improving functionality</li> <li>• Ecological and social footprint</li> <li>• Designing for the environment</li> <li>• Scale of production</li> </ul> <p><b>Unit 5 – Specialist Materials – Timbers, Metals, Polymers (Plastics)</b></p> <ul style="list-style-type: none"> <li>• Sources, origins and properties</li> <li>• Working with specialist materials</li> <li>• Commercial manufacturing</li> <li>• Surface treatments, finishes and quality control</li> <li>• Electronic Components &amp; Systems</li> </ul>

<p><b>Terms 5 &amp; 6</b></p>	<p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>• Environmental impact and sustainability of food</li> <li>• Food and the environment</li> <li>• Sustainability of food</li> <li>• Food processing and production</li> <li>• Technological developments associated with better health and food production</li> </ul> <p><b>Food Preparation and Cooking Techniques</b> Food preparation and cooking techniques will be assessed through the Non-Exam Assessment (NEA) element of the specification.</p> <p>Candidates get the opportunity to develop their food practical skills to a very high standard and grow in confidence through working independently during the NEA. The NEA tasks are introduced during the Summer Term of Year 10, and continue until submission by March of Year 11.</p>	<p><b>Unit 6 – Designing Principles</b></p> <ul style="list-style-type: none"> <li>• Investigation, research, primary and secondary data</li> <li>• The work of others</li> <li>• Design strategies</li> <li>• Communication of design ideas</li> <li>• Prototype development</li> </ul> <p><b>Unit 7 – Making Principles</b></p> <ul style="list-style-type: none"> <li>• Selection on material and components</li> <li>• Tolerances and allowances</li> <li>• Material management and marking out</li> <li>• Specialist Tools, equipment, techniques and processes</li> </ul> <p><b>Non-Exam Assessment (NEA)</b> <b>Investigating the Design Context</b></p> <ul style="list-style-type: none"> <li>• Investigation and Research into 35hr design and make project.</li> </ul>
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**YEAR 11**

<p><b>Terms 1&amp;2</b></p>	<p><b>Food Preparation and Nutrition (Food)</b></p> <p><b>Non-Exam Assessment (NEA)</b> <b>Task 1: Food investigation</b> Students' understanding of the working characteristics, functional and chemical properties of ingredients. A written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>REVISION &amp; MOCK EXAMS</p>	<p><b>Design &amp; Technology (D&amp;T)</b></p> <p><b>Development of Design Proposals</b></p> <ul style="list-style-type: none"> <li>• Specification</li> <li>• Idea generation</li> <li>• Development, testing, modelling</li> <li>• Prototyping</li> <li>• Planning</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Tool and component selection</li> <li>• Marking out</li> <li>• Quality Control</li> <li>• Photographic evidence</li> <li>• Testing during making</li> </ul> <p>REVISION &amp; MOCK EXAMS</p>
<p><b>Terms 3&amp;4</b></p>	<p><b>Non-Exam Assessment (NEA)</b> <b>Task 2: Food preparation assessment</b> Practical investigations are a compulsory element of this NEA task. Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Final Product Manufacture</li> </ul> <p><b>Testing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>• Testing</li> <li>• Analysis and conclusions</li> <li>• Evaluation and further development</li> </ul> <p>EXAM PREPARATION SHEET ISSUED</p>
<p><b>Terms 5&amp;6</b></p>	<p>Exam Preparation and Revision Exam – 1.5 hrs. 50% of overall GCSE</p>	<p>Exam Preparation and Revision Exam – 2 hrs. 40% of overall GCSE</p>

# DRAMA DEPARTMENT

**Teaching Staff:** Mrs L. Thompson (Subject Leader) & Mrs B. Todd-Jones

## CONTENT

The GCSE Drama course is in three parts.

- **Component One: Understanding Drama**  
This is a written exam in the summer of year 11, lasting 1 hour and 45 minutes. There will be questions on an extract from the set play that the students will have studied. There will also be questions based on a live theatre performance that they will have seen.
- **Component Two: Devising Drama**  
This is a devised performance unit. Students may be assessed as a performer or a designer. Students are assessed on their performance and also on the devising log that they create which documents the development of the piece and an evaluation of the final performance.
- **Component Three: Texts in Practice**  
This will be a performance of two extracts from one play. Students may be assessed as a performer or a designer.

## ASSESSMENT

GCSE Drama is assessed by 40% written examination, 40% practical and written coursework and 20% performance exam.

The examinations for GCSE Drama consist of a written exam lasting 1 hour and 45 minutes and a performance exam (length will depend on group size).

Both examinations will be marked externally by AQA

## COURSEWORK

The Devised Unit is classed as coursework as the portfolio and the performance are assessed by the class teacher and externally moderated by AQA.

## EXAMINATION BOARD AND SPECIFICATION

AQA Drama

## HOMEWORK

### Aims of homework:

- To support classwork, to provide essential additional rehearsals and preparation time, to produce written notes to aid memory for exam preparation and to broaden drama experience.

### Type of homework

- Written homework to explore a text more fully, to review a performance seen and to evaluate and reflect on practical work in class.
- Group preparation and rehearsal for performance.
- Theatre visits.

### Organisation of homework collection

Written homework handed in during lessons.

### Assessment of homework

Exam practice is marked formally using AQA criteria.

# ENGLISH FACULTY

**Teaching Staff:** Ms H Hawkins (Faculty Leader), Mr A Todd (Assistant Faculty Leader), Ms L MacKenzie (Lead Practitioner), Ms R Maltas (Head of KS5), Mr A Jarrett, Mrs Z Lanczak, Dr C Roman, Ms O Thomas and Mr P Trinder

## CONTENT

Most students in Key Stage 4 study for GCSEs in English Language and English Literature. Some students study for an additional Functional Skills qualification rather than one of these GCSEs. All courses focus on the four language skills - reading and writing, speaking and listening.

Students work towards the final exams, at the end of year 11, by studying and revisiting all topics a number of times. Students read a Shakespeare play, a modern text and a nineteenth century novel, as well as a range of poetry. They will also be introduced to analysis of a range of non-fiction texts, including nineteenth century writing, designed to prepare them for the exam. Students develop a range of writing skills, including creative writing and writing for formal situations.

A more detailed explanation of the different GCSE units and advice on how to support students at home is issued to all students at the start of Year 10.

## METHOD

Lessons involve a range of activities, including class and small group discussion, practical work on a text, reading in small groups, individually or as a whole class, and students study writing for a variety of purposes. Practice in tackling examination questions is included throughout the course.

## ASSESSMENT AND EXAMINATION BOARD

We follow Assessment and Qualification Alliance (AQA) syllabi. All courses are assessed through terminal examination. Students are regularly assessed using the exam board's mark schemes and success criteria in order to track their progress and inform areas to improve. Examination preparation work is marked by the teacher and internally moderated.

The course is assessed by 100% terminal examination, and this is an un-tiered exam. All students will therefore be prepared to answer the full range of questions on the paper and aim for the highest grade possible. Those working towards Functional Skills will also be prepared for these papers; Level One Functional Skills is a qualification the equivalent of grades D to G at GCSE and level two is a qualification the equivalent of grades A\* - C at GCSE.

## HOMEWORK

### Aims of homework

To allow students to

- : develop their skills in reading or writing
- : complete coursework assignments in their own time
- : prepare for the next lesson.

### Type of homework

- Planning and preparing for assessed work.
- Preparing for the next lesson, e.g. through research or thinking about themes.
- Reading set texts
- Exam practice or revision
- Learning spellings

**Assessment of homework**

- Exam practice tasks are marked and assessed by the teacher, and sometimes in class feedback.
- Spellings may be tested by another student, or self assessed.
- Practice writing tasks such as short paragraphs/ practice exam answers can be marked by the student or in peer assessment or the teacher
- Preparatory work for a lesson (reading or note making) and revision of set texts are monitored by the teacher.

## GEOGRAPHY DEPARTMENT

**Teaching Staff:** Mr M Brown (Subject Leader), Mrs R Goddard (Deputy Head Teacher), Mr C Tyson (Director of Post 16) Ms H Kenyon, Mrs A Sullivan and Mrs K Waugh

### CONTENT

The world in which we live is constantly changing. The GCSE syllabus sets out to explore the world in such a way that students come to understand those forces which shape it. The course is divided into three themes and examined through three different exams. By studying these themes, students will come to terms with how the human and physical landscape was formed and the role that humans play in changing it. Students will also understand more about the ways different countries set about economic, social and environmental development. As young adults, students will be made aware of the stresses being placed on the environment throughout the world by poor management and the ways different countries seek to change this resource depletion and degradation.

### METHOD

Learners are taught through the use of real skills: map reading, new technologies, geographical information systems, enquiry and synthesis and analysis through fieldwork and research to assist geographical investigation. A balance of theoretical and practical work will be set, encouraging an active involvement in the subject which aims to enthuse and stimulate interest among the learners which means students will be encouraged to study the subject at the next key stage level.

### ASSESSMENT

Unit Title and Description	Assessment and Duration	Weighting
Investigating Geographical Issues Examines students' knowledge and understanding of the three themes: <ul style="list-style-type: none"><li>• Changing places – Changing Economies</li><li>• Changing environments</li><li>• Environmental Challenges</li></ul>	Written examination 1 hour 45 minutes	40% of full course
Problem solving Geography This unit assesses content from across the three themes and requires students to choose and justify a solution to a geographical issue	Written examination 1 hour 30 minutes	30% full course
Applied fieldwork enquiry This unit examines students understanding of their own fieldwork experiences and how fieldwork can be used to investigate geographical questions.	Written examination 1 hour 30 minutes	30% full course

### FIELDWORK

As part of the course student will complete two days fieldwork in contrasting environments e.g. Coastal and urban location. This will be supplemented by a number of fieldwork opportunities using the local area during lessons.

### EXAMINATION BOARD/SYLLABUS

EDUCAS B

### SETTING

Students are taught in mixed ability sets and lessons are designed to allow all students to reach their full potential.

# HISTORY DEPARTMENT

*Teaching Staff: Mr T Allen (Faculty Leader), Mrs R Chamberlain, Mrs J Currah and Mrs E Hanlon*

## CONTENT

Unit 1		Unit 2	
Understanding the Modern World		Shaping the Nation	
America 1920-1973: Opportunity and inequality	Conflict and tension between East and West from 1945-1972	Britain: Power and the people from 1170-present day	Medieval England: The reign of Edward I from 1272-1307

## METHOD

We strive to make our GCSE course as engaging and thought-provoking as possible through a range of methods in a bid to help students have a greater understanding of the world we live in today whilst also preparing them for their GCSE exam. The course teaches historical skills such as analysis, evaluation and judgement in addition to factual content. This is achieved in a variety of ways including but not limited to; source exercises, comprehension activities, video work, debate and essay writing.

## ASSESSMENT

The final mark is made up as follows:

Unit 1            50%    1 hour 45 minutes examination  
Unit 2            50%    1 hour 45 minutes examination

There are 84 marks available in each exam including 4 marks for spelling, punctuation and grammar.

## EXAMINATION BOARD

AQA

## SETTING AND TIERS

Students are not set in History at GCSE and there is always a range of abilities in each class. It is worth noting that there are no tiers of entry for History and so any student taking GCSE History may achieve any grade from 1-9. The History department has always performed very strongly with this arrangement.

## HOMEWORK

To assess the students' understanding of work covered in class, to consolidate their knowledge and to practice the required skills needed for their GCSE. In addition we strive to use these opportunities to extend their interest and passion for History beyond the classroom.

Students are expected to complete 1 hour of homework (on average) every week. The format of these pieces of work will range from practising exam questions, producing diagrams and revision aids or completing research. Much of the homework is designed to increase students' understanding of revision strategies and exam technique.

Homework will be marked in a variety of ways depending upon the piece of work. Assessed questions and practice papers will be marked with the appropriate 1-9 grade as well as additional feedback. Knowledge based tests are often marked via a % and research based tasks are often graded on an A-D scale which is based upon the school reporting system.

## THE INTERVENTIONS TEAM

### *Mrs Z Lanczak (Head of Department)*

The Interventions Team provides support and intervention for students who have been identified as having additional or special educational needs (SEN) and would benefit from something additional or different. A variety of strategies are used to support these students.

On occasions class based support is provided, where appropriate, to assist the learning of students. Members of the team work closely with subject staff to develop expertise and plan personalised learning opportunities for students. Learning & Teaching Assistants use a range of strategies for ensuring that all the students they work with, particularly those with SEN, are not disadvantaged in class and are able to experience success.

Academic mentoring forms part of the support some students receive. Learning Mentors provide guidance and opportunities to improve skills and overcome difficulties. In some cases individuals may be withdrawn from a subject for specific work. This is usually a temporary measure. Occasionally an individualised curriculum may be agreed where it is felt it be in the best interest of the student and appropriate staffing is available.

The Interventions Team provides a range of resources which help facilitate the learning of students in Key Stage 4. A small network of computers is available for use both in lessons and breaktimes. Students can also use the computers before and after school. A number of laptop computers are also available and may be booked by students for use in class. The department also holds a range of reference materials which are available to all students. Students are encouraged to seek advice and support from the team when needed.

Students with specific learning difficulties or certain medical conditions such as a hearing impairment may be entitled to support in their GCSE exams. This may take the form of extra time, a reader or a scribe depending on the nature of the difficulty. In all cases an application to the exam board has to be made through the appropriate agency. These students will be assessed and applications processed at the end of Year 9. Parents should contact the department if they have any questions about whether their son/daughter is entitled to support.

# MATHEMATICS FACULTY

**Teaching Staff:** Ms L Dasgupta (Faculty Leader), Miss A Willis (Deputy Faculty Leader), Miss H West (Lead Practitioner), Miss A Gibbons, Mr P Hayward, Miss H Hyams, Mr P Patrick, Mr A Richens, Mr T Rosenberg, Mrs S Rowney and Mrs J Rudd

## GCSE MATHEMATICS

In Year 10 and 11, students have 7 hour long lessons per fortnight. Students will follow the new AQA (8300) GCSE course. A student will sit either the Higher or Foundation tier. Both tiers have a non-calculator paper and **two** calculator papers with the marks being shared equally between the three papers. The grades available on the tiers are shown below:

Higher Tier Grades	9	8	7	6	5	4
<i>Max grade possible</i>						
Foundation Tier Grades	5	4	3	2	1	U
<i>Max grade possible</i>						

The six main strands in the new Mathematics GCSE (Number, Algebra, Ratio, Geometry, Probability & Statistics) are broken down into smaller modules, which are covered at different stages across the two year period.

Students sit a sequence of trial exams across the GCSE period to experience exam conditions and to allow their progress to be monitored. The schedule is as follows:

## Year 10

Date	Exam	Content	Venue
w/c 16 <sup>th</sup> October 2017	Assessment period 1 <i>2 papers (1 Calc and 1 Non Calc)</i>	Topics covered since the start of Yr 10 in Assessment period 1.	Classroom
w/c 12 <sup>th</sup> March 2018	Assessment period 2 <i>2 papers (1 Calc and 1 Non Calc)</i>	Topics covered in Assessment periods 1 and 2.	Classroom
w/c 11 <sup>th</sup> June 2018	Assessment period 3 <i>3 papers (2 Calc and 1 Non Calc)</i>	All content covered in Year 10 in Assessment periods 1, 2 and 3.	Hall/gym

## Year 11

Date	Exam	Content	Venue
w/c 9 <sup>th</sup> October 2017	Mock 1 <i>2 papers (1 Calc and 1 Non Calc)</i>	All GCSE content.	Classroom
w/c 4 <sup>th</sup> December 2017	Year 11 Trial exams <i>3 papers (2 Calc and 1 Non Calc)</i>	All GCSE content.	Hall/gym
w/c 26 <sup>th</sup> February 2018	Mock 3 <i>3 papers (2 Calc and 1 Non Calc)</i>	All GCSE content.	Classroom
w/c 23 <sup>rd</sup> April 2018	Mock 4 <i>3 papers (2 Calc and 1 Non Calc)</i>	All GCSE content.	Classroom

## FUNCTIONAL SKILLS MATHEMATICS

As well as Functional Skill mathematics being a strong component to the core GCSE qualification, there is also a separate qualification of its own which can be accessed in English, Maths and ICT. It is about learners applying knowledge and skills in a real life context with the aim for students to operate confidently, effectively and independently in life, learning and at work.

These qualifications can be taken at different levels and are assessed differently.

	<b>Assessment</b>	<b>Where is it assessed?</b>
Level 2 or 1	1-hour 30 mins Exam [containing 4 contexts]	Exam venue (e.g. school hall)
Entry 3 ,2 or 1	1-hour long controlled assessment task [containing 3 or 2 contexts]	In class

To put the levels into perspective, a Level 2 qualification is equivalent to a Grade C at GCSE. This is an additional qualification which not all students take.

### **STUDY GROUP**

As a Maths department, we run a study group session every Tuesday and Thursday from 3:05pm - 4:05pm, where there are several maths teachers on hand to help students with their work. Students are given the help and support during lessons to help them prepare for their exams. However, attending these study sessions will give them an opportunity to get help on particular areas they are struggling with or a piece of homework they are finding challenging. It is also just an ideal environment to complete subject specific homework or revision.

### **USEFUL WEBSITES**

There are several Maths based websites, aimed at helping students revise for their GCSEs:

[www.mymaths.co.uk](http://www.mymaths.co.uk) (student login required)

[vlemathswatch.com](http://vlemathswatch.com) (student login required)

[www.corbettmaths.com](http://www.corbettmaths.com) (linked to revision cards sold via parentpay)

[www.kerboodle.com](http://www.kerboodle.com) (student login required)

[online.justmaths.co.uk](http://online.justmaths.co.uk) (student login required)

There is also a website that helps students to prepare for exams in general, allowing them to create revision cards, quizzes, mind maps, timetables etc. This can be found at: [www.getrevising.co.uk](http://www.getrevising.co.uk).

# MODERN LANGUAGES FACULTY

**Teaching Staff:** *Mrs C Blois (Faculty Leader), Mrs J Armstrong (Deputy Faculty Leader), Mrs M Kidd, Ms J Mainwaring, Mrs K Robert, Mr S Stewart and Mrs C Worth*

## **AQA FRENCH/GERMAN/SPANISH GCSE**

### **ASSESSMENT**

Students are assessed in all 4 skills: listening (25%) reading (25%) speaking (25%) and writing (25%) via formal examinations at the end of Year 11. These examinations are sat at Foundation or Higher tier; tier decisions are based on individual students' prior achievement. We regularly refer to GCSE mark schemes, which are issued to students, to enable them to better understand what is expected of them.

### **TOPICS**

The course covers the following topic areas:

- Identity and culture  
Me, my family and friends, personal relationships, free-time activities, food and drink, customs and festivals in French/German-speaking countries, social media
- Current and future study and employment  
My studies, life at school, education post 16, career choices and ambitions
- Local, national, international and global areas of interest  
Home, town, travel and tourism, healthy / unhealthy living, global issues such as the environment, social issues such as poverty and homelessness

### **METHOD**

Students read, write, speak and listen to the foreign language in a wide variety of situations. They often work in pairs and small groups, performing dialogues, practising new phrases and vocabulary. There will be a significant increase in formal written tasks. Students' knowledge of grammar is revised and extended.

### **SKILLS**

We focus in particular on equipping students with linguistic skills such as: memory and revision techniques to help them build up a wide vocabulary base; working out the meaning of unfamiliar language; applying their grammatical knowledge in different contexts to build their own sentences and use the language to their own ends; developing the confidence to speak spontaneously in the foreign language in a variety of contexts.

### **HOMEWORK**

In order to consolidate and extend class work, students receive regular weekly homework, which they should expect to spend an hour a week on. Homework may take the form of reading exercises, written work, preparation for tests or online listening and reading tasks completed using Activelearn software. Students are also expected to learn vocabulary on a regular basis, which is followed up by tests in class. The completion of homework is monitored in class and books are taken in for marking on a regular basis.

# MUSIC DEPARTMENT

**Teaching Staff:** Mrs C Russ (Subject Leader) & Mrs A Porter

## CONTENT AND METHOD

Listening to all types of music from every era and culture; writing compositions influenced by the listening work covered; performing own compositions and those of others.

## COURSE CONTENT

**Coursework (60%)** - 2 performances and 2 compositions

Performances must take place in a concert during March of year 11. One composition is a free choice of the candidate; the other is based on a brief set by the exam board in September of year 11

**Listening Paper (40%)** – A written paper lasting 1 hour and 45 minutes involving questions based upon the following set works:

- **Instrumental Music (1700-1820):** *'Brandenburg Concerto No 5 in D major, Movt 3'* by Bach and *'Piano Sonata Op 13 No 8 in C minor "Pathetique", Movt 1'* by Beethoven
- **Vocal Music:** *'Music for a While'* by Henry Purcell and *'Killer Queen'* by Queen
- **Music for Stage and Screen:** *'Defying Gravity'* from *"Wicked"* by Stephen Schwarz and *'Main Title/Rebel Blockade Runner'* from *"Star Wars: Episode IV A New Hope"* by John Williams
- **Fusions:** *'Release'* (Afro Celt Sound System) and *'Samba Em Preludio'* from *"Esperanza"*

## EXAMINATION BOARD AND SYLLABUS

Edexcel Syllabus (1MU0)

## HOMEWORK AND MARKING POLICY

As students have to learn skills and techniques in order to achieve understanding in their composition and listening work, some homework is set along the lines of revision to embed information learned during the lesson. Performance is also a crucial part of the course which can only be done at home and so most homework will be for students to practise on their instrument.

## P.E. DEPARTMENT

**Teaching Staff:** Mr N Hill (*Subject Leader*), Ms R Jackson (*Part Time Second in Department*), Miss L Vickers (*Part Time Second in Department*), Mr T Chilvers, Miss A Cook and Mr E Gilkes

### CONTENT

#### **CORE P.E. (Certificate of Achievement) – 3 hours per fortnight**

Students will be taught a minimum of twelve activities in Year 10 and Year 11 covering a wide range of skills. Learning in Years 10 and 11 is based upon longer courses than those experienced in Years 7, 8 & 9. It is expected that students will demonstrate increasingly refined techniques in selected activities such as team games, racket sports and individual movement activities along with understanding the benefits of a healthy and active lifestyle. Students will be expected to undertake the different roles of performer, coach, choreographer, leader and official and evaluate accurately and make judgements using the appropriate technical terms. Students should be able to plan, undertake and evaluate a safe health and fitness programme and understand the principles involved. Students will also be encouraged to develop competence, creativity and performance levels and to extend their participation into school sport and the community.

The final certificate of achievement award is dependent on skill development, decision making and application, physical and mental capacity, evaluation and analysis, choices regarding healthy and active lifestyles as well as contributions to the extended curriculum (students are also given the opportunity to pursue a GCSE or BTEC course in P.E.).

A Junior Sports Leader Award is offered to selected students in year 10 allowing them to develop their leadership and officiating skills.

#### **GCSE P.E. Additional 5 hours per fortnight**

**Practical:** Students select a variety of activities to participate in over the two years and then select three activities to be assessed in for their final practical mark.

**Theory:** There are 2 theory sections to be covered in the space of 2 years -

Year 10; Fitness & Body Systems

- ★ Applied anatomy & physiology
- ★ Movement analysis
- ★ Physical training
- ★ Use of data

Year 11; Health & Performance

- ★ Health, fitness & well being
- ★ Sports psychology
- ★ Socio-cultural influences
- ★ Use of data

### ASSESSMENT AND EXAMINATION BOARD

Students will follow the EDEXCEL syllabus with the weighting as follows:

<b>Practical</b>	40%
<b>Theory</b>	60%

In the practical element of the course, assessment is an ongoing process throughout the two years with a final assessment in between March and May of the second year. The 40% is split into two areas - 30% is made of the final assessment of the three selected practical activities, and the final 10% of marks are allocated to a Personal Exercise Programme in a sport of the candidate's choice. The theory element of GCSE is assessed in the form of two external written examinations in the summer of Year 11 made up of multiple choice, short answer questions and scenario questions. Students can also expect to undertake internal exams both in Years 10 & 11.

***BTEC: Additional 5 hours per fortnight***

Students will complete 4 modules as well as practical lessons over the 2 years. One of these modules will be externally assessed via an online examination and the other 3 are internally assessed through coursework.

**Theory:** The 4 modules covered are:

Year 10:

- Training for Personal Fitness
- Practical Sports Performance

Year 11:

- Fitness for Sport and Exercise
- Leading Sports Activities

**METHOD**

For both the core curriculum and optional P.E., a variety of teaching styles will be used in lessons appropriate to the activity. Some will be teacher-led and others by the students themselves. Most groups will be taught in a mixed ability but on occasions students may be streamed according to ability. Where the activity is suitable students may also be taught in mixed gender groups.

**EQUIPMENT REQUIRED**

Students are expected to wear the same regulation kit as for previous years for core PE, GCSE and BTEC practical sessions, appropriate to the activity in which they are taking part.

**All Students:**

Red polo shirt with HBS crest - boys and girls options\*  
Black Response shorts \*  
Black/red reversible Multisports top \*  
Red/Black socks with HBS lettering \*  
Games bag

White ankle length socks  
Shin pads (for Hockey & Football)  
Gum shield (for Hockey & Rugby)  
Towel

**Optional Extras:** Netburn Black Skort \*

Black Microfleece with HBS crest \*

Black Trinity Trackpants \*

Boot bag

Plain black trackpants are permitted.

Plain black sports leggings.

\*Uniform is only available direct from the supplier, see school website.

## **Sports Footwear**

### **Boys**

Please choose either Option 1 or Option 2

- Option 1: Football boots *and* normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

### **Girls**

Please choose either Option1 or Option 2

- Option 1: Normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

In the summer in sunny weather only, plain navy blue hats and caps are allowed to be worn outdoors only. A small designer logo is allowed (e.g. Nike or Adidas), but football hats or those with large logos are not permitted. If hats are worn inappropriately or are of an unacceptable design or colour, they will be confiscated.

Students who need to wear spectacles for P.E./Games are asked to consider obtaining toughened lens glass for safety.

For GCSE theory and BTEC lessons, the usual classroom equipment is expected to be brought to every lesson, e.g. folder and paper, pen, pencil, rubber, ruler etc.

## **HOMEWORK**

### **Aims of homework**

- to monitor student's progress
- to give students opportunity to develop knowledge, skills and understanding
- to fulfil statutory requirements

### **Type of homework (examples)**

- Certificate of Achievement – analyse performance of cricket bowler, giving appropriate feed back for improving performance
- GCSE – verbal & written homework in relation to practical and theoretical sections
- BTEC – written homework relating to assignments

### **Organisation of homework collection**

Observed or collected in by teacher

# RELIGIOUS STUDIES DEPARTMENT

*Teaching Staff: Ms C Clarke (Subject Leader) and Miss C Hardie*

## **GCSE RELIGIOUS STUDIES**

All students in Key Stage 4 will follow the AQA GCSE Full Course in Religious Studies A. They began studying for this course in Year 9.

### **CONTENT**

#### **Year 9 – Ethics**

- Christian Beliefs and Teachings
- Relationships and Families

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

- Christian Practices
- Religion, Peace and Conflict (Christianity and Islam)
- Muslim Beliefs and Teachings
- Religion and Life
- Muslim Practices
- Religion, Crime and Punishment

### **ASSESSMENT**

The Department will assess student work by the following strategies:

1. Regular oral feedback in class.
2. Regular written feedback on specific class tasks, designed to develop and improve key skills.
3. Feedback on end of topic written tests.
4. Mock examinations.
5. Final examination of two papers. Each paper lasts one hour and 45 minutes.

### **HOMEWORK**

#### **Aims of homework**

To extend and enhance the learning which takes place in the classroom.

#### **Type of homework**

- Revision of classwork activities
- Revision in preparation for unit tests.

#### **Assessment of homework**

Modular tests.

## SCIENCE FACULTY

**Teaching Staff:** Mr S Davies (Faculty Leader), Mrs V Harold (Assistant Faculty Leader), Miss A Collins (Lead Practitioner in Science), Dr R Smith (KS5 Leader), Mr P Blois, Miss C Lawson, Mrs S Mathieson, Miss L Paxford, Mrs M Poulter and Mrs H Wright

### **DOUBLE AWARD SCIENCE (GCSE COMBINED SCIENCE)**

Double award Science students complete two GCSES, each of which contains modules from Biology, Chemistry and Physics.

### **CONTENT**

In the Combined Science course there are 25 modules split between the 3 Sciences:

<b>Biology</b>	<ol style="list-style-type: none"><li>1. Cells</li><li>2. Photosynthesis</li><li>3. Moving Materials</li><li>4. Health Matters</li><li>5. Coordination and Control</li><li>6. Genetics</li><li>7. Variation &amp; Evolution</li><li>8. Ecology</li></ol>
<b>Chemistry</b>	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Hydrocarbons</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources (Sustainability)</li></ol>
<b>Physics</b>	<ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li><li>5. Forces</li><li>6. Waves</li><li>7. Magnetism and electromagnetism</li></ol>

### **METHOD**

The course is designed to encourage students to think about the key scientific issues of the day. A variety of techniques are used to deliver the course, with ICT playing a major role through the use of animations, video clips and presentations, as well as a focus on practical work.

## **ASSESSMENT**

The course is assessed by six written examinations: two biology, two chemistry and two physics. These examinations will take place in May/June of Year 11. Each paper is 1 hour 15 minutes long and contributes 16.7% to the total GCSE. Each paper includes multiple choice, structured, closed short answer and open response questions. There is no controlled assessment component to GCSE Science courses.

**EXAMINATION BOARD:** AQA – GCSE Combined Science: Trilogy

## **SEPARATE SCIENCE (GCSE BIOLOGY, GCSE CHEMISTRY, GCSE PHYSICS)**

Students who have demonstrated a high level of ability and commitment in Science during Key Stage 3, can opt to complete 3 independent GCSEs in Biology, Chemistry and Physics. The modules are the same as those in the GCSE Combined Science course (see above) but additional, more conceptually challenging material is included within each module.

## **METHOD**

The course is designed to encourage students to think about the key scientific issues of the day. A variety of techniques are used to deliver the course, with ICT playing a major role through the use of animations, video clips and presentations, as well as a focus on practical work.

## **ASSESSMENT**

Each of the three courses is assessed by two written examinations. These examinations will take place in May/June of Year 11. Each exam is 1 hour 45 minutes long and contributes 50% to the total GCSE in the respective subject. Each paper includes multiple choice, structured, closed short answer and open response questions. There is no controlled assessment component to GCSE Science courses.

## **EXAMINATION BOARD**

AQA: GCSE Biology

AQA: GCSE Chemistry

AQA: GCSE Physics

## **HOMEWORK**

### **Aims of homework**

- To consolidate and extend learning in class
- To further develop analytical skills
- To develop research skills

### **Type of homework**

A variety including: analysis of class practical work, analytical questions and research tasks.

### **Organisation of homework collection**

Tasks will be set in Science lessons, details and collection dates will also be uploaded to Show My Homework.

### **Assessment of homework**

Homework will be assessed by various means, often involving peer and self-assessment to help students improve their understanding of their own progress.

# SOCIAL SCIENCES FACULTY

*Teaching Staff: Mrs C. Wells (Faculty Leader), Mrs M. Hewett & Miss R. Quigley*

## **CHILD DEVELOPMENT AND CARE (CACHE LEVEL 2 AWARD)**

### **INTRODUCTION**

This qualification provides the opportunity to gain a vocational qualification that gives an introduction to child development and care. It includes the knowledge and understanding of child development and well-being necessary for working with children aged 0-5 years in a variety of settings - pre-schools, nurseries, playgroups, and your own home.

Students can progress onto a number of subsequent courses within the Child Development area. Most of these will involve a significant amount of time in childcare settings and so are delivered through an FE College with work-based placements. Alternatively, these qualifications can be taken as part-time study once a student has taken on an apprenticeship position within a childcare setting. Examples include Level 2 awards in Childcare and Education and Level 3 awards in Diploma Qualification for Children and Young People's Workforce. Students may also progress to A' level courses (Particularly for Psychology and Sociology).

This is a very widely recognized vocational qualification and would provide entry into work in childcare establishments for 0-5 year old children. This is an area of employment that is growing rapidly in Britain.

### **CONTENT**

Students will study a range of topics related to Child Development and Care. These include:

- Types of settings for early years education
- Roles and responsibilities of early years workers
- Meeting the individual needs of children in an early years setting
- Child development
- The importance of observation as part of a cycle of observing, assessing and planning
- The importance of routines in a nursery including snack time and outdoor play

### **METHOD**

Lessons will be very varied. Sometimes students will be discussing childcare; sometimes they will be doing your own research; and at other times they will be visiting local nurseries and playgroups to see what they do. Every lesson we sing nursery songs and read stories!

### **ASSESSMENT**

This qualification consists of 3 units: two which are presently graded A\*- D assessed by an on-going graded Assessment Task; and a Synoptic Assessment unit which is assessed via a Multiple Choice Paper. The grades obtained are equivalent to GCSE.

### **HOMEWORK**

Students will be given homework at regular intervals. This will relate to their coursework, and may also involve doing some research. Students are expected to spend a significant amount of time researching and studying case studies.

## **HEALTH AND SOCIAL CARE (BTEC)**

### **CONTENT**

#### Year 10

- Human Lifespan development
- Health and social care services and values
- Health and well-being

#### Year 11

- Effective communication in health and social care (unit 3)
- Nutrition and

### **METHOD**

Students are taught in a mixed ability group. As it is a BTEC qualification the emphasis is on practical work which takes a variety of formats. This includes leaflets, posters, presentations, work experience, role plays, and events with the general public

### **ASSESSMENT YEAR 10**

Two assignments 60%

1 exam 40%

### **ASSESSMENT YEAR 11**

Assignments 75%

1 exam (unit 1) 25%

### **EXAMINATION BOARD/SYLLABUS**

Edexcel/Pearson's

### **HOMEWORK**

#### **Aims of homework**

- to develop skill level
- to develop coursework
- to encourage independent learning and thinking
- to develop personal responses
- to develop research skills and encourage initiative

It is an expectation given by the exam board that students will use their own time to upgrade coursework if necessary as well as continue independent work on each task given.

### **TRIPS**

As part of the course students will be given the opportunity to visit health and social care settings where possible/applicable to the tasks set. Guests will also be invited into the school where trips are not possible. This will include health and social care professionals.