

URSULINE HIGH SCHOOL



CURRICULUM GUIDE YEAR 10

2018/2019

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Introduction

Dear Parents/Carers,

The Key Stage 4 team looks forward to continuing the successful work started in Year 9. By now, your daughter will have a clear idea on the depth and breadth of detail that she requires for each subject. The decision to move to a three year GCSE was not taken lightly and it is imperative that your daughter continues to work hard and build upon her successes in Year 9. If there were any gaps between her end of Year 9 target and her end of Year 9 exams grade, then she needs to make sure that she closes that gap in Year 10 and enters Year 11 with a strong foundation in each of her subjects.

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 Curriculum

SECTION 1:
GENERAL
INFORMATION

YEAR 10 TUTOR TEAM

Below you will find information about your daughters tutor and their contact details. 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	Mr Waltl	marcus.waltl@ursulinehigh.merton.sch.uk
Pastoral Support Assistant	Ms Andrews	jane.andrews@ursulinehigh.merton.sch.uk
Attendance Officer	Mrs Young	bernadette.young@ursulinehigh.merton.sch.uk

Form	Tutor
10A	Mr Ryan
10B	Miss Donohue
10C	Mrs Pugh
10F	Miss Corbett
10M	Mrs Boraston
10T	Mr Glavina
10U	Mr Odhiambo

Model of School Day

Year 10

Monday - Thursday

8:25 am	Briefing
8:35 – 8:45 am	Registration / Assembly
8:45 – 9:35 am	Lesson 1
9:40 – 10:30 am	Lesson 2
10:30 – 10:50 am	Break
10:55 – 11:45 am	Lesson 3
11:50 – 12:40 am	Lesson 4
12:40 – 1:20 pm	Lunch
1:25 2:15 pm	Lesson 5
2:20 – 3:10 pm	Lesson 6

Friday

8:25 am	Briefing
8:35 – 8:45 am	Registration / Assembly
8:45 – 9:35 am	Lesson 1
9:40 – 10:30 am	Lesson 2
10:30 – 10:50 am	Break
10:55 – 11:45 am	Lesson 3
11:50 – 12:40 am	Lesson 4
12:45 – 1:35 pm	Lesson 5

End of School

1:35 – 2:20 pm	Lunch Available
2:00 – 3:00 pm	Extra-Curricular Activities

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 leave of absence form, Educational event or Family event form (Available from the school office or on the school web site from September)

This 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

YEAR 10: Population A				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths RE English Science for: 10a-Bi1 10a-Ch2 10a-DSc1 (Bio) 10a-DSc2 (Chem)	Option A Maths Option B	RE Maths Option A	Maths Option C Science for: 10a-Ph1 10a-Bi2 10a-DSc1 (Phys) 10a-DSc2 (Bio)	English Option C Option B Science for: 10a-Ch1 10a-Ph2 10a-DSc1 (Chem) 10a-DSc2 (Phys)

YEAR 10: Population B				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths Science for: 10b-Bi 10b-DSc1 (Bio) 10b-DSc2 (Chem)	Option A Option B Maths English Science for: 10b-DSc3 (Chem)	Maths Option A RE – 10bRe1 & 2 Science for: 10bCh 10b-DSc1 (Chem) 10b-DSc2 (Bio) 10b-DSc3 (Bio)	Maths Option C RE English Science for: 10bPh 10b-DSc2 (Phys) 10b-DSc3 (Phys)	Option B Option C RE – 10bRe3 Science for: 10b-DSc1 (Phys)

Digital Learning

Digital Learning

1:1 Devices and Microsoft Teams

Contact Teacher: Ms H Bhyatt

Students at the Ursuline are able to participate in our forward thinking 1:1 device scheme that provides an engaging way for students to learn. Through the use of 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 are 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 take care of them at all times, especially as they are school property. Please note insurance will only cover the cost of one repair; any further damage has to 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. There will be one parents evening where you will meet your daughter’s subject teachers and two Academic Review Days where you will meet your daughter’s form tutor and Head of Year.

Academic Review Day

18 October 2018 (P5-7) or 19 October 2018 (All day)

3rd April 2019 (P5 & 6) or 4th April 2019 (All day)

Full Report distributed

Parents’ Evening

4.00-7.00pm 10th July 2019

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.

Personal Social & Health Education and Citizenship

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.

Theme	Date
Britain in the world	Autumn A
Mental health and wellbeing	Autumn B
Well woman	Spring A
Justice and human rights	Spring B
Retreat	Summer A
Equality	Summer B

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 are able to 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!

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 a number of 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 Head Teacher for Student Services, Mrs Harriott, in consultation with the Head of Year 10, Mr Waltl.

KEY DATES FOR YEAR 10

SEPTEMBER 2018	
3 rd	Inset Day
4 th	Inset Day
5 th	School returns for Year 10
7 th	13.35 School production rehearsals
13 th	10:55-11.45 Mass of the Holy Spirit
13 th	19:00-20:00 Year 10 Parents Information Evening
17 th	08:45-10:30 PSHEC Britain in the World and the Commonwealth
19 th	12:40 Early closure – Open evening
19 th	12:40 – 13.35 Lunch and Learn Series Careers talk: Health care sector.
20 th	Late Start – registration 09:30
24 th	Year 10 PiXL Test Assessment Week
OCTOBER 2018	
1 st	Week of PSHE – Year 10 Register for START and Explore
2 nd	08:45-12:40 PSHEC morning Prevent/ CSE/ FGM
3 rd	15:30-17:30 Tablet distribution
4 th	12.40 Early Closure – Sixth Form Open Evening
8 th	10:55-12:40 Britain in the EU
15 th	Year 10 Avila Conference
17 th	10:55-11:45 Mass of St Ursula
18 th	Stem Hacker Box Event (120 students)
18 th	13.25 Academic Review Day
19 th	All day Academic Review Day
NOVEMBER 2018	
1 st	12:30-13:00 All Saints Day Mass
6 th	10:55-12:40 Learning Conference
7 th	08:45-10:30 PSHEC: Well Being (Part 1)
12 th	Year 10 PiXL Test Assessment Week
20 th	10:55-11:45 Year 10 PASS Survey
21 st	10:55-12:40 Year 10 PSHEC: Well Being (Part 2)
22 nd	Inset Day
23 rd	Inset Day
27 th	13:35-14:20 Reconciliation Services
DECEMBER 2018	
4 th	13:35-14:20 Reconciliation Day Service
5 th	13:35-15:10 Year 10 PSHEC: Well Being (Part 3)
7 th	19:30 School Production
11 th	13:35-14:20 Reconciliation Services
17 th	20:00-21:00 Joint Christmas Carol Service with Wimbledon College
20 th	11:50-12:40 Christmas Assembly
JANUARY 2019	
17 th	08:45-10:30 Year 10 PSHEC: Well Woman (Part 1)
21 st	Summative Assessment Test Week
24 th	10:55-11:45 Feast of St Angela Mass

24 th	10:55-12.40 Year 10 PSHEC Well Woman (Part 2)
29 th	Year 10 Jack Petchy Speak out Challenge (90 students)
FEBRUARY 2019	
6 th	10:55-12:40 Learning Conference
7 th	Year 10 PSHEC: Well Woman (Part 3)
13 th	Lunch and Learn Series Careers Talk: STEM sector.
14 th	Year 10 Retreat
15 th	INSET DAY
26 th	08:45-10:30 Year 10 PSHEC: Justice (Part 1)
MARCH 2019	
6 th	10:05-10:30 Ash Wednesday Service
11 th	Year 10 PiXL Test Assessment Week
12 th	10:55-12:40 Year 10 PSHEC: Justice (Part 2)
26 th	13:25-15:10 – Year 10 PSHEC: Radicalisation and Terrorism
APRIL 2019	
3 rd	Full Reports Distributed
3 rd	13:35-15:10 Academic Review Day
4 th	All day Academic Review Day
5 th	11:50-12:40 Passion Service
23 rd	Inset Day
24 th	10:55-12:40 Learning Conference
29 th	Foundation of the school 1892
MAY 2019	
7 th	Year 10 PiXL Test Week
9 th	Year 10 Residential Retreat to Desenzano House
9 th	19:00-20:00 Multicultural Evening
JUNE 2019	
4 th	18:30-19:30 Year 10 Sixth Form Transitions Parent's Meeting
6 th	08:45-12:40 Year 10 Networking with Year 12 students on sixth form courses
7 th	08:45-10:30 Year 10 PSHEC: Equality (Part 1)
13 th	08:35-09:40 Serviam Assembly
17 th	Year 10 Exams Week
21 st	Sports Day Wimbledon Park
24 th	08:45-12:40 Year 10 Taster Day for Sixth Form Courses 13:25-15:10 Year 10 Preparation for the Sixth Form
28 th	10:55-12:40 Year 10 PSHEC: Equality (Part 2)
JULY 2019	
9 th	Year 10 Interviews for Sixth Form Courses (Population A)
9 th	16:00-18:30 Year 10 Parent's Evening
10 th	08:45-10:30 Year 10 Debates
10 th	Year 10 Interviews for Sixth Form Courses (Population B)
11 th	13:35-15:10 Year 10 Celebration
15 th	Ursuline 'Fest 'Week
19 th	End of Year Mass

SECTION 2:

THE

CURRICULUM

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Art	Mrs S Samuelson	3
Examination Board: Pearson	Specification: 1AD0 – 01/02	Qualification: GCSE in Art & Design
<p>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.</p>		
<u>MODULES</u>		
<u>Distortion</u>		
<p>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 artist's as inspiration before creating their own developed idea.</p>		
<u>This Girl Can</u>		
<p>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.</p>		
<p>These two projects combined make up 40% of their total GCSE mark.</p>		
<u>STUDENT GROUPING</u>		
<p>Mixed ability groups – handbook for guidance and challenges set every lesson</p>		
<u>MONITORING PROCESS</u>		
<p>Projects are marked in line with the whole school policy and Pearsons 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.</p>		
<u>COURSEWORK TITLES</u>		
<p>1AD01 - Unit 1: Distortion 1AD01 - Unit 2: This Girl Can – and 5 hour end of year Exam</p>		
<u>KEY ASSESSMENTS AND DATES</u>		
<p>End of 1st Unit - DEADLINE February 2019 End of 2nd Unit - DEADLINE July 2019</p>		
<u>HOMEWORK</u>		
<p>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.</p>		
<u>VISITS</u>		
<p>Artist workshops throughout the year. Tate Britain Gallery Visit for Y10</p>		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Art Textiles	Mrs S Samuelson	3
Examination Board: Edexcel	Specification: 1TE0 GCSE	Qualification: Art Textiles
<p>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.</p>		
<u>MODULES</u>		
<u>Distortion</u>		
<p>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 artist's as inspiration before creating their own developed idea.</p>		
<u>This Girl Can</u>		
<p>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.</p>		
<p>These two projects combined make up 40% of their total GCSE mark.</p>		
<u>STUDENT GROUPING</u>		
<p>Mixed ability groups – HANDBOOK for guidance and challenges set every lesson</p>		
<u>MONITORING PROCESS</u>		
<p>Projects are marked in line with the whole school policy and EDEXCEL Assessment Objective guidelines.</p> <p>The grade that the student receives bi-weekly will be a current achieving grade at GCSE level.</p>		
<u>COURSEWORK TITLES</u>		
<p>1TE01- Unit 1: Distortion 1TE01 - Unit 2: This Girl Can – and 5 hour end of year Exam</p>		
<u>KEY ASSESSMENTS AND DATES</u>		
<p>End of 1st Unit (coursework) - DEADLINE February 2019 End of 2nd Unit (exam project) - DEADLINE May 2019</p>		
<u>HOMEWORK</u>		
<p>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.</p>		
<u>VISITS</u>		
<p>Artist workshops throughout the year. Tate Britain Gallery Visit for Y10</p>		
<u>HOW PARENTS CAN HELP</u>		
<p>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 artists and techniques. Buy a set of pencils 6B – 2H, rubber, sharpener, range of black fine liners, colour pencils.</p>		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Business Studies	Mr Campbell	3
<u>Examination Board:</u> Pearson/edexcel	<u>Qualification:</u> GCSE in Business Studies	
<u>UNITS</u>		
The qualification will be assessed in two equally weighted exam papers. There is no coursework.		
<u>Paper 1 - Theme 1: Investigating small business</u>		
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.		
<u>Paper 2 - Theme 2: Building a business</u>		
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.		
<u>MONITORING OF PROGRESS</u>		
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.		
<u>HOMEWORK</u>		
Students will be set homework every week in line with the school homework policy. In Year 10 this homework will include research tasks, further reading, exam style questions and business projects.		
<u>TEXTBOOKS/MATERIALS/VISITS</u>		
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 are able to 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/>

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Child Development and Care	Miss Facey	3
<u>EXAMINATION BOARD</u>	<u>SPECIFICATION</u>	<u>QUALIFICATION</u>
CACHE	Child Development and Care	Level 2: Equivalent to 1 GCSE 1--9
Modules outline		
Unit 1: An introduction to working with children aged 0-5		
An introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop your ability to study.		
Unit 2: Developing and well-being 0-5 years		
This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will learn how to work with children when they move from one setting to another.		
<u>STUDENT GROUPING</u>	Mixed ability	
<u>MONITORING OF PROGRESS</u>		
Pupils will be set mini deadlines for each of the assessment criteria, which will be set in advance and will be written in pupil's homework diaries.		
Pupils will submit draft versions of each of the criteria for teacher feedback		
A tick sheet will be placed in students folders so they are able to track their own progress		
<u>COURSEWORK TITLES</u>		
Unit 1: An introduction to working with children aged 0-5		
Unit 2: Developing and well-being 0-5 years		
<u>DEADLINE FOR COURSEWORK</u>		
Unit 1: An introduction to working with children aged 0-5		
Unit 2: Developing and well-being 0-5 years		
<u>HOMEWORK</u>		
Homework is set weekly. This includes research and portfolio writing.		
<u>KEY ASSESSMENT DATES</u>		
See deadline for coursework dates		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
<u>Useful textbooks</u>		
Meggitt, C. (2013) CACHE Level 2 Child Care and Education, 2nd Edition Award/Certificate/Diploma ISBN 9781444187816		
Tassoni, P (2007) CACHE Level 2 in Child Care and Education Student Book ISBN-13: 9780435987411		
Useful websites will be given in students unit guide for each unit		
<u>HOW PARENTS CAN HELP</u>		
<ul style="list-style-type: none"> - Students should have access to ICT (including the internet) and will need a USB/memory stick - 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. 		

<u>SUBJECT</u> Design Technology	<u>CONTACT TEACHER</u> Ms Lee-Thomas	<u>LESSONS PER WEEK</u> 3
<u>EXAMINATION BOARD</u> Edexcel	<u>SPECIFICATION</u>	<u>QUALIFICATION</u> Level 2: Equivalent to 1 GCSE A*-D
Modules outline <p>During the two year course you will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, you will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. You will also learn about wider design principles and the effect of design on users and the world we live in. You will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions.</p> <p><u>The Iterative Design Challenge is a single task that is worth 50% of the qualification.</u> Edexcel will release contextual challenges. 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’. <u>The other 50% of the qualification covers the principles of design and technology in an examination.</u> This is a single examination component with questions covering both ‘core’ and ‘in-depth’ content. <u>This examination is 1 hour and 45 minutes, and questions offer full access to all learners regardless of their practical experiences in the subject.</u> When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.</p>		
<u>STUDENT GROUPING</u>	Mixed ability	
<u>MONITORING OF PROGRESS</u> <p>Pupils will be set mini deadlines for each of the assessment criteria, which will be set in advance and will be written in pupil’s homework diaries. Pupils will submit draft versions of each of the criteria for teacher feedback A tick sheet will be placed in students folders so they are able to track their own progress</p>		
<u>COURSEWORK TITLES</u> <u>The Iterative Design Challenge</u>		
<u>HOMEWORK</u> Homework is set weekly. This includes research and portfolio writing.		
<u>KEY ASSESSMENT DATES</u> 28thh February 2018		
<u>TEXT BOOKS / MATERIALS / VISITS</u> <u>Useful textbooks</u> <p>Pearson’s brand-new resources* for Edexcel GCSE (9-1) Design and Technology will be available from Autumn 2017</p> <p>Student Book-Institutional ActiveBook subscriptions (an ebook version of the student book).</p>		

HOW PARENTS CAN HELP

- Students should have access to ICT (including the internet) and will need a USB/memory stick
- 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.

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Drama Examination Board: AQA	Mr Wootton Specification: 8261	3 Qualification: GCSE in Drama
<u>Modules:</u> Component 1 Understanding Drama (40%) <i>1 hour 45 minute exam analysis and live theatre evaluation.</i> Component 2-Devising Drama (practical) (40%) Devised performance supported by a log book Component 3-Texts in practice (practical) (20%) Performance of two extracts from one play assessed by AQA		
Student Grouping: Classes as per option choice (mixed-ability)		
Monitoring of Progress Continual assessment of: <ul style="list-style-type: none"> • 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 • Component 2 Devising Drama 		
Homework: Practical preparation: <ul style="list-style-type: none"> • Daily Practice at home 1 hour a day on Monologues, Multi Roling, 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. 		
Key Assessment Dates Summer 1 and 2 Component 2 Exam 40% Devising Drama performance.		
Text Books/Materials/Visits Students are provided with handbooks for each unit; GCSE Drama Guide for Parents		
Materials <ul style="list-style-type: none"> • Candidates are required to arrange and/ purchase their own costumes, sound/music, set and prop materials. 		
Visits <ul style="list-style-type: none"> • Woman in Black (Theatre Performance); Polka Theatre, Wimbledon; • New Wimbledon Studio Theatre; Orange Tree Theatre, Richmond. 		
How Parents Can Help <ul style="list-style-type: none"> • 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. 		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
English	Mr Ryan	4
<u>EXAMINATION BOARD & SPECIFICATION:</u>		
AQA English Language and English Literature		
<u>QUALIFICATION:</u> GCSE English Language and GCSE English Literature		
<u>COURSE CONTENT</u>		
All students study both English Language and English Literature.		
At KS4, students will study novels, plays and poetry, including Shakespeare and 19 th Century literature, as well as a range of media texts. Beyond the classroom, independent reading is strongly advised and encouraged. As well as writing critically and imaginatively, students must show the ability to present an argument, write factually and persuade. Drafting essays and improving style are important on this course, and emphasis is placed on accurate spelling, punctuation and grammar.		
Functional skills will be embedded within the new GCSEs, providing learners with the skills and abilities they need to take an active and responsible role in their communities, in their everyday lives, workplaces and educational settings.		
In Year 10, Students will be regularly assessed in preparation for the examinations in Year 11. Topics will be revised at appropriate points to ensure that information is retained and skills are consolidated. Mock examinations will take place in the summer term, as well as during lesson time throughout the year.		
<u>OVERVIEW OF SPECIFICATION</u>		
<u>English Language</u>		
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)		
<u>English Literature</u>		
Component 1: Shakespeare and Post-1914 Literature 50% (Externally assessed)		
Component 2: 19th-century Novel and Poetry since 1789 (Externally assessed)		
<u>STUDENT GROUPING</u>		
Students are set by ability. We look at the end of KS3 English exam results and also their attainment grades across year 9 in order to set students. The attainment in English is excellent and students in all sets achieve very high grades.		

MONITORING PROCESS

Students will work towards linear examinations at the end of Year 11; to ensure students are making progress, regular EMBs will take place, as well as mock examinations, formally and in lesson time.

CONTROLLED ASSESSMENT

N/A

HOMEWORK

Homework tasks are set regularly 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.

TEXT BOOKS/ 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 the modern novel or drama, 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; where possible, try to engage in conversations about what they are reading and their thoughts on the characters, issues or themes.

<u>SUBJECT</u> Food Preparation & Nutrition	<u>CONTACT TEACHER</u> Ms Hoyles	<u>LESSONS PER WEEK</u> 3
<u>Examination Board:</u> AQA	<u>Specification:</u> 8585	<u>Qualification:</u> GCSE
<u>Course Content:</u> 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. 		
<u>STUDENT GROUPING-</u> Mixed ability.		
<u>MONITORING OF PROGRESS</u> 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.		
<u>NON-EXAMINED ASSESSMENT TITLES – DELIVERED IN YEAR 11.</u> Task 1 – The Food Investigation (15% of GCSE) Task 2 – The Food Preparation Assessment (35% of GCSE)		
<u>HOMEWORK</u> 2 pieces of homework per week.		
<u>KEY ASSESSMENT DATES</u> Fortnightly GCSE grades will be inputted through the electronic mark book, which will reflect the grade your daughter is currently working at (CAG).		
<u>TEXT BOOKS / MATERIALS / VISITS</u> AQA – Food preparation & Nutrition – Hoddder Education - ISBN – 978147186364 AQA – Food Preparation & Nutrition – Illiminate – ISBN 13:978-1-908682-79-9		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
French	Mrs Guillet	3
Examination Board: AQA	Specification: 8658	Qualification: GCSE
<u>MODULES</u>		
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		
<u>STUDENT GROUPING</u>		
Students are taught in mixed-ability groups.		
<u>MONITORING PROCESS</u>		
Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests) GCSE type paper		
<u>HOMEWORK</u>		
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		
<u>KEY ASSESSMENTS AND DATES</u>		
December Assessment: Listening, Reading & Writing papers June end of Year 10 exam: Listening, Reading & Writing papers July Assessment: Mock GCSE Oral		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
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		
<u>HOW PARENTS CAN HELP</u>		
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.		

<u>SUBJECT</u> Geography	<u>CONTACT TEACHER</u> Mrs Hoban	<u>LESSONS PER WEEK</u> 3
Examination Board: AQA	Specification: 9030	Qualification: GCSE
<u>COURSE CONTENT</u>		
Paper 1: Living with the physical environment		
<u>What's assessed</u> <ul style="list-style-type: none"> Section A – The challenge of natural hazards Section B – The living world Option: Hot Desert Section C – Physical landscapes of the UK Option: Rivers and Coasts in the UK. 	<u>How it's assessed</u> <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes Total: 88 marks (including 3 SPaG) 35% of GCSE 	<u>Questions</u> <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (25 marks) Section C: answer any two questions from questions 3, 4 and 5 (30 marks) Question types: multiple choice, short answer, levels of response, extended prose
Paper 2: Challenges in the human environment		
<u>What's assessed</u> <ul style="list-style-type: none"> Section A – Urban challenges Section B – The changing economic world Section C – The challenge of resource management Option: Water 	<u>How it's assessed</u> <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes Total: 88 marks (including 3 SPaG) 35% of GCSE 	<u>Questions</u> <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (30 marks) Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) Question types: Multiple choice, short answer, levels of response, extended prose
Paper 3: Geographical applications		
<u>What's assessed</u> <ul style="list-style-type: none"> Section A – Issue evaluation Section B – Fieldwork questions based on unfamiliar resources questions based on students' fieldwork 	<u>How it's assessed</u> <ul style="list-style-type: none"> Written exam: 1 hour Total: 76 marks (including 6 SPaG) 30% of GCSE Pre-release resources to be issued to students from 15 March 	<u>Questions</u> <ul style="list-style-type: none"> Section A: answer all questions (37 marks) Section B: answer all questions (39 marks) Question types: multiple choice, short answer, levels of response, extended prose
<u>STUDENT GROUPING</u> Students are taught in mixed ability groups based upon their option choices.		
<u>MONITORING PROCESS</u> 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.		
<u>FIELDWORK</u> 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.

KEY ASSESSMENT DATES

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

TEXT BOOKS / 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://www.for.nav.edu/geography/tg>

www.bbc.co.uk (Education section)

www.fsc.co.uk

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

www.cpre.co.uk

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
German	Mr Waltl	3
Examination Board: AQA	Specification: 8668	Qualification: GCSE
<u>MODULES</u>		
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		
<u>STUDENT GROUPING</u>		
Students are taught in mixed-ability groups.		
<u>MONITORING PROCESS</u>		
Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests) GCSE type paper		
<u>HOMEWORK</u>		
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		
<u>KEY ASSESSMENTS AND DATES</u>		
December Assessment: Listening, Reading & Writing papers June end of Year 10 exam: Listening, Reading & Writing papers July Assessment: Mock GCSE Oral		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
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 Kohln, Germany		
<u>HOW PARENTS CAN HELP</u>		
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.		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Technical Award in Health and Social Care	Ms Pugh	3
<u>Examination Board:</u> AQA	<u>Qualification:</u> Level 2: PASS, MERIT OR DISTINCTION (equivalent to 1 GCSE)	
<u>MODULES OUTLINE</u>		
<p>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.</p>		
<u>THE COURSE</u>		
<p>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.</p>		
<p>Outline: 3 units of work are covered over the two years.</p>		
<u>Unit 1: Improving the well-being of an individual (coursework unit worth 30% of overall Award)</u>		
<p>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.</p>		
<u>Unit 2: Promoting healthy living (coursework unit coursework unit worth 30% of overall Award)</u>		
<p>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.</p>		
<u>Unit 3: Development through the life stages (1.5 hr exam, worth 40% of the overall Award)</u>		
<p>This exam unit covers the following topics:</p> <ul style="list-style-type: none"> 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 		

MONITORING OF PROGRESS

Pupils will submit draft versions of each of the criteria for teacher feedback
Pupils will be receive written and oral feedback on how to improve

HOMEWORK

Homework is set weekly. This includes:

- research
- preparation for internal assessments

TEXT BOOKS / MATERIALS / VISITS

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

OTHER USEFUL RESOURCES

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

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
NCFE Level 2 Certificate in Health and Fitness (601/4534/1)	Ms Corrigan	3
<u>Examination Board</u>		<u>Qualification</u>
NCFE		Level 2 Certificate in Health and Fitness
<hr/>		
<u>MODULES-</u> Across the 2 years there are a mixture of mostly internally assessed portfolio work and one externally examination, each are equally weighted.		
<u>Unit 01 Principles of health and fitness</u>		
Mandatory Internally assessed portfolio of evidence		
<u>Unit 02 Healthy lifestyles</u>		
Mandatory Internally assessed portfolio of evidence		
<u>Unit 03 Preparing and planning for health and fitness</u>		
Mandatory Externally set and marked assessment paper		
<u>Unit 04 Develop a personal health and fitness programme</u>		
Mandatory Internally assessed portfolio of evidence		
<u>STUDENT GROUPING</u>		
Mixed ability group.		
<u>ASSESSMENT</u>		
Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.		
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<u>MONITORING PROCESS</u>		
Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.		
<u>HOMEWORK</u>		
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.		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		

- www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx
 - www.afpe.org.uk/
 - www.who.int/en/
 - www.teachpe.com/
 - www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx
 - www.bhf.org.uk
-

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.

Visit the website below for more info on this new course:

<https://www.ncfe.org.uk/media/829490/l2-health-and-fitness-qualification-specification-issue-6.pdf>

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
History	Mrs Haunstetter	3
<u>EXAMINATION BOARD</u>	<u>SPECIFICATION</u>	<u>QUALIFICATION</u>
Pearson	1H10	GCSE
<u>COURSE CONTENT</u>		
<p>Paper 1 (30% - 1 hour 15 minutes) Thematic Study – Crime and Punishment in Britain c.1000-present Historic Environment - Whitechapel, c1870–c1900: crime, policing and the inner city.</p> <p>Paper 2 (40% - 1 hour 45 minutes) British Depth Study – Early Elizabethan England, 1558-88 Period Study – Superpower relations and the Cold War, 1941-91</p>		
<u>STUDENT GROUPING</u>		
Students are taught in mixed ability groups.		
<u>MONITORING PROCESS</u>		
Student work and progress is monitored during lessons through participation in class discussions, small group and individual work. Likewise, classwork and homework will be monitored through marking, feedback and student response to feedback.		
<u>KEY ASSESSMENTS DATES</u>		
Continuous and ongoing assessment End of unit assessment – February 2019 End of year 10 assessment - June 2019		
<u>HOMEWORK</u>		
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.		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
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/		
<u>HOW PARENTS CAN HELP</u>		
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.

<u>SUBJECT</u> Mathematics	<u>CONTACT TEACHER</u> Mr Collins / Miss Donohue	<u>LESSONS PER WEEK</u> 5
<u>EXAM BOARD</u> Pearson	<u>SPECIFICATION</u> Mathematics 1MA1	<u>QUALIFICATION</u> GCSE
<u>COURSE CONTENT</u> This is a <u>GCSE Maths Linear Course</u> and the following content will be examined: <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Statistics • Probability <p>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.</p> <p>Two tiers are available: Foundation and Higher Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9</p> <p>The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.</p> <p>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.</p>		
<u>STUDENT GROUPING</u> Groups are set according to mathematical ability.		
<u>MONITORING PROGRESS</u> Homework grades are recorded in line with school policy. Scores and GCSE grades are given for tests and are compared to target grades.		
<u>ASSESSMENT</u> Students will be assessed regularly, and these assessments are used for reporting ‘currently achieving’ grades throughout the year. All students sit a summer examination which is used for the end of Year 10 report. All grades reported for maths will use the new grading system 9-1.		
<u>HOMEWORK</u> Homework tasks will be set three times a week and will be marked according to Mathematics Faculty homework policy.		
<u>TEXTBOOKS / MATERIALS</u> Students have access to GCSE Mathematics resources through the VLE. 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 student's homework to see that full working out is shown and not just the answer.

Revision websites:

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

www.mymaths.co.uk

<http://corbettmaths.com/>

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Music	Mr Williams	3
<u>EXAMINATION BOARD</u>	<u>SPECIFICATION</u>	<u>QUALIFICATION</u>
Pearson	1MU0 2016	GCSE
<u>COURSE CONTENT</u>		
<p>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.</p>		
<u>STUDENT GROUPING</u>		
<p>Students are taught in mixed ability groups.</p>		
<u>MONITORING PROCESS</u>		
<p>Every half term every student must give one solo/ensemble performance at an evening GCSE Concert which is recorded and assessed.</p> <p>Throughout the course students will complete composing activities starting with short exercises in Year Ten before starting the final compositions in the spring term of Year Ten and the Autumn Term in Year Eleven.</p> <p>Research and listening 'written' work will be submitted on MS Teams.</p>		
<u>KEY ASSESSMENTS DATES</u>		
<p>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.</p> <p>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 Ten and the composition to a brief will be due by the Spring half-term in year 11.</p>		
<u>HOMEWORK</u>		
<p>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.</p>		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
<p>CGP revision booklet and course content books; variety of worksheets and reference materials Relevant videos, DVDs and internet sites; Edexcel Anthology and Student Books</p>		
<u>HOW PARENTS CAN HELP</u>		
<p>Monitor quality and detail of class work and home work.</p> <p>Support your daughter's research work allowing them access to the internet and library resources.</p> <p>Encourage your daughter to attend music clubs in school and take her to live musical performances.</p> <p>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.</p>		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
PE GCSE	Miss Doyle	3
Examination Board	Specification	Qualification
Pearson	1PE0	GCSE PE
<u>MODULES</u>		
<p>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.</p> <p>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.</p> <p>Summer Term: Theory and revision sessions/ exam preparation and formal assessment for practical work/videoing of practical assessments.</p> <p>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.</p>		
<u>STUDENT GROUPING</u>		
Mixed ability group.		
<u>MONITORING PROCESS</u>		
Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.		
<u>CONTROLLED ASSESSMENT TITLES</u>		
Personal Exercise Programme: a six-week fitness programme – to be completed in year10.		
<u>DEADLINE FOR CONTROLLED ASSESSMENT</u>		
Last submission is July of year 10.		
<u>HOMEWORK</u>		
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.		
<u>KEY ASSESSMENT DATES</u>		
<p>Practical activities are assessed at the end of each activity area – normally every 7/8 weeks.</p> <p>Mock practical session for two weeks in February to collect video evidence for Edexcel.</p> <p>Yr10 Mock written exam in June. Practical controlled assessment in June/July.</p>		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
<p>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</p> <p>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.</p> <p>Option of attending a sports tour to Europe & the Ski trip can be part of a practical assessment.</p>		
<u>HOW PARENTS CAN HELP</u>		
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.		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Religious Education	Mr Odhiambo	3
Examination Board AQA (B)	Specification 8063	Qualification GCSE
<u>COURSE CONTENT</u>		
<p>Students will begin their GCSE Religious Studies course (AQA Specification B), which will culminate in linear examinations at the end of Year 11. Component 1 covers the following topics:</p> <ul style="list-style-type: none"> * Creation: What are the meaning and significance of Catholic beliefs about creation? How have they been influenced by different sources? How can these beliefs be expressed through art? * Incarnation: What does it mean to believe that God took human form? Where has this belief come from? How can this belief be expressed through symbols? * Trinity: What are the meaning and significance of Catholic beliefs about the Trinity? How have they been influenced by different sources? How can these beliefs be expressed through music? * Redemption: What does it mean to believe that humanity has been saved from sin? Where has this belief come from? How can this belief be expressed through church buildings and objects? * The Church: What do Catholics believe about the Church as God's kingdom? How have they been influenced by different sources? How can these beliefs be expressed through drama? * Eschatology: What do Catholics believe about life after death? How can this belief be expressed through art and artefacts? 		
<u>STUDENT GROUPING</u>		
Students are taught in their English sets.		
<u>MONITORING PROCESS</u>		
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.		
<u>HOMEWORK</u>		
Homework is set each week. This may involve: researching upcoming topics, revising for timed examinations or consolidating learning by completing exam questions.		
<u>KEY ASSESSMENTS AND DATES</u>		
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.		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
<ol style="list-style-type: none"> 1. 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. 2. Class Mass and other Chapel Services are included in our programme. All students have a Retreat Day. 		
<u>HOW PARENTS CAN HELP</u>		
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.		

Year 10 Double/Combined Science

<u>SUBJECT</u> GCSE Science	<u>CONTACT TEACHER</u> Mr Fitt	<u>LESSONS PER WEEK</u> 6
Examination Board AQA	Specification Science Trilogy (8464)	Qualification GCSE in Double Science
<u>MODULES</u> 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.		
In year 10, students will study the following units:		
<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>
Cell structure and transport. Cell division. Organisation and the digestive system. Organising animals and plants. Communicable diseases. Preventing & treating disease. Non-communicable diseases. Photosynthesis. Respiration. The human nervous system. Hormonal coordination.	Atmosphere. Balancing equations. Sustainable development. Chemical Change. Rates of reaction. Organic Chemistry. Chemical Analysis. Atomic Structure. Bonding and structure.	Electric circuits. Electricity in the home. Wave properties. Electromagnetic waves. Light. Molecules and matter. Force and pressure. Space. Energy review. Energy resources.
<u>COURSEWORK</u> 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.		
<u>HOMEWORK</u> 3 x 1 hour per week		
<u>KEY ASSESSMENT DATES</u> 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.		
<u>TEXT BOOKS</u> 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		
<u>HOW PARENTS CAN HELP</u> Encourage your daughter to make use of the extensive resources available on the VLE. 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.		

Year 10 Triple science

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
GCSE Biology	Mr Fitt	2
GCSE Chemistry	Mr Le Doaré	2
GCSE Physics	Mr Rushforth	2
A total of 6 lessons a week		
Examination Board AQA	Specification Biology (8461) Chemistry (8462) Physics (8463)	Qualification GCSE in Biology GCSE in Chemistry GCSE in Physics
<u>MODULES</u>		
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.		
<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>
Cell structure and transport. Cell division. Organisation and the digestive system. Organising animals and plants. Communicable diseases. Preventing & treating disease. Non-communicable diseases. Photosynthesis. Respiration. The human nervous system. Hormonal coordination.	Atmosphere. Balancing equations. Sustainable development. Chemical Change. Rates of reaction. Organic Chemistry. Chemical Analysis. Atomic Structure. Bonding and structure.	Electric circuits. Electricity in the home. Wave properties. Electromagnetic waves. Light. Molecules and matter. Force and pressure. Space. Energy review. Energy resources.
<u>COURSEWORK</u>		
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.		
<u>HOMEWORK</u>		
3 x 1 hour per week		
<u>KEY ASSESSMENT DATES</u>		
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.		
<u>TEXT BOOKS</u>		
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		
<u>HOW PARENTS CAN HELP</u>		
Please see the guidance on the previous page.		

<u>SUBJECT</u>	<u>CONTACT TEACHER</u>	<u>LESSONS PER WEEK</u>
Spanish	Ms Castro	3
Examination Board: AQA	Specification: 8698	Qualification: GCSE
<u>MODULES</u>		
Autumn Term: Holidays Spring Term: School Summer Term: Family & Friends and routines		
<u>STUDENT GROUPING</u>		
Students are taught in mixed-ability groups.		
<u>MONITORING PROCESS</u>		
Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests) GCSE type paper		
<u>HOMEWORK</u>		
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		
<u>KEY ASSESSMENTS AND DATES</u>		
December Assessment: Listening, Reading & Writing papers June end of Year 10 exam: Listening, Reading & Writing papers July Assessment: Mock GCSE Oral		
<u>TEXT BOOKS / MATERIALS / VISITS</u>		
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		
<u>HOW PARENTS CAN HELP</u>		
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.		