

URSULINE HIGH SCHOOL



CURRICULUM GUIDE YEAR 10

2023/2024

Introduction

I am delighted to welcome you back to Ursuline High School after the summer break. It is an exciting year for your daughter as we start her GCSEs.

For the first term at least, all work will be conducted using blended learning with a combination of exercise books and the MS Teams platform, which incorporates Class NoteBook and Assignments. Please ensure that your daughter has her tablet charged and in her bag each morning.

Studying at Key Stage 4 is very different from Key Stage 3. Due to governmental changes to GCSEs across the curriculum, all exams will now take place in a linear fashion, at the end of Year 11. Your daughter will only be completing GCSE controlled assessments in practical subjects such as Art, Music, Drama, Food preparation and nutrition and PE. Learning and retaining knowledge for the long term has become essential to guarantee success. The year will be demanding and will require your daughter to be committed to school and her chosen subjects.

Having an excellent attendance (at least 96% or above) is very important to success. We understand that your daughter may find the year stressful; please do not hesitate in contacting your daughter's tutor or Head of Year to discuss any concerns you may have during this time.

I would like to wish you well for the year and thank you in advance for your continued support.

Yours faithfully,

Mr O Nichols
Assistant Head Teacher Teaching & Learning

SECTION 1:

GENERAL

INFORMATION

YEAR 10 TEAM

Below you will find information about your daughter's Head of Year, Form Tutor and Pastoral Support Assistant, and their contact details, in addition to our Attendance a. Should you wish to contact us by phone (020 8255 2688) you will be more likely to speak to us directly at the following times: 10:30 – 10:50am, 12:40 – 1:25pm or after 3:15pm.

HOY / Form tutor	Teacher	Email address
Head of Year	James Roberts	james.roberts@ursulinehigh.merton.sch.uk
Pastoral Support Assistant	Mrs Brown	sylvia.brown@ursulinehigh.merton.sch.uk
Attendance Officer	Mrs Young	Absences must be reported by 8.45 either via Weduc or by calling 020 3908 4144. For anything else Ms Young can be contacted by email at: bernadette.young@ursulinehigh.merton.sch.uk

Form	Tutor
10A	Poppy Rushforth
10B	Melanie Guillet Said
10C	Agnieszka Ciechanowska
10F	Laura Grant
10M	Rachel O'Neill
10T	Jason Ching
10U	Serena Sidaway

A full list of contact details including our Senior Leadership Team and Subject Teachers can be found on our [website](#).

The School Day

Monday to Thursday:

8:25 am	The Downs entrance is open for students to enter
8:35 – 8:50 am	Registration / Assembly
8:50 – 9:40 am	Lesson 1
9:45 – 10:35 am	Lesson 2
10:35 – 10:55 am	Break
11:00 – 11:50 am	Lesson 3
11:55 – 12:45 am	Lesson 4
12:45 – 1:20 pm	Lunch
1:25 2:15 pm	Lesson 5
2:20 – 3:10 pm	Lesson 6

End of School

3:10 – 4:00 pm	Extra-Curricular Activities (Lesson 7)
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Friday:

8:25 am	The Downs entrance is open for students to enter
8:35 – 8:50 am	Registration
8:50 – 9:40 am	Lesson 1
9:45 – 10:35 am	Lesson 2
10:35 – 10:55 am	Break
11:00 – 11:50 am	Lesson 3
11:55 – 12:45 am	Lesson 4
12:50 – 1:40 pm	Lesson 5

End of School

1:40 – 2:20 pm	Lunch Available
2.00 – 3:00 pm	Extra-Curricular Activities (Lesson 6)

School Policies

The use of Planners at KS4

All students at KS4 are issued with a **FREE** planner. The planner contains a lot of very important information about the school; it is also an extremely effective way for you to communicate with the school. May I take this opportunity to remind you to check your daughter's planner and sign it weekly to show you have done so. When inspecting your daughter's planner, please ensure that all homework has been set and completed. The planner is school property and we expect your daughter to treat it with respect and use it correctly. Any planner that is lost, has graffiti or is misused in anyway will need to be replaced. This year we have photocopied spare planners and your daughter will be expected to bear the cost of the replacement planner (£4.00)

Attendance & Punctuality at KS4

Attending school regularly and on time is crucial. School starts at 8.35am (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school please ring either the attendance officer Mrs Young (0208 3908 3144) or the Pastoral Support Assistant Ms. Andrews (0208 3908 3179) to report the absence. **The school has an attendance target of 96%**. The success of your daughter at KS4 will depend upon many factors, good and regular attendance is a key factor, whilst your daughter is absent, and she will be missing important work, work that can be sometimes very difficult to catch up. If at the end of the year, it is felt that your daughter has missed too much work to complete and successfully pass a two-year GCSE course, there may be a possibility that she will have to re-sit the year to make up the work.

Use of the Medical Room

If your daughter is unwell during the school day, she must have a signed note from her subject teacher, and she must report to the main school office where she will be seen. If she is too unwell to return to class then contact with home will be made and arrangements for you to collect your daughter confirmed.

Important information re. Permission for Leave in Term Time

The Government has changed the law from September 2013.

Leave of absence may now only be taken for **Exceptional reasons**:

- Educational event
- Family event

Parents must request leave for exceptional circumstances as far in advance as possible.

The request should be made in writing using the appropriate form: Leave of absence, Educational event or Family event (Available from the school office or on the school website).

This request must include the reason why you feel that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

On receipt of an application for leave on the appropriate form together with any supporting documentation, consideration will be given to the circumstance. A letter outlining the decision of the school will be sent to you within 7 days.

Homework at KS4

Your daughter is expected to spend **one hour for each piece of homework** set every evening. This reflects the increasing difficulty of the GCSE exams and how rigorous the examination process has become. The Learning Resource Centre (LRC) is open every day until 4pm; we encourage your daughter to make use of this quiet, well-resourced study environment. If you have any concerns about the amount or quality of homework set at KS4, please feel free to contact either your daughter's tutor or Head of Year regarding this matter. Further detail about the homework policy follows on the next page.

Best types of homework tasks involve:

- Prep work.
- Re-drafting & making corrections.
- Rote learning.
- Applying knowledge through practising exercises.
- Essay & extended writing.
- Preparing a starter activity or a plenary.
- Independent work (e.g., MyMaths).
- Rehearsals & practice (particularly for the Arts).

Procedures in the setting and monitoring of homework:

- Homework will be set in accordance with the homework timetable.
- Students should make a note of all homework set and due in date in their diaries.
- The diaries will be signed each week both by Parents and Form Tutors.
- Detailed descriptions should be written where necessary.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and sanctions policy.
- All homework will be marked within two weeks.

Homework Timetable

YEAR 10: Population A				
Monday	Tuesday	Wednesday	Thursday	Friday
Option A	Option C	Option B	Option A	Option B
Maths	PSHEC RE or English	RE English	RE or English	Option C Maths

YEAR 10: Population B				
Monday	Tuesday	Wednesday	Thursday	Friday
Option A	Option C	Option B	Option A	Option B
Maths	PSHEC English RE		English RE	Option C Maths

There will also be one homework from each of Biology, Chemistry and Physics.

Digital Learning

Devices and Microsoft Teams

Students at the Ursuline can participate in our forward thinking 1:1 device scheme that provides an engaging way for students to learn. Using their own school tablet device and the Microsoft Teams VLE, students can take advantage of a wide range of learning opportunities both in school and at home.

Laptops and Tablets at School

Parents and carers make monthly donations into the Governors' Fund. This fund enables the school to lease a tablet to students in Year 10. Students can use the tablet at home as well as at school.

A bank of tablets is also available for students during the school day. These tablets may be borrowed from the "Laptop Doctor" for a single lesson at a time and they must be returned by the same student. Students who participate to the tablet initiative may not borrow any machine from the Laptop Doctor, unless theirs is in repair. Students should respect the fact that these are limited in number and available to support the initiative. It is important that students use their own machine if they are lucky enough to have one. Tablets are a fantastic resource, and while they are insured against accidental loss or damage; students should always take care of them, especially as they are school property. Please note insurance will only cover the cost of one repair; any further damage must be paid for by the student.

It is not expected that students will use their tablets all the time every lesson. Rather, they are a resource in our toolkit of learning that should be used for short periods during lessons. It is expected that students will charge their tablet each evening and take care not to waste the battery life on trivial things in between lessons. This is first and foremost a learning facility. Tablets should come into school each day in the school bag for protection. Safe use instructions are provided along with instructions and a training session when the tablets are distributed, along with our internet safety policy.

Microsoft Teams: The Virtual Learning Environment

Microsoft Teams is an excellent resource that students can use both in school and at home. This safe web environment provides students with a wide range of learning opportunities:

1. Flipped learning: prepare for a lesson before hand by reading set material, watching a video, listening to a podcast etc.
2. Find resources for the lesson on MS Teams both in school and at home for reference.
3. Revise what has been done in the lesson before doing homework.
4. Complete quizzes to assess learning and get personalised feedback.
5. Upload work for the teacher and receive feedback on MS Teams.
6. Use links with the internet that have been chosen and checked by the teacher.
7. Check what homework has been assigned and the deadlines.
8. Take part in monitored discussions with your peers and the teacher to get help or to discuss ideas.

All work completed on the school network or uploaded to Microsoft Teams should be considered "best work", just like writing in an exercise book. Sanctions will apply if for example, students use slang or inappropriate language/material. The forums and discussion groups are for assessed work, not personal

chat. More serious infringements like bringing inappropriate images into school on the tablet or using resources in a disrespectful way will be referred directly to the Assistant Head teacher responsible for ICT and the school behaviour procedures will be followed. Please see the rewards and sanctions page of the student planner for details.

The school has an "E-safety" policy which may be viewed on our website. Parents are asked to read and discuss the use of ICT and e-safety through the "E-Safety Agreement and Acceptable Use of ICT and Social Media" in students' planners and must countersign the agreement.

We hope all students will enjoy using their 1:1 device and that it will add positive value to their progress.

Assessment Recording and Reporting

Regular assessment regarding your daughter's academic progress and achievement are vital to your daughter's success at the Ursuline High School.

We encourage all parents to attend Parents Evening, Academic Review Days and to contact the school outside of these times if there is a concern/information they wish to address or share with the school.

You will receive two interim reports and one full report. In addition, there will be one parents' evening where you will meet your daughter's subject teachers and other relevant staff, and two Academic Review Days where you will meet your daughter's form tutor and/or Head of Year.

Academic Review Days (ARD)

Autumn A: Academic Review Day & EMB grades distributed.

Spring B: Academic Review Day & EMB Grades distributed.

Parents' Evening: Summer B term

Electronic Mark Book

In addition to this, we will also be running an electronic Mark book (EMB) every two weeks. This means that subject teachers will input an effort and attainment grade for the work your daughter has completed every two weeks. At the end of each half term, you will receive the grade submitted in a cumulative assessment taken at the end of that half-term. This grade will show you how hard your daughter is working and is an excellent way of tracking and monitoring your daughter's progress.

Use of Textbooks

Your daughter will be issued with appropriate resources for all her subjects including textbooks.

Textbooks are very costly, and the school views them as an investment in your daughter's education.

The treatment of textbooks is very important, and I would like you to discuss this with your daughter. Textbooks should be treated with the greatest care and returned when requested in the condition they were received in. Your daughter will be expected to reimburse the full cost of any textbook that has been damaged or lost whilst in your daughter's care. A new book will be purchased with the money and your daughter may keep the damaged book.

Standards

Targets

- These will be issued this term ahead of the Academic Review Day. FFT targets will be used as the basis of our system set using national data.
- Grade 9s are not targeted, which does not mean they are not achieved or expected!
- Targets are a support guide they are not limiting!

Standards of attainment

- These are fine graded into the same subdivisions we used at KS3.
- Standards = Developing (lower end)/ Secure (mid grade) / Proficient (top end).
- Health and Social Care is a L2 Btec.
- Vocational L2 courses are equivalents for the purposes of Progression to 6th Form. So = one qualification in the students best 8 GCSEs.
- Your daughter is not expected to be achieving her targets in year 10. She should be no more than one whole grade away from her target; beyond this is considered underachieving.
- There are some exceptions to this in the case of MFL and Maths at this stage before the course is completed being 2 grades below target is considered on track.
- GCSE gradings in all GCSE subjects
- Vocational Courses are Graded with GCSE equivalencies Distinction*/Distinction/Merit/Pass/Fail

A*	A	B	C	D	E	F	G
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9	8	7	6	5	4	3	2	1
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*Only top 3% of all students in England will achieve a grade 9

- Grade 4 as the standard pass indicate a Pass
- Grade 5 grade which will be the expected threshold for year 10. (GOOD PASS)
- Grade 5 equates to the top grade C bottom Grade B of the old system.
- Broadly the Old Grade C Converted to grade 4 'PASS'.
- Grade 5 is called 'GOOD PASS'
- Grade 7 old grade A and 8 an A*.
- Top 20% of those who achieve grade 7&8 will receive a Grade 9 (Elite Performers).
- Grade 1 is the bottom awarded grade above a U.

How we Grade work

Formatively

- Assessment to aid learning journey (Throughout each half term)

Summatively

- Assessment of Acquired knowledge at an Assessment Point. (Standard Awarded each half term)

In addition to the standards, effort grades are reported to students and parents each half term.

- **Outstanding**
- **Good**
- **Requires improvement**
- **Poor**

Progress and additional support.

If students are below ARE or drop below their standard, we carry out;

- Small Group interventions in Numeracy, Literacy and Reading recovery.
- Specific Learning Support Groups.
- In class intervention in Subjects.
- Students with Specific SEND will have intervention as Co-ordinated by the SENCO.

Online Electronic Mark Book

- We have a system called Arbor where you can access information on your daughters attendance, punctuality, behaviour alongside any reports on progress, attainment or exams produced during her time at the school.
- We will provide you with the details on how to log on.

Personal Social & Health Education and Citizenship (PSHCE)

Students will be taught PSHCE through days off timetable. Below there is a list of the dates and topics that will be covered on these days. PSHEC is a statutory subject, so it is essential that your daughter attends, if not, she will not have covered the course and it will be very difficult for her to catch up. Some of the work is also covered in RE, English and Humanities.

What is PSHEC?

Personal Social and Health Education and Citizenship education aims to give students the knowledge, skills and understanding to play an effective role in society at local, national, and international levels and to make informed decisions about their education, career choices, health, and well-being. It aims to develop self-esteem and raise aspirations so that all students can achieve their personal and academic potential. It helps them to become informed, thoughtful, and responsible citizens who are aware of their duties and rights.

Student Services - removing barriers to learning.

At the Ursuline High School, we recognise that sometimes our students experience difficulties that affect their performance in school. To help in the removal of these barriers several services are available to students including:

- Counselling from the Youth Awareness Programme, the Ursuline Sisters and the Catholic Children's Society.
- Mentoring from KMEBP.
- Assessment and support from the Social Inclusion Manager.
- Health advice and monitoring from the School Nurse.
- An anti-bullying drop in.
- Advice from the Community Police officer.
- Restorative Justice meetings for students in conflict.
- Information and guidance for continuing education and careers.
- Intervention groups for targeted students in Year 10 and 11.

If we are unable to fully meet a student's needs within school, she may also be referred to agencies such as the Educational Psychologist, Children and Adolescent Mental Health, Social Services, Young Carers, and the Educational Welfare Officer.

Referrals for extra support are coordinated by the Assistant Headteacher Inclusion and Safeguarding, Michelle Alexander, in consultation with the Head of Year 10.

The Ursuline Serviam Passport

Every student in KS4 has a Serviam Passport. This is so students, parents and tutors can keep track of all the extra-curricular activities students are doing in and out of school and make sure that every student is **getting involved**. After all, Serviam is all about getting involved.

The Serviam Passport does not exist on paper. Instead, it is a document on MS Teams which only students and tutors can see. The Serviam Passport is divided into 4 sections:

1. Chaplaincy (fundraising, helping at services etc)
2. Student Leadership (school council, tour guides etc)
3. Extra-curricular activities (sports, music etc)
4. Out-of-school activities (visiting the theatre, museums etc)

Students will need to add any activities they have been involved in, to the correct section, adding the date, the teacher/person in charge and a brief evaluation. From time-to-time tutors will look through passports with students. If students are getting involved in lots of activities, they'll get rewards; if not, tutors will plan with students which activities they are going to get involved in so they can fill in the gaps in their passport. By the end of the year, all four sections should be full!

Attendance and punctuality

- We want the students to be in school wherever possible.
- We must know if your daughter is not attending by 9.30am as this is a safeguarding duty.
- We monitor all students with under 92% attendance weekly.
- Students with excellent attendance have a much higher chance of succeeding socially and academically.
- Please support us in ensuring our students have the best access to our curriculum, so they can achieve in all areas.
- Punctuality is monitored daily, and consequences are in place for those who are persistently late.

Proposed Punctuality Plan KS3 and 4

- Punctuality is taken very seriously. It is important that students are on time to school and for lessons.
- Every week, your HoY and tutor will check your punctuality and communicate with you and your parents if there are any concerns. If you arrive late, you must have evidence of a valid reason.
- Please see the actions and consequence for poor punctuality below.

Notifying students and parents:

- At 10.30 am, any student with an unauthorised late will be emailed by the attendance officer via Arbor and notified about their late detention.
- At 10.30 am, the parents of students with an unauthorised late will be emailed by attendance officer via Arbor and notified about their late detention.
- The attendance officer to print off names and to be handed to AHT behaviour of who to expect daily.

Number of lates	Action to be taken	Consequence for pupil
1	Same day detention Then same for any late thereafter.	Same day detention- 30 mins If doesn't attend 1 hour Friday
4	Tutor call home. Parents informed and plan agreed for being in on time.	Same day detention 30 mins If doesn't attend 1 hour Friday
5-8	HoY to send punctuality letter home to parents and offer support	Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report
9-12	HoY meeting with parents	Same day detention- 30 mins If doesn't attend 1 hour Friday

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	Parent meeting and action plan in place	Punctuality report escalated
13-14	Assistant Headteacher meeting parents to review action plan and support	Same day detention- 30 mins If doesn't attend 1 hour Friday Punctuality report escalated
15	Meeting with Headteacher and parents	Saturday detentions- 2 hours Failure to turn up to detention leads to suspension

Travel To and From School

- Students can use the buses to and from School.
- Ks3 students line up at the Arterberry road bus stop and Ks4 students at the bottom of Crescent Road.
- We STRONGLY encourage students to walk. It is often quicker to walk into Wimbledon or Raynes Park given long queue times at the bus stop and traffic. We also encourage a healthier lifestyle.
- Students must be considerate of our neighbours regarding noise and must never enter a resident's garden or sit on walls/railings.
- No loitering in Wimbledon – no shops.
- No more than 4 students together.
- Travel carefully (e.g., using crossings, avoiding use of air pods/headphones etc).

Parent Engagement & Communications

How and when to communicate with the school:

Important KS4 contacts at in this Guide (page 4 and a full staff directory can be found on [website](#).

Please use email to contact us as inbound communication is not available on Weduc.

Form tutors – general enquires about the Ursuline, friendship issues, organisation, homework, clubs/enrichment, uniform, equipment, travelling to/from school, punctuality, trips/calendar events.

Head of Year and/or Pastoral Support Assistant – Changes to family circumstances (bereavement, moving home, separation, illness etc.), mental health, bullying, safeguarding, online safety, absence request forms, request for your daughter to receive school counselling/educational well-being practitioner, financial support/free school meals.

Ms Young – Attendance and punctuality/lateness. All absences and lates must be reported via telephone or Weduc no later than 9.30am. If students are late more than 5 times to school, you will be notified, and they will receive a one-hour detention which is held on Friday afternoons after school.

Subject teachers must be contacted for any subject specific enquiries, including homework questions.

Our IT Helpdesk is available to help with any parent portal, laptops, and other IT queries.

For all other queries contact the Head of Year or AHT Ms Connor.

How we communicate with you:

The Ursuline High School is committed to ensuring parents are engaged in supporting their daughter's academic progress and personal development.

Parents are given many opportunities over the year to meet with their daughters' teachers and tutors to discuss their progress, and in addition receive regular progress reports.

We also provide opportunities for parents to learn more about the world their daughter's live in, through resource sharing, information evenings, and specialist sessions on issues such as online safety and mental health.

In addition, we are committed to effectively communicating with our parents and carers about school life and news and we use a range of mediums including our parent app (Weduc), email, website, information meetings, communications from the Head and other staff, our suite of newsletters and social media.

We communicate with both primary and secondary parents/carers, however there are some exceptions including consent forms and parent meeting bookings as we need to avoid receiving two responses. In these cases, we email primary carers only. Please ensure that you let us know if your details change.

Parents can choose to receive communications from us via Weduc (see below for further information), our app, or by email. Note that if you are a Weduc user you will receive some communications to our email including consent forms for trips and any 1:1 communications from staff.

In addition to Weduc, we use several other portals to support various elements of our students' learning journeys, including Arbor (records and reports), Evolve (consent forms and trips), and ParentPay (lunches).

If you're on Instagram or Twitter and you don't already follow us, please do - we have an active presence on both, where we share lots behind the scenes content. You can find us @uhswimbleton.

Visit the [Parent Engagement & Communications](#) page of our website to read more.

Weduc:

Weduc is our communications tool and is accessible via app or web portal.

We use Weduc to share form, year, and school wide communications. In addition, parents can use Weduc to report an absence, view historical absence records, read our newsfeed, and access quick lines to our website and other portals.

If you haven't already enrolled and would like to, email our IT Team who will send you an enrol code.

To ensure you do not miss messages from us, many of which are urgent and important, we recommend Weduc app users enable notifications. Weduc web portal users cannot enable notifications and we therefore ask that you log in daily. To help ensure you don't miss any messages, web portal users will also receive duplicate messages to their email mailbox.

Parents who do not wish to enrol will receive communications to their email mailbox.

Any technical queries regarding Weduc (or any of our other portals), should be directed to ITHelpdesk@ursulinehigh.merton.sch.uk

Visit the [Parent Portals](#) page of our website to access our Weduc FAQs and read more about our other Parent Portals including ParentPay, Arbor and Evolve.

Phones and Social Media

Mobile phones at school

A [study](#) published by the London School of Economics traced the impact of banning mobile phones at schools on exam scores. Researchers found that students in schools with phone bans gained higher test scores and that lower-performing students benefited the most. Academic research is clear that mobile phone use in school is a distraction and negatively impacts on progress.

To help keep everyone as safe as possible both commuting and at school, we recommend that expensive mobile phones are not brought into school. However, this is at parents' discretion. **Regardless of phone make/model, and in accordance with academic research and our Behaviour policy, if you choose to send your daughter to school with a mobile phone it must be switched off, placed in their locker at the start of the day and remain there until the end of the day. Any phones seen or heard in school will be confiscated. For security, all lockers should be locked with a padlock.**

If a phone is confiscated, a letter will be sent home to inform parents and request that they collect the phone from Student Services. If this is problematic the parent should contact the Head of Year to make alternative arrangements. No confiscated phone will be returned on the same day. The school has a small number of phones for emergency use i.e., for texts and calls. Students who are concerned about being contactable on the way home will be offered one of these phones and they can text the number to a parent, returning the phone to Student Services the next day.

Smartphones

There is growing evidence of the downsides of smartphones on sleep, friendships, mental health, bullying, harassment, and inappropriate content amongst others, and excessive use has a devastating effect on young people's wellbeing. Experts recommend delaying the smartphone for as long as possible or giving children one that is 'locked down'. For further recommendations and resources see below.

Social Media

Social media currently has a legal age of 13+. However, many experts believe social media is not suitable for young teens and there is widespread call for the age recommendation to be raised to 16+ and at the Ursuline we fully agree. 18 is the legal age for drinking alcohol, voting, and driving for example as it has been determined by experts that the mental maturity to make informed decisions does not truly kick in until this age. We agree with many experts that social media is no different.

The US Surgeon General, Dr. Vivek Murthy, recently published his Advisory [which issues an urgent and extraordinary public warning](#) that social media poses "a profound risk of harm". There is plenty of evidence showing that whilst social media does not negatively impact everyone, every child who uses these platforms is exposed to insane algorithms that care nothing about their wellbeing.

These algorithms are even more of a concern for children lying about their age to open accounts as platforms share content for specific ages. So, a child who is 10 in real life but has pretended they are 13 to open the account, will be targeted with content for 13-year-olds. Then when they are in fact 13, the platform then thinks they are 16 and so on.

Resources and Recommendations

To keep our children safe, it is essential they are media literate, and have boundaries. Holding regular discussions within the household around online safety, challenges and dangers, the algorithms, echo chambers and so on is key.

Should your daughter(s) have a smartphone, or access to social media and other platforms and apps, then we recommend following advice from experts and agreeing family rules including; using parent controls, setting screen and app limits, removing phones from bedrooms especially during homework time and at night, common areas at home for access, password sharing, limiting apps and turning location settings off on certain apps, following your child's account.

A complete list of resources is available on our [website](#) and includes but is not limited to: Lisa Damour (listen to Episode 54 of her 'Ask Lisa' podcast: How and when do I give my kid a phone, [National Online Safety](#), [Common Sense Media](#), [Jessica Chalmers \(The Social Jess\)](#), [Elizabeth Milovidov - Digital Parenting Coach](#), [Protect Young Eyes](#), [Thinkuknow.co.uk](#), and the [NSPCC](#). All these resources have value adding parent focused websites and social media accounts.

We also strongly recommend watching The Social Network (Netflix) as a family – with interviews from industry experts it explores the dangerous human impact of social networks and the power of the algorithm. [The Social Media and Youth Mental Health Advisory Report](#) from the US Surgeon General Dr Vivek Murthy is also a very valuable and insightful read.

In accordance with our Behaviour Policy, social media will not be tolerated, and there will be consequences for anyone found to be engaging in it 'for bad' regardless of whether they are of the legal age.

- If students do use social media, this will be taken into consideration when dealing with issues raised
- We need to work together to support our young people and we are stronger if we all do the same

Safeguarding Team at UHS



Ms Rachael Gilmore
Assistant Headteacher
Designated Safeguarding Lead
Mental Health Lead



Ms Kerry Connor
Assistant Headteacher
Ethos and Behaviour
Safeguarding Officer



Ms Jo Wild
Wellbeing Co-Ordinator
Safeguarding Officer



Ms Sarah McCourt
Year 8 & 9 Pastoral Assistant
Safeguarding Officer



Ms Danielle Boateng
Care Coordinator
Safeguarding Officer

If you have any concerns or worries, please see one of the members of Safeguarding Team or email at wellbeingsupport@uhs.wales.nhs.uk



TALK & LISTEN
AS THERE FEEL
CONNECTED



YOUR TIME
YOUR WORK
YOUR PRESENCE



DO WHAT YOU CAN
SHARE WHAT YOU DO
MOVE YOUR WORLD

Equalities, Diversity, and Inclusion.

The Ursuline Have a clear policy on inclusivity and we respect all the protected characteristics.

- Age
- Disability
- Gender Reassignment
- Race and ethnicity
- Sex
- Sexual Orientation
- Religion



We will look at each one across the year and think about how inclusive our community is and what actions we as individuals will take to work towards better equality for all.

Anti-Bullying Policy

How we deal with alleged bullying.

- Incident reported to school by staff/parent/student
- HOY/SLT begins investigation of incident
- Statements taken from all concerned, including witnesses
- Parents informed of investigation by HOY/SLT
- Decision regarding incident is made once all evidence is collated
- Appropriate sanction/support given and parents informed
- Support /strategies offered to students
- Conflict resolution between students
- Incident logged and monitored by HOY. Further incidents will be considered in future

Mental Health

This is an area of growing concern for our young people – resilience building is key.

- Balance with work and play
- Their best will always be good enough
- Pastoral support team
- South West London Trailblazer
- Safeguarding team
- School Counsellor/Nurse/EWP
- Off The Record Counselling and Kooth (online counselling) available to students this term



Safer Schools Police officer

This is PC Gunn, our school police officer, who your daughter will see around school and in assemblies.

PCSOs work with schools and young people as well as supporting crime and disorder reduction partnerships.

He also helps to educate on some of the issues that arise in PSHEC such as gang crime, peer abuse and sexual exploitation.



School Ethos



Our school motto is Serviam – 'I will serve'
All Ursuline students are expected to use their gifts and talents for the service of God and our community.



- The school offers a wide range of opportunities for personal development, learning skills, developing character and promoting confidence.
- Participation in the wider life of the school is a basic expectation and there are activities suited to lots of different interests.

The Serviam Passport



- Students record their participation and contributions to the Catholic ethos on their Serviam Passport
- Minimum expectation of two entries per half term
- Passport is monitored by tutors
- Recognition of students' contribution to Serviam takes place at the end of each term – certificates for those who show exceptional commitment
- Serviam assembly at the end of the year where students share their contributions with their peers
- Serviam Award at celebration

The passport is a testament to your daughter's commitment to our ethos and her engagement in the wider life of the school

The House System



Activities across the year, both physical and virtual that promote team work, communication, independence and healthy competition.

Aims:

- Smooth transition from Primary School for Y7
- Create sense of belonging – Micro communities, integrate with other year groups.
- Create roles of responsibility and Link to Student Leadership.
- Healthy competition
- Confidence and Respect for others
- Benefit from Role Models
- Positive relationships with staff



Behaviour Management

Students are rewarded for:

- Demonstrating the school's Core Virtues
- Serviam: using their gifts, talents and time for the benefit of others
- Representing the school in a positive way
- Cooperation & positivity
- Growth mindset
- Marked improvement in attitude or progress
- Consistently good classwork or homework
- Good stewardship
- Acts of solidarity/support

Conversely students can be given sanctions for lack of cooperation, rudeness, failure to follow instructions etc.

Multiple sanctions can trigger a requirement to attend homework club, a detention or participation in a weekly report card.

Each sanction will trigger an email to the parents stating the nature of the sanction.

The aim of the system is to foster and reward positive behaviour for learning.

You can monitor your daughter's rewards and sanctions on Arbor.

SECTION 2: THE CURRICULUM

Art

Contact: Ms. Agnieszka Ciechanowska

3 lessons per week

Examination Board: Pearson

Specification: 1AD0 – 01/02

Qualification: GCSE Art & Design

Why do we teach Art?

				
Ancient cave paintings Chad	'Autoportrait' Tamara De Lempicka	'The Creation of Adam' Michelangelo	The Amphitheatre Rome	'The Problem We All Live With' Norman Rockwell
<i>To Communicate</i>	<i>To Express</i>	<i>To Understand</i>	<i>To Inspire</i>	<i>To Show</i>

How do we teach Art?

You will learn about art through the Creative Process of exploring, reflecting and refining. You will be able to explore different techniques and processes; artists, designers and craftspeople and areas of the Arts Industries. These explorations will be inspired by different stimulus that reflect what you see in the world around you from natural forms to political works of art. This process will allow you to make works of Art that express and show individuality and meaning.

Course content

Throughout the year students learn about historical and contemporary practice in a variety of Art forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful, and informed.

Distortion

Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists. From here students explore media and materials using their chosen artists as inspiration before creating their own developed idea.

This Girl Can

Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.

These two projects combined make up 40% of their total GCSE mark.

Student groups

Mixed ability groups – handbook for guidance and challenges set every lesson.

Monitoring progress

Projects are marked in line with the whole school policy and Pearson's Assessment Objective guidelines. The grade that the student receives will be a current achieving grade at GCSE level. The grades may progress through a project only to be reduced at the beginning of the next project.

Assessments

End of 1st Unit Distortion - DEADLINE February 2019

End of 2nd Unit This Girl Can - DEADLINE July 2019 – and 5-hour end of year exam

Homework

All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits

Artist workshops throughout the year.

Tate Britain Gallery Visit for Y10

Art Textiles

3 lessons per week

Examination Board: Edexcel

Specification: 1TEO

Qualification: GCSE Art Textiles

Why do we teach Art?

				
Ancient cave paintings Chad	'Autoportrait' Tamara De Lempicka	'The Creation of Adam' Michelangelo	The Amphitheatre Rome	'The Problem We All Live With' Norman Rockwell
<i>To Communicate</i>	<i>To Express</i>	<i>To Understand</i>	<i>To Inspire</i>	<i>To Show</i>

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Course content

Throughout the year students learn about historical and contemporary practice in a variety of Art and design-based forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful, and informed.

Distortion

Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists and designers. From here students explore media and materials using their chosen artists as inspiration before creating their own developed idea.

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These two projects combined make up 40% of their total GCSE mark.

Student groups

Mixed ability groups – handbook for guidance and challenges set every lesson.

Monitoring progress

Projects are marked in line with the whole school policy and Edexcel Assessment Objective guidelines. The grade that the student receives bi-weekly will be a current achieving grade at GCSE level.

Assessments

End of 1st Unit (coursework) - DEADLINE February 2021

End of 2nd Unit (exam project) - DEADLINE May 2021 – and 5-hour end of year exam

Homework

All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits

Artist workshops throughout the year.

Tate Britain Gallery Visit for Y10

How parents can help

Take students to galleries in the holidays to allow them to see a variety of work.

Get students to build up a Pinterest board showing favourite designers and techniques.

Business Studies

Contact: Mr Barton

3 lessons per week

Examination Board: Pearson/Edexcel

Qualification: GCSE Business Studies

Why do we
teach Business?

- Businesses **affect all of our lives** and the decisions that we make, including what we choose to eat, what we choose to wear and how we live.
-
- Exploring how businesses in the real world make decisions will enable you to understand your own **buying power** and how you can positively impact **business decisions** either as a **consumer**, an **employee** or an **owner** of a business.

How do we
teach Business?

- You will learn about key **business concepts** through the exploration of **business case studies**.

Course content

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.

Paper 2 - Theme 2: Building a business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.

Monitoring progress

On-going, through continuous class work and homework monitoring, and regular assessment opportunities. Mock exam questions are used and incorporated into lessons and assessments throughout the year to build exam skills and to monitor progress.

Homework

Students will be set homework every week in line with the school homework policy. In Year 9 this homework will include research tasks, further reading, exam style questions and business projects.

Textbooks, materials & visits

- Edexcel GCSE (9-1) Business Student Book written by bestselling Business author Ian Marcousé
- Edexcel GCSE (9-1) Business Teaching and Learning Digital Resources containing interactive resources, lesson planning tools, self-marking tests and assessment

Primary research from company websites and visits to businesses.

Exercises from various other textbooks and teaching materials.

Over the two years of this course students will be given the opportunity to take part in a wide range of industrial visits including educational visits to local, national, and multinational companies. They will also get to hear from numerous high-profile speakers on a wide variety of business topics.

Students will also be given the opportunity to take part in numerous business and enterprise competitions throughout the year to further their wider knowledge around the subject.

How parents can help

Talking with students about the work they are currently studying. It is useful if parents ask to see students' work throughout the year, especially as parents are likely to be customers or even employees of many of the companies studied in case studies and therefore may be able to offer suggestions and a real insight into the business environment. Students may ask parents questionnaires on shopping habits, influence of advertising etc. throughout the course. Ensuring that homework is completed on time and that students can reflect and discuss their subjects with someone outside of school is always beneficial and encouraged.

Useful Websites:

<http://news.bbc.co.uk/1/hi/business/default.stm>;

<http://www.bbc.co.uk/schools/gcsebitesize/business/>

<http://www.tutor2u.net/blog/index.php/business-studies/>

<http://www.ft.com/home/uk>

<http://qualifications.pearson.com/en/home.html>

<http://www.businessstudiesonline.co.uk/live/>

Computer Science

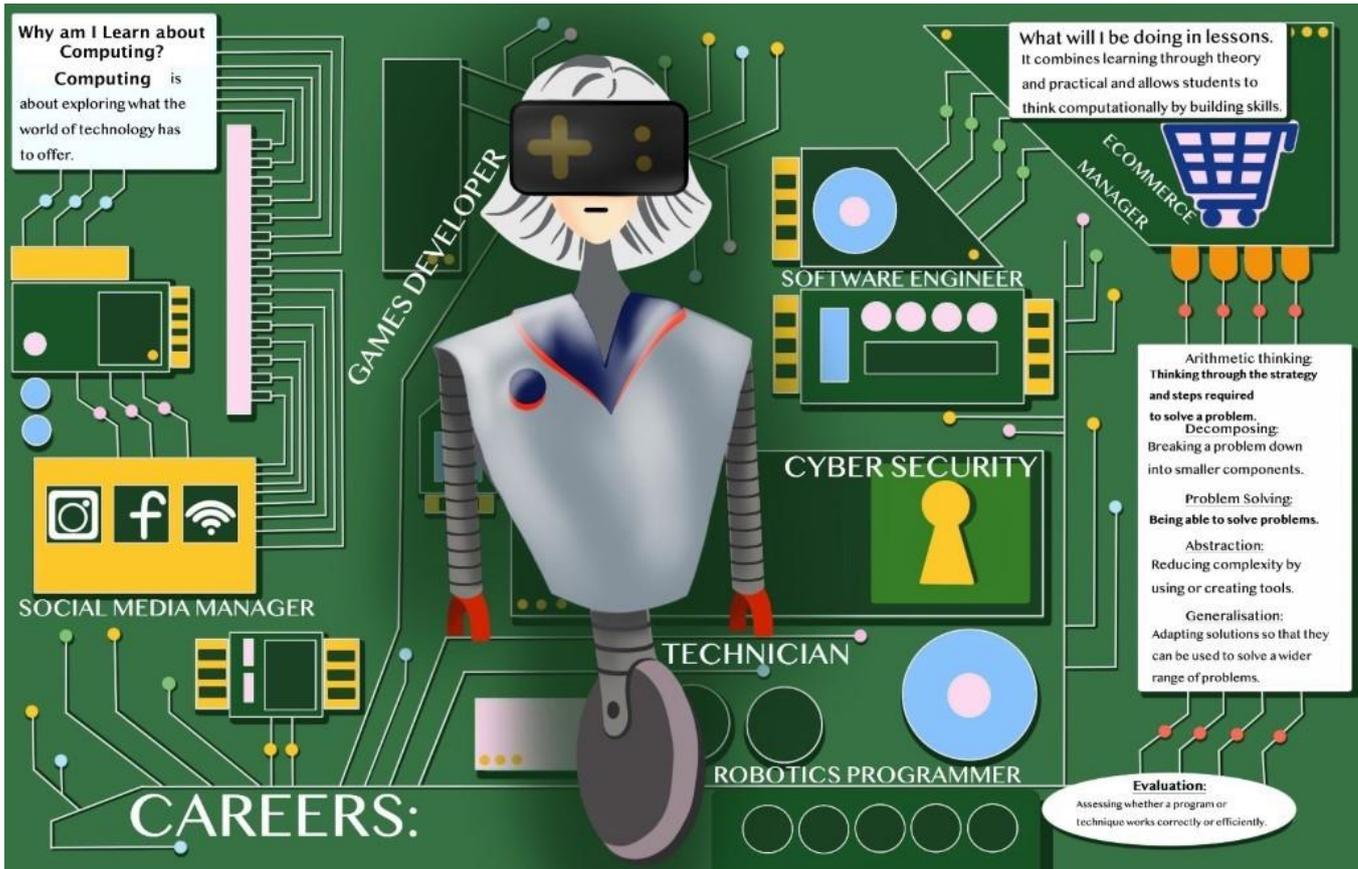
Contact: Mrs Bhayat

3 lessons per week

Specification: J277

Qualification: GCSE Computer Science

Examination board: OCR



Course content

Students will be carrying on studying the contents of exam 2 on computational thinking, algorithms and programming. Modules 2.4 Boolean Logic and 2.5 Programming languages and Integrated development environments will be covered. Pupils will also be completing their 20 hour NEA project. This project does not count towards the student's final mark but is important to cover as students get the opportunity to place the theory work, they have learnt over the year into practice.

Student groups

Students are taught in mixed ability groups. This subject was an optional choice subject that students will have selected in year 8.

Monitoring progress

Every half term every student will be assessed on group work oracy as well as an end of half term EMB assessment.

Assessments

Exam 2 Computer Systems = 50%

Exam 1 Computational Thinking, Algorithms and Programming = 50%

NEA Coursework = 20 hours to be covered

Each half term there is a EMB as well as a Oracle assessment with group work.

End of year exam will be a sample exam paper for Exam 2.

Homework

Pupils are expected to go over the lessons at home after each lesson as well as given a 45 minute piece of homework set twice a week which may be practical using python as a coding language.

Textbooks, materials & visits

Ms Teams will contain lesson materials.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

www.python.org

https://www.youtube.com/watch?v=1cySy98Bv3g&list=PLboXykqtm8dy_DNg1NZiS08Dnyj35PWXw

craig and dave you tube channel.

CGP Computer Science OCR J277

How parents can help

Monitor quality and detail of class work and homework.

Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to explore and attend any computing clubs at universities for summer school or local libraries. Allow your daughter to watch programmes and movies supporting the use of technology and its history. Making visits to museums such as the science museum.

Ensure that your daughter has access to Python and is practicing using this program at home by creating their own mini programs.

Design Technology

Why do we teach Design & Technology?

Design Technology is an area of study that focuses on planning, designing, making and evaluating products. By understanding how the materials and processes are used and impact on our environment; you will become an empowered consumer and your practical and problem solving skills can be applied at home, to future education courses and at work.



How do we teach Design & Technology?

You will apply your new skills and learning from other subjects such as Maths, Science, Geography and Art to design and make products by hand and computer-controlled machines and to have lots of fun.

Contact: Ms Thomas

3 lessons per week

Examination board: Edexcel/Pearson

Specification: 1DT0

Qualification: GCSE Design Technology

Course content

During this two-year course students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components.

In Year 10 the projects focus mainly on working with polymers to develop their understanding of manufacture and sustainability. Students will also learn about wider design principles and the effect of design on users and the world we live in. They will then develop a deeper knowledge and understanding of other the other specific materials listed above and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions, through the study of existing design solutions.

Student groups

Mixed ability

Monitoring progress

Every half term student's books will be marked in line with the New GCSE curriculum standards.

Students will be given individual targets that they will be expected to meet in the following half term. These will be written on their EMB Tracking sheets in their books.

The EMB will test their learning using exam style questions. This will build a resource of model answers.

Assessment

Mathematical skills must be mapped explicitly. Since these cannot be assessed in the NEA, this will mean that mathematical skills will represent 15% of the overall exam paper.

The Iterative Design Challenge is a single task that is worth 50% of the qualification. Edexcel will release contextual challenges in June of each year. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content.

This examination is 1 hour and 45 minutes, and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

Homework

Homework is set weekly and covers the two entries in their planners.

Set each week related to practical projects where possible and will include:

Research, Designing, ICT, Planning the making, Safety related issues, Evaluations, Prep work and Mathematics for D&T.

Textbooks, materials & visits

Pearson's brand-new resources for Edexcel GCSE (9-1) Design and Technology (Hard copy in school)

(ActiveBook subscription to digital copy)

technologystudent.com (Mobile app available)

<https://www.bbc.com/bitesize/examspecs/zb6h92p> BBC Bitesize GCSE Edexcel Site. How parents can help.

How parents can help

- Students should have access to ICT (including the internet) and will need a USB/memory stick.
- They will use Techsoft 2D Design Tools and Fusion 360 available via School Laptop Scheme
- Encourage students to read through their work for errors.
- Check homework diary regularly and support with homework tasks to ensure completion and on time delivery.
- Researching materials in the real world in everyday life.

Drama

Contact: Mrs Melliush

3 lessons per week

Examination board: Edexcel

Specification: 1DR0

Qualification: GCSE Drama

Why do we teach Drama?

We teach Drama because it is one of the great art forms to which, we believe, all students should have access, because the skills it delivers, such as vocal and physical expression, have huge transferable value and because it shines a light upon the ways in which human beings interact.



How do we teach Drama?

Drama is taught through shared modelling and examples of dramatic skills and/or genres, followed by application through group work with use of such techniques as hot seating, improvisation and role play.

Skill/genre > research > rehearsal > performance > evaluation

Course content

- Component 1 Devising Drama (practical) (40%) Devised performance supported by a portfolio
- Component 2 Performance from Text (practical) (20%) Performance of two extracts from one play assessed by Edexcel
- Component 3 Theatre Makers in Practice (40%) 1 hour 45 minute exploration and study of one complete performance text. and live theatre evaluation.

Student groups

Classes as per option choice (mixed-ability)

Monitoring progress

Continual assessment of:

- Group work: cooperating, negotiating, compromising, teamwork, planning
- Research/Analysis: Feedback in class discussions,
- Practical exploration work: Role-play, improvising, utilising lighting, set, costume and sound in Drama, exploration, and performance

Performance Preparation Process

Text adaptation, lighting, sound design and annotation, Rehearsal Schedule, Designing Set, Costume, lighting, sound/music,

Homework

Practical preparation:

- Daily Practice at home 1 hour a day on Monologues, Multi Rolling, Annotating text for performance.
- Once a week Group Rehearsal in the Drama Studio afterschool preparing practical presentations performance

Research

- Analysing recordings of the practical work.

Assessment

Summer 1 and 2 Component 3 Exam 40% Theatre Makers in Practice.

Textbooks, materials & visits

Students are provided with handbooks for each unit; GCSE Drama Guide for Parents

Candidates are required to arrange and/ purchase their own costumes, sound/music, set and prop materials.

Visits

Globe theatre; Polka Theatre, Wimbledon; New Wimbledon Studio Theatre; Orange Tree Theatre, Richmond.

How parents can help

- Ensure excellent attendance to school Absence not only affects your daughter's attainment but also her group members.
- Monitor Key Assessment and coursework dates. Read written coursework.
- Encourage and attend performances with your daughter at New Wimbledon Theatre, Colour House Theatre, Polka Theatre and The National Theatre.
- Discuss their practical work and the issues they are exploring,
- Read and discuss their performance playtext with them.

English

Contact: Mr Noble

4 lessons per week

Examination board & specification: AQA English Language and English Literature

Qualification: GCSE English Language and GCSE English Literature

Why study English?

The study of English fosters critical thinking skills, develops creativity, exposes us to ideas from other cultures, and encourages thoughtful self-examination. English enables you to understand the world and the world to understand you.

Great literature is not simply the exploration of facts; it reminds us of perpetual cycles of collective human experience, cycles that *are shared*, in which humans across all cultures and all time periods have found ways, albeit imperfectly, to understand others.



How do we teach English?

You will explore texts, discuss complex ideas, analyse works of great literature, evaluate writers' intentions, and be inspired to develop your creativity.

Course content

All students study both English Language and English Literature.

GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure, and the quality of language. The texts, across a range of genres and types, support students in developing their own writing by providing effective models. The texts include literature and extended literary nonfiction, and other writing such as essays, reviews and journalism (both printed and online).

The GCSE specification in English literature requires students to study the following content:

- at least one play by Shakespeare
- at least one 19th century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

In Year 10, our students study *An Inspector Calls* by J.B. Priestley, *Macbeth* by William Shakespeare, and a selection of poems from the *Power and Conflict* Anthology. In addition, to prepare them for their language exam, they complete modules based on 'Explorations in Creative Reading and Writing' and 'Writers' Viewpoints and Perspectives'.

English Language

Paper 1: Explorations in Creative Reading and Writing 50%

(Externally assessed)

Paper 2: Writers' Viewpoints and Perspectives 50%

(Externally assessed)

Non-examination Assessment: Spoken Language 0% (Internally assessed)

English Literature

Component 1: Shakespeare and Post-1914 Literature 50%

(Externally assessed)

Component 2: 19th-century Novel and Poetry since 1789

(Externally assessed)

Student groups

We look at the end of KS3 English exam results and their attainment grades across year 9 to set students. Attainment in English is excellent and students in all sets achieve remarkably high grades.

Monitoring progress

Students will work towards linear examinations at the end of Year 11. To ensure students are making progress and teachers can clarify misconceptions, regular EMBs will take place. Moreover, their end of year exam will be a full mock examination.

Homework

Homework tasks are set weekly, but the frequency and type of task will depend on the text they are studying. Students may be asked to read, research a topic, complete a writing task, or carry out an analytical piece of work.

Textbooks, materials & visits

Some key texts are provided for students. Any student who loses a text will be required to pay for the cost of a replacement text. Students must buy their own copy of *An Inspector Calls* and *Macbeth*, as this will also be used in the year 11 exam. Students may then annotate their own copy. Where possible, we organise theatre visits.

How parents can help

Encourage your daughter to read both fiction and non-fiction regularly. Engage in conversations about what they are reading and their thoughts on the characters, issues or themes. Watch performances of the literature texts with your daughter.

Food Preparation & Nutrition

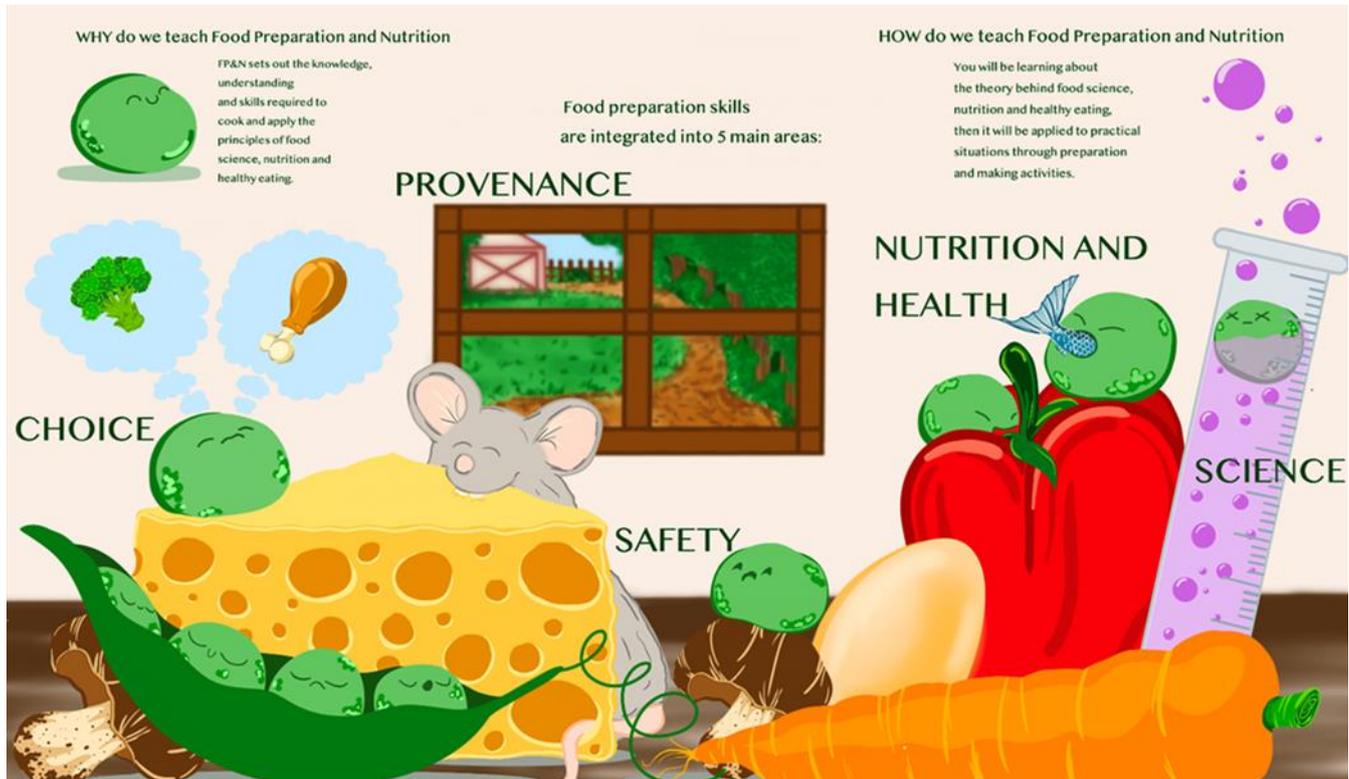
Contact: Ms Hoyles

3 lessons per week

Examination Board: AQA

Specification: 8585

Qualification: GCSE Food Preparation & Nutrition



Course content

The majority of the specification will be delivered through preparation and making activities, students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

The 5 topics being taught will be:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

The range of food and ingredients studies will reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta.
- Fruit and vegetables (fresh, frozen, dried, canned and juiced).
- Milk, fish, eggs, soya, tofu, beans, nuts and seeds.
- Butter, oil, margarine, sugar and syrup.

Students will also be taught practical skills, including general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of other equipment (electrical like blender and hand equipment like a pasta machine), cooking methods, how to prepare, combine and shape food, sauce making, tenderising and marinating, dough, raising agents and setting mixtures.

Student groups

Mixed ability.

Monitoring progress

Homework and class work is checked on a weekly basis, and will be marked in accordance to GCSE levels (9-1). The grade the student will receive will be the GCSE grade she is currently achieving. These grades will be put on the Electronic Mark Book.

Assessment

Task 1 – The Food Investigation (15% of GCSE)

Task 2 – The Food Preparation Assessment (35% of GCSE)

GCSE grades (9-1) will be inputted through the electronic mark book, as per the assessment calendar, which will reflect the grade your daughter is currently working at (CAG).

Homework

2 pieces of homework per week.

Textbooks, materials & visits

AQA – Food preparation & Nutrition – Hodder Education - ISBN – 978147186364

AQA – Food Preparation & Nutrition – Illiminate – ISBN 13:978-1-908682-79-9

www.nutrition.org.uk for Food News and nutritional information.

How parents can help

Encourage your daughter to read about changes in nutritional guidelines. www.nutrition.org.uk releases updates regularly.

French

Contact: Ms Guillet-Said
3 lessons per week
Examination Board: AQA
Specification: 8658
Qualification: GCSE French



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Life at school/college / Travel and tourism
Spring Term: Education post-16/
Healthy/unhealthy living

Summer Term: Marriage/partnership / Social media / Mobile technology

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type papers.

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam question
- Translation & Writing tasks.
- Past Papers

Assessments

December Assessment: Listening, Reading & Writing papers
June end of Year 10 exam: Listening, Reading & Writing papers
July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Encore Tricolore 4 at home + AQA work /text books in lessons.

Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)

ICT websites: www.languagesonline.org.uk; www.AQA.org.uk/8658

Exchange with Ursuline School of Largenté in Bayonne, France

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in French.

Encourage students to have French music on their mp3 to practise listening.

Holiday in French speaking countries whenever possible.

Geography

Contact: Mr Carton

3 lessons per week

Exam board: AQA

Specification: 9030

Qualification: GCSE Geography



WHY DO WE TEACH GEOGRAPHY?

- ❖ To learn about the places and communities in which we live and work
- ❖ about our natural environments and the pressures they face
- ❖ about the interconnectedness of the world and our communities within it
- ❖ how and why the world is changing, both globally and locally
- ❖ how our individual and societal actions contribute to those changes
- ❖ about the choices that exist in managing our world for the future
- ❖ the importance of location in business and decision-making
- ❖ how physical and human process shape our world

HOW DO WE TEACH GEOGRAPHY?



By developing knowledge through enquiry- based learning, using topical and current sources to enable this for example maps, graphs, podcasts, public statements, video clips, audio and visual aids and newspaper articles.

Course content

UNIT 1: PHYSICAL GEOGRAPHY –

External exam 1 hour 30 minutes.

37.5% of final marks.

Includes Section A – The Restless Earth – Earthquakes and volcanoes; Section B – Water on the land – rivers and flooding; and The Coastal Zone – coasts and management.

UNIT 2: HUMAN GEOGRAPHY –

External exam 1 hour 30 minutes.

37.5% of final marks.

Includes Section A – Population Change and Urban Environments; Section B – Tourism and The Development Gap.

UNIT 3: CONTROLLED ASSESSMENT: LOCAL FIELDWORK INVESTIGATION –

6 hour write up under direct supervision.

Guidance of 2000 words.
25% of final mark.

Student groups

Students are taught in mixed ability groups based upon their option choices.

Monitoring progress

Students are taught in line with the school marking with GCSE 9- 1 levels awarded for key assignments. Students work in files which are checked every 2 weeks by teachers. EMB tasks are completed fortnightly based upon GCSE exam style questions.

Fieldwork

Fieldwork is completed in February/March time of Year 10 in preparation for Unit 3 skills exam. Students will go on TWO day trips to Juniper Hall field Study Centre where they will complete research on both Physical and Human Geography units of work – Rivers and Urban Environments. Students therefore will study these units of work first to ensure the basic knowledge and understanding.

Homework

Homework set weekly. This includes:

Research, report writing, OS map work, analysing geographical data, extended pieces of writing (essays, letters, diary entries, speeches), structured questions, decision making exercises.

Homework is set according to ability.

Assessment

Linear course – all exams (Unit 1, Unit 2 and Unit 3) are to be completed at the end of Year 11.

Textbooks, materials & visits

Textbooks: AQA Geography GCSE

Videos / DVDs / CD ROMS / Newspaper articles

Department produced worksheets/resources.

How parents can help

Encourage students to read/look for topical news articles/documentaries. Visit Libraries to help with research/coursework assignments.

Websites:

www.s-cool.co.uk

<http://quake.wr.usgs.gov>

<http://www.for.nav.edu/geography/tg>

www.bbc.co.uk (Education section)

www.fsc.co.uk

www.cpre.co.uk

German

Contact: Mrs Harriot

3 lessons per week

Examination Board: AQA

Specification: 8668

Qualification: GCSE German



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.

Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Life at school/college / Travel and tourism

Spring Term: Education post-16/
Healthy/unhealthy living

Summer Term: Marriage/partnership / Social media / Mobile technology

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type papers.

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam question
- Translation & Writing tasks.
- Past Papers

Assessments

December Assessment: Listening, Reading & Writing papers

June end of Year 10 exam: Listening, Reading & Writing papers

July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Edexcel + AQA work /text books in lessons.

Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)

ICT websites: www.languagesonline.org.uk; www.aqa.org.uk/8658, www.klar.co.uk

Visit to German School in Richmond

Visit to Ursuline School in Kohn, Germany

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in German.

Encourage students to have French music on their mp3 to practise listening.

Holiday in German speaking countries whenever possible.

Technical Award in Health and Social Care

Contact: Ms Taylor

3 lessons per week

Qualification: Level 2 (Equivalent to 1 GCSE)

Examination Board: AQA

Social Science Faculty



Why do we teach social science?

“We aim to develop the evaluation, application, and research skills so our social science students use their talents and abilities to improve our ever-changing social world”

How will your teachers teach the social sciences?

You teachers have designed your social science curriculum to take you on a journey of skills development. You will develop your skills of understanding and demonstrating knowledge of the key studies and theories. You will then learn to develop your application and analysis skills when you discuss real life implications of research to the social science sectors. You will be confident in your evaluation skills and will have developed an in-depth process of critically interpreting and analyzing exam and real-life materials. Your essay writing and coursework skills will develop through a focus on literacy and your advanced evaluation, application, and research skills will enable you to leave year 13 able to enter any further education or work establishment with the confidence, abilities and talents to pursue a successful career making a positive change in the social world.

Course content

The Technical Award in Health and Social Care will equip you with practical health and social care skills. You will learn about development through the life stages, understand the well-being of individuals in health and social care and develop an awareness of healthy lifestyles and health promotion campaigns.

This course is provided by AQA for first year of teaching in September 2017. This vocational qualification will count as the equivalent to one GCSE at the end of the award.

Unit 1: Improving the well-being of an individual (coursework unit worth 30% of overall Award)

You will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. You will then review and evaluate the impact this plan has had on their chosen client.

Unit 2: Promoting healthy living (coursework unit coursework unit worth 30% of overall Award)

In this unit you will research and evaluate existing health promotion campaigns and then plan and deliver your own health promotion campaign. This involves an element of creativity that you will enjoy, particularly as you will have the freedom to choose the type of materials you produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, you will review and evaluate the success of your campaign.

Unit 3: Development through the life stages (1.5 hr exam, worth 40% of the overall Award)

This exam unit covers the following topics:

- The stages and patterns of human growth and development
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals from the sectors who are involved in supporting life events
- Definitions of health and well-being

Student groups

Mixed ability

Monitoring progress

Pupils will submit draft versions of each of the criteria for teacher feedback

Pupils will receive written and oral feedback on how to improve

Homework

Homework is set weekly. This includes research and preparation for internal assessments

Textbooks, materials & visits

<http://www.aqa.org.uk/resources/health-and-social-care/technical-award/teach/textbooks>

The NHS Choices website is a great website for all health matters

<http://www.nhs.uk/Pages/HomePage.aspx>

Using the BBC website, students can access a wide range of information on exercise and fitness:

<http://www.bbc.co.uk/news/health>

The British Nutrition Foundation at www.nutrition.org.uk has a wide range of information for individual students or groups to look at.

How parents can help

- Pupils should have access to ICT (including the internet)
- Encourage students to read through their work for errors (using their green pen)
- Pupils will need a USB/memory stick
- Support her in her homework tasks to ensure completion and on time delivery.
- Check homework diary regularly
- Proof read your daughters work
- Contact class teacher

Homework

Homework is set twice a week as per the homework timetable. Students should spend between 45 minutes and one hour on each homework task per week. Homework tasks will take on a variety of formats across the year. This could be independent research, creative writing, formal writing e.g. short and long answer questions, presentations, project work and revision.

Textbooks, materials & visits

Edexcel textbooks

Edexcel revision guides

Useful websites:

Information and quizzes - <http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>

Factual Information - <http://www.spartacus.schoolnet.co.uk/>

Videos & podcasts - <http://www.youtube.com/user/mrallsop>

Original documents & activities - <http://www.nationalarchives.gov.uk/education/>

How parents can help

The most basic but, practical way to help, is ask your daughter what she has been learning and perhaps even ask her to teach you a specific topic or skill. Another way could be to read through and check your daughter's work with her – this does not have to focus on the historical content - it could be for spelling, effort and presentation.

Students should also be encouraged to watch the news and read newspapers. This will help broaden her historical knowledge and allow her to place her learning in the context of the modern world. Discussing any current affairs with your daughter would be of great benefit.

Mathematics

Contact: Ms Aberdeen Y10 & 11 coordinator

5 lessons per week

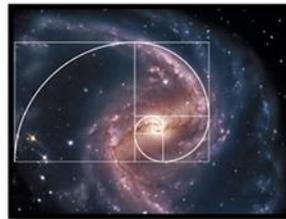
Examination board: Edexcel

Specification: 1MA1

Qualification: GCSE Mathematics

Why do we teach mathematics?

Maths is a universal language that helps us to solve problems, look for patterns and find order through logical, systematic thinking. It helps us make sense of our world and how we can make a difference in it.



How do we teach mathematics?

In order to do that: we explore and discuss new concepts, impart knowledge, model new skills, develop fluency in those skills, and then apply and adapt the skills for different situations.

Course content

This is a GCSE Maths Linear Course and the following content will be examined:

- Number
- Algebra
- Ratio, proportion, and rates of change
- Geometry and measures
- Statistics
- Probability

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all papers where 9 is the highest grade.

Two tiers are available: Foundation and Higher. (Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9)

The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Student groups

Groups are set according to mathematical ability.

Monitoring progress

Homework grades are recorded in line with school policy. Scores and GCSE grades are given for tests and are compared to target grades.

Assessment

Students will be assessed each half term, with a cumulative test followed by therapy then a retest and these assessments are used for reporting 'currently achieving' grades. All students sit a summer examination which is used for the end of year report. All grades reported for maths will use the grading system 9-1.

Homework

Three homework tasks are set a week and marked according to Maths Faculty homework policy.

Textbooks, materials & visits

Students have access to GCSE mathematics resources through MS Teams. Homework will often be set from these resources. The Mathematics teachers generate exam support and extension materials.

How parents can help

Encourage students to keep a full set of Mathematical equipment (including a scientific calculator) and bring it to every Mathematics lesson. Check your daughter's homework to see that full working out is shown and not just the answer. Be aware of revision lists and therapy work to support with examinations

Revision websites

www.bbc.co.uk/schools/gcsebitesize/maths

www.mymaths.co.uk <http://corbettmaths.com>

Music

Contact: Mr Ching

3 lessons per week

Examination board: Pearson - Edexcel

Specification: 1MU0 2016

Qualification: GCSE Music

Why do we teach Music?

We teach Music because it is one of the great art forms and a truly global language to which, we believe, all students should have access. The skills it delivers have huge transferable value and they will help you be successful in your lives. Being able to appreciate and perform music will enrich you as a person. Music is found in every culture in the

world and it helps create a sense of personal identify and allows you to express yourself: we celebrate human diversity by studying music from different cultures and traditions.



How do we teach music?

Music is taught through practical activities based on listening and appraising, composing and performance. You will become more effective and confident performers by learning to rehearse effectively and by assessing the impact of your own performances and those of others whilst considering how to make them even better.

Experimentation and risk taking are important aspects of composing and you will be encouraged to be creative when developing your own music. You will learn about music by developing your aural skills and understanding of key musical terms.



Course content

Students will study a multi-faceted course that incorporates performing, composing and appraising Music. Students will develop their solo and ensemble skills and can perform on any instrument/voice (including using Music Technology) and choose music from any style or genre. Students will be taught to compose in a range of styles and use musical techniques from the four Areas of Study: Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen and Fusions. There are two set works from each area of study which the students will analyse and answer questions about in the listening and appraising exam. Students will learn to compose using notation software (Musescore) and create scores using different notations.

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Every half term every student must give one solo/ensemble performance at an evening GCSE Concert which is recorded and assessed.

Throughout the course students will complete composing activities starting with short exercises in Year 10 before starting the final compositions in the spring term of Year Ten and the Autumn Term in Year 11.

Research and listening 'written' work will be submitted on MS Teams.

Assessment

60% of the final Grade is based on the practical activities of performing (30%) and composing (30%). The final 40% is based on the listening and appraising exam in which students will be asked questions about the Set Works and unfamiliar Music.

Candidates have to give two performances (one solo and one ensemble) which have to last in total for a minimum of four minutes and compose two pieces of music which last in total at least three minutes. One composition is a free composition and the other has to be based on a brief set by Edexcel: there will be four briefs to choose from. The free composition will be due by the end of Year 10 and the composition to a brief will be due by the Spring half-term in year 11.

Homework

A 45-minute piece of homework set twice a week which may be practical (preparing a performance or working on a composition) or written work based on aspects of the course.

Textbooks, materials & visits

Course content books; variety of worksheets and reference materials

Relevant videos, DVDs and internet sites including Focus on Sound and BBC bitesize, Edexcel Anthology and Student Books

How parents can help

Monitor quality and detail of class work and homework. Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to attend music clubs in school and take her to live musical performances. Ensure that your daughter has access to and listens to recordings of all the set works and that she has Musescore software (which is a free download) installed on her tablet or a computer at home.

PE GCSE

Contact: Mrs Corrigan

3 lessons per week

Examination board: Pearson

Specification: 1PE0

Qualification: GCSE PE

Course content

Autumn Term: Practical session with 2 Theory Lessons – practical's are determined by the skills of the class & the practical options available but may include Netball, Dance, Athletics, Rock Climbing, Football and Tennis.

Spring Term: Practical session with 2 Theory Lessons – practical's are determined by the skills of the class – they will include 1 of the above named sports and completion of a personal fitness programme.

Summer Term: Theory and revision sessions/ exam preparation and formal assessment for practical work/videoing of practical assessments.

Theory: Physical, emotional & social health. Lifestyle choices & impact, Diet/optimum weight. The skeletal system, the muscular system, the respiratory system & levers/joints. Energy systems and some sports psychology.

Student groups

Mixed ability group.

Monitoring progress

Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.

Assessment

Practical activities are assessed at the end of each activity area – normally every 7/8 weeks.

Mock practical session for two weeks in February to collect video evidence for Edexcel.

Yr10 Mock written exam in June. Practical controlled assessment in June/July.

Controlled assessment: Personal Exercise Programme. A six-week fitness programme – to be completed in year10. Last submission is July of year 10.

Homework

Two pieces of work given weekly and marked to Edexcel GCSE guidelines. Practical homework includes attendance to extra-curricular clubs both inside and outside of school.

Textbooks, materials & visits

Students must purchase 'GCSE PE' for Edexcel by (Folens) ISBN: 978-1-29-212988-4 or PE Student Book (Oxford Press) ISBN: 978-0-19-837021-5

Edexcel sport text book / internal department worksheets and resources / ICT / practical work, external visits and speakers on topic areas. Business links in the community and sport fixtures; visits to sports colleges/universities.

Option of attending a sports tour to Europe & the Ski trip can be part of a practical assessment.

How parents can help

To take active interest in monitoring your daughter's homework. Encourage participation in extracurricular activities throughout the year. Have regular contact with members of staff. Ensure your daughter has full PE kit.

Religious Education

Contact: Mr Odhiambo

3 lessons per week

Examination board: AQA (B)

Specification: 8063

Qualification: GCSE Religious Education

Why do we teach Religious Education?

With Christ at the Centre, our vision in Religious Education is to clearly express ourselves and be proud of our faith and personal beliefs. We are encouraged to respect the values and beliefs of others.



Religious Studies
"Never stop asking why?"

How do we teach Religious Education?

We encouraged to debate, discuss and to be critically evaluative of ideas in order to communicate our views orally and in writing.

Course content

- Religion, Relationships, and families: What are the Christian perspectives on love and sexuality, marriage, cohabitation and divorce, families and responsibilities, gender, equality and discrimination?
- Religion, Peace, and Conflict: What are the Christian perspectives on human violence, justice, forgiveness and reconciliation, societal war and just war, holy war and pacifism, terrorism and Christian initiatives in conflict resolution and peace making?
- Judaism: What do Jews believe about God, the divine presence and life after death? What do Jews believe about the Covenant? How are these beliefs expressed through prayers and worship, and through festivals?

Student groups

Students are taught in their English sets.

Monitoring progress

RE class and homework is checked by the teacher each week and one piece of written work a fortnight is formally assessed. Students will also be encouraged to assess each other's work, and set their own targets for improvement. Effort is rewarded through the school's rewards system.

Assessment

Students will be formally assessed at the end of Year 11, along with Component 2 (studied in Year 11). In Year 10, students will take one internal End of Year exam covering all four topics. The paper is not tiered. Each fortnight, pupils will also be given the opportunity to complete exam questions either as homework or timed assessments under exam conditions.

Homework

Homework is set each week. This may involve: researching upcoming topics, revising for timed examinations or consolidating learning by completing exam questions.

Textbooks, materials & visits

Staff will be using the VLE in addition to a variety of books and other resources. Pupils are normally given stimulus material so we do not issue a textbook.

Class Mass and other Chapel Services are included in our programme. All students have a Retreat Day.

How parents can help

It is helpful if your daughter has a Bible she can use at home. Students with access to the internet at home will be able to access the VLE to revise, prepare work or homework. Please ask your daughter to show you what she is doing and discuss topics with her. Visits to a library are always beneficial.

Double/Combined Science

Contact teacher: Mr Rushforth

6 lessons per week

Specification: Science Trilogy (8464)

Qualification: GCSE Double Science

Examination Board: AQA

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.



How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

The course is now linear, so there will be no external exams at the end of Year 10. Students will get 2 GCSE grades at the end of Year 11 and students will sit 6 exams then, each lasting 1 hour 15 minutes. There will be two exams for each Science.

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.

- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity
- Forces
- Waves
- Electromagnetism

Homework

3 x 1 hour per week

Assessment

The exams have moved to linear so students will sit all six exams at the end of year 11 in the May/June examination period. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

Textbooks, materials & visits

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access

How parents can help

Encourage your daughter to make use of the extensive resources available on MS Teams.

Provide additional reference materials. Encourage pupils to visit libraries, museums, botanical gardens. Watch appropriate TV programmes. Monitor homework diary. Show an interest and ask questions about the work your daughter is studying in Science. The new standards set by this government have made Science much harder than previously. Students need to know a great deal more, the exams are tougher and the grade boundaries higher. The more support that you can give your daughter, the more she will succeed.

Triple Science

Contact teacher: Mr Rushforth

6 lessons per week

Examination Board: AQA

Qualification:

Biology (8461) - GCSE Biology

Chemistry (8462) - GCSE Chemistry

Physics (8463) - GCSE Physics

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.



How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

Students undertaking the triple sciences will complete three separate GCSEs over two years. Much of the content is the same as is covered in GCSE Trilogy Science with extra detail added to each unit.

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity
- Forces
- Waves
- Electromagnetism
- Space

Homework

3 x 1 hour per week

Assessment

Students will sit all six exams at the end of year 11 in the May/June examination period. They will sit 2 x 1hour 45 minute exams per GCSE. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There will be regular mock exams throughout the two-year period to ensure that your daughter is fully prepared.

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

Textbooks, materials & visits

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access

How parents can help

Please see the guidance on the previous page.

Spanish

Contact: Mrs Alvarez
3 lessons per week
Examination Board: AQA
Specification: 8698
Qualification: GCSE Spanish



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Holidays
Spring Term: School

Summer Term: Family & Friends and routines

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests. GCSE type paper.

Homework

Prep /Learning:
Key vocabulary to be researched / learnt- tested
Grammar rule and grammatical exercise to apply rules learnt- tested.

Reading & understanding exam type questions.
Translation & Writing tasks.
Past Papers

Assessment

December Assessment: Listening, Reading & Writing papers
June end of Year 10 exam: Listening, Reading & Writing papers
July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Edexcel + AQA work /text books in lessons.
Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)
ICT websites: www.languagesonline.org.uk; www.AQA.org.uk/8658
Link with Ursuline School in Spain

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in Spanish.

Encourage students to have French music on their mp3 to practise listening.

Holiday in Spanish speaking countries whenever possible.