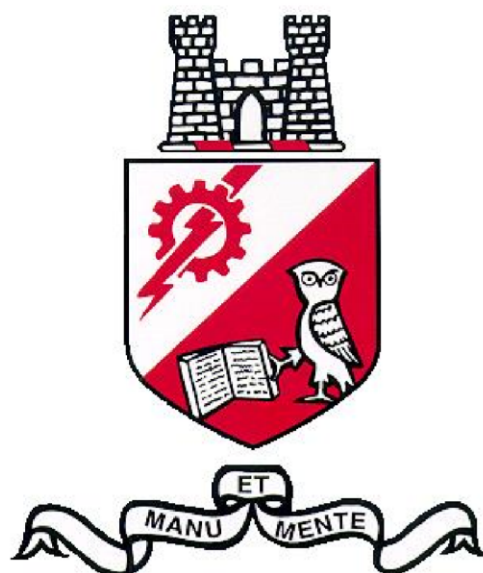


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Key Stage 4 Course Outlines Year 10 2017/18

Year Group: 10

Key stage 4

Subject: ART AND DESIGN

Exam Board: OCR  
Syllabus No: OCR J170  
Web link: [www.ocr.org.uk](http://www.ocr.org.uk)

Aims of the course

**Component 01: Portfolio. Learners produce a portfolio of practical work.** It is important that pupils keep up to date with their coursework and homework **as** this accounts for 60% of the GCSE in Art. They start with a Cubist Portrait **Project**. They produce a self-portrait from observation and, after looking at **cubism** and the work of Picasso; they develop their own designs in terms of **form** and colour. The most successful idea will be enlarged in the form of an **A2** painting. The theme of cubism is further developed into 3D clay masks.

**Programme of study by half term for 2017/18**

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Cubist Portrait Project Drawing pencil, colour pencils, oil crayon and paint.	Cubist Portrait Project Drawing pencil, colour pencils, oil crayon and paint.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
<b>Assessment</b>	<b>Assessment</b>
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
Cubist Portrait Project Drawing pencil, colour pencils, oil crayon, paint and clay.	Cubist Portrait Project Drawing pencil, colour pencils, oil crayon, paint and clay.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.

### **Homework that will be set (general)**

A list of homework tasks for the year is printed in pupil's folders and on show my homework. A homework task will usually be set every three weeks taking approximately three hours and it is expected that pupils will complete these to the best of their ability.

### **Extra-Curricular activities available**

Pupils are welcome to attend the art club for GCSE on Monday and Tuesday after school to keep up to date with work and develop their skills.

### **Support available**

The projects are made accessible to all pupils and differentiation is mainly by outcome, some pupils may need more help or extension activities. It is important that pupils keep up to date with their coursework. A grade cannot be awarded to a student who fails to submit required work.

### **Groupings or setting**

All groups are mixed ability.

### **What parents can do to help**

Parents can check homework on show my homework and in folders to ensure homework and coursework has been completed to the best of their child's ability and deadlines are met.

### **Member of staff to contact if you have any queries:**

**Mr G Hanley**  
**Head of Art and Design**

**Subject: - NCFE CACHE Level 2 Award in Child Development and Care**

Exam Board: NCFE CACHE - (Council for Awards in Care, Health and Education)

Syllabus No: 600/6644/1

Web link:

<http://www.cache.org.uk/Qualifications/CYP/CYPL2/Documents/L2%20ACDC%20QS%20v6.0.pdf>

**Aims of the course: -**

This is a qualification which includes knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. This is a basic introduction to childcare and development for children aged 0-5 years.

Unit 1 – Gives an introduction to the types of settings and provisions for children. You will learn the professional responsibilities of working with children and how to treat children with fairness and equality.

All units include a range of practical based tasks and learning.

**Programme of study by term for 2017/18: -**

<b>Autumn Term: 1a/ b</b>	<b>Assessment:</b>
Early years provisions Different early years settings Placements	Assignment tasks Professional discussions
<b>Spring term: 2a/ b</b>	<b>Assessment:</b>
Early years worker Roles and responsibilities Working with professionals Learning styles Study skills References	Assignment tasks Professional discussions
<b>Summer term: 3a/ b</b>	<b>Assessment:</b>
Safeguarding	Assignment tasks

Legislations, policies and procedures Diversity Inclusive practice	Professional discussions
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**Homework that will be set (general): -**

Homework will relate directly to portfolio tasks; all homework will be placed on show my homework.

**Extra-curricular activities available:**

Virtual babies, Bethnal Green Museum of Childhood, Nursery world show, Childcare Expo

**Groupings or setting:**

We generally have up to 15 students based in one room. IT facilities available in department alongside course materials and resources.

**What parents can do to help:**

Purchase core text book, check progress on CACHE Year Plan, encourage daily study periods, look in files, and attend academic review days. Ensure good attendance at school.

**Member of staff to contact if you have any queries:**

**Mrs T Onifade**

**Subject: Computer Science**  
**2 hours per week**

Exam Board: OCR  
 Syllabus No: J276  
 Web link:  
<http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

**Aims of the course:**

The course aims to allow learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

**Programme of study for 2017/18:**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<b>J276/02 Computational thinking, algorithms and problem solving:</b>	<b>J276/02 Computational thinking, algorithms and problem solving:</b>
Algorithms	Programming techniques
<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks	<b>Assessment</b> Topic Tests at the end of each half term in line with Progress Checks
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Computational logic</li> <li>• Translators and High level languages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Data Representation</li> </ul>
<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks	<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks
<b>Summer term 3a</b>	<b>Summer term 3b</b>

<ul style="list-style-type: none"> <li>• <b>J276/03/04 Programming project:</b></li> <li>• Candidates create solutions to computing tasks from a set of options supplied by OCR. This is practice for project in year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Revision of all topics</li> <li>• Exam preparation</li> </ul>
<b>Assessment</b> Controlled Assessment	<b>Assessment</b> June Pre-Public Exam

### Homework that will be set (general):

- ☐ Internet Based Research
- ☐ Comprehension Activities
- ☐ Consolidation of Classwork
- ☐ Revision for Topic Tests

### Extra-curricular activities available:

Computer Science Club – one afterschool session per week. Various areas of focus. Days to be confirmed by the class teacher.

### Support available:

- ☐ Help from class teacher outside lessons
- ☐ OCR Website: <http://www.ocr.org.uk/qualifications/gcse-computer-sciencej276-from-2016/>

### Groupings or setting:

Grouped according to options

### What parents can do to help:

- ☐ Visit the course website to read and understand the course specifications and parent/learner guides at <http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/>
- ☐ Help with planning / reviewing work
- ☐ Monitoring completion of homework through Show My Homework website
- ☐ Contacting the class teacher or Head of Department at the earliest opportunity with queries or issues

### Member of staff to contact if you have any queries:

Mr David Howell – Head of Department  
[dhowell@westhatch.essex.sch.uk](mailto:dhowell@westhatch.essex.sch.uk)

**Year Group: 10**

**Key stage 4**

**Subject: BTEC Level 2 Technical Award in Performing Arts**

### **Aims of the course**

#### **Exploring**

Students will examine live and recorded performances in order to develop their understanding of practitioners' work (acting, dance AND musical theatre), with reference to influences, outcomes and purpose.

#### **Developing**

Students will develop their dance skills and techniques through the reproduction existing choreography

#### **Performing**

Students will be given the opportunity to work as part of a group to create a dance performance in response to a given brief and stimulus.

### **Programme of study by half term for 2017/18**

#### **Exploring the Performing Arts**

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

##### **Example task(s)**

- With reference to a selected theme:
- analyse one piece of repertoire from all performing arts disciplines: acting, dance, musical theatre
- consider the roles and responsibilities, creative intention, key influences and purpose
- make comparisons between stylistic qualities, using examples to back up your knowledge
- consider how practitioners contribute to the performance process and how their roles and responsibilities differ depending on the performance, style and outcome.

With reference to examples of repertoire, explore in practical workshops:

- the processes, techniques and approaches used by practitioners
- the interrelationships between constituent features within the created
- performance work.

You must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships.

#### **Component 2**

#### **DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS**

You will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.

##### **Example task(s)**

- Select a performance strand and associated style.
- Discuss the requirements in terms of technical and interpretative skills. Try to focus on specific skills and techniques required.
- Develop technical and interpretative skills and techniques relating to your selected



strand and style, through participation in workshops/classes.

- Apply rehearsal skills during workshops/classes, refining phrases/extracts and exercising teamwork skills.
- With reference to examples of repertoire:
- learn and memorise two chosen pieces of repertoire
- apply technical, stylistic and interpretative skills to both workshop performances.
- Provide entries in your logbook, reviewing the progress you have made, focusing on strengths, areas for improvement and targets relating to

### **Homework that will be set (general)**

Self-evaluations and a log book outlining all the work carried out to produce a Dance Show.

### **Extra-Curricular activities available**

Year 10 Dance Club

### **Support available**

Support is always available to the students at lunch or after school. Mrs Minister or Miss Judge can be contacted for help.

### **Groupings or setting**

The classes are mixed ability in their side of the year – either West or Hatch.

### **Future opportunities**

The BTEC Award in Dance is a specialist qualification that focuses towards the progression onto the BTEC National program (Year 12/Year 13). On completion of a BTEC National, students can progress to a BTEC Higher National or University programmes.

A BTEC Award in Dance also prepared students for employment in Dance.

### **Member of staff to contact if you have any queries:**

**Mrs R Minister**

**Subject: Drama 9-1 (OCR)****Aims of the course**

OCR's GCSE (9–1) in Drama has been designed to be a practical, engaging and creative specification for learners to study. It will provide opportunities to understand

and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices.

The main purpose of this qualification is to allow learners to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

**It will prepare learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. Our specification will help create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.**

**Programme of study**

<b>Devising Drama</b>	<b>Assessment</b>
The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama. Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.	Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work.
<b>Presenting and performing texts</b>	<b>Assessment</b>
This component provides an opportunity for learners to be taught theatrical skills and then be assessed on what they have learnt in a practical way. Learners apply their presentation and performance skills through realising two key extracts from one centre chosen text.	Learners will complete a concept pro forma describing their research on the text and their artistic intention for the performance. Learners will also perform live the two extracts in front of an audience that includes the visiting examiner.

<p><b>Performance and response</b></p> <p>This component is designed for learners to explore practically and in depth both a whole performance text and the development of drama and performance. They are then assessed on the knowledge, understanding and skills they have learnt.</p> <p>Through their practical study, learners need to know how characters and performances communicate ideas and meaning to an audience.</p> <p>The component has two sections: The study of a performance text and the deployment of drama and performance in Section A and a review of the work of others in Section B.</p> <p>The Performance text that we will be studying will be 'Blood Brothers' by Willy Russel.</p>	<p><b>Assessment</b></p> <p>This will be assessed through a Written Drama examination during the summer of the second year of study.</p>
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### **Homework that will be set (general)**

Students are expected to complete their portfolios and other written elements of the course in order to support their practical work. Students are also expected to complete revision in preparation for their final written examination.

### **Extra-Curricular activities available**

Trips are organised to local theatrical events  
 London Theatre Trip  
 Residential Theatre workshop and show trip  
 Rehearsals for Performances

### **Support available**

Staff are available, by arrangement, to assist with written notes and exam preparation after school.

### **Groupings or setting**

All Drama classes are taught in mixed ability groups.  
 Assessment work will have preassigned groupings (Students will not be able to choose their own groups)

### **What parents can do to help**

- Talk to your son or daughter about their work in Drama.
- Come and see their performance work.
- Check their Drama portfolio notes are being maintained each week.
- Try to expose them to a variety of different dramas. Whether this is on television, at the cinema or if possible at the theatre and encourage them to discuss and evaluate what they've seen.

**Member of staff to contact if you have any queries:**

**Mr Bell**  
**Head of Drama**

**Year Group: 10**

**Key Stage 4**

**Subject: ENGLISH LANGUAGE**

Exam Board: AQA

Syllabus No: 8700

Web link: <http://www.aqa.org.uk/subjects/english/>

**Overview of the course:**

- Year 10 students will study the new AQA GCSE English Language course.
- There will be no coursework component. There is an ungraded Speaking and Listening assessment, which will be completed in class, but it is the two examination papers at the end of Year 11 which make up 100% of the overall marks. A new grading system of 1-9 will replace A\*-U, with more differentiation at the top end ('8' and '9' will be equivalent to the old A\*).
- Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper. The two examinations will take place in June 2019.

**Programme of study by half term for 2017/18**

<b>Year 10</b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Exploration of themes and writer's craft in literary texts. (Paper 1, Section A) Question 1-4	Writing skills. Creative writing. (Paper 1, Section B) Question 5 Exploration of themes and writer's craft in literary texts. (Paper 1, Section A) Question 3 Paper 1-style end of term examination.
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
Exploration of themes and writer's craft in non-literary texts. (Paper 2, Section A) Question 1, 2, 3	Exploration of themes and writer's craft in non-literary texts. (Paper 2, Section A) Question 4 Paper 2- Section A style end of term examination.
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
Writing skills. Transactional writing. (Paper 2, Section B) Question 5 Exam revision for Paper 2.	Paper 2-style end of year examination. Speaking and Listening unit of study.

### **Homework that will be set (general)**

- Comprehension and/or writing tasks based on the passages studied that week, and building upon classwork tasks,
- Planning individual Speaking and Listening presentations,
- Greater focus on grammar, spelling and syntax in marking of homework,
- Mock-examination papers and revision materials to be completed in lead up to examinations.

### **Support available**

- Show my Homework for checking homework assignments and deadlines
- GCSE POD – <https://www.gcsepod.com/8-parents-guide/>

### **Groupings or setting**

- Pupils are placed in set 1 if they are high ability pupils. All other groups are mixed ability. Students all sit the same examination papers (no tiers).

### **What parents can do to help**

- Check set homework and remind their child to be aware of deadlines,
- Proof read their child's essays; encourage wider reading as much as possible, both non-fiction and fiction,
- Contact their child's English teacher if they have any concerns about their child's progress.

### **Member of staff to contact if you have any queries:**

**Mrs N Gill (Head of English)**

**Ms J Armond (KS4 English Coordinator)**

**Year Group: 10**

**Key Stage 4**

**Subject: ENGLISH LITERATURE**

Exam Board: AQA

Syllabus No: 8702

Web link: <http://www.aqa.org.uk/subjects/>

**Overview of the course:**

- Year 10 students will study of the new AQA GCSE English Literature course.
- There will be no coursework component, and two examination papers worth 100% of the overall marks; Paper 1 worth 40%, Paper 2 worth 60%. A new mark system of 1-9 will replace A\*-U, with more differentiation at the top end ('8' and '9' will be equivalent to the old A\*).
- Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper. The two examinations will take place in June 2019

**Programme of study by half term for 2017/18**

<b><i>Year 10</i></b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
<i>Lord of the Flies</i> – Paper 2, Section A. Essay writing focused on language, structure, form and themes. Exam style essay response will be assessed.	<i>Macbeth</i> – Paper 1, Section A. Exploration of plot, characterisation, themes and context. Exam-style essay responses
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
<i>Macbeth</i> continued – Paper 1, Section A. Exploration of plot, characterisation, themes and context. Exam-style essay responses.	<i>Sign of the Four</i> Paper 1, Section B Exploration of plot, characterisation, themes and context. Exam-style responses.
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
<i>Sign of the Four</i> – continued <i>Revision of Lord of the Flies and Macbeth.</i>	End-of-year exam Feedback/revision.

### **Homework that will be set (general)**

- Comprehension and/or writing tasks based on the set Shakespeare play and the 19<sup>th</sup> Century text.
- Essays based on set and unseen poetry.
- Greater focus on grammar, spelling and syntax in marking of homework,
- Department-made mock-examination papers and revision materials to be completed in lead up to examinations.

### **Extra-Curricular activities available**

- Theatre visits of any texts studied are strongly recommended where possible.
- Revision sessions every Wednesday. Some sessions may be rescheduled for Tuesdays/Thursday's if they clash with staff meetings. The schedule is pinned on the English office door and emailed to Parents.

### **Support available**

- Show my Homework for checking homework assignments and deadlines,
- GCSE POD <https://www.gcsepod.com/8-parents-guide/>
- PiXL Lit app

The app can be downloaded onto smartphones/tablets:

1. Just search for Pixa Lit in the app store and download for free!
2. The app can also be used on a PC through the internet. Just google Pixa lit app and on the GET STARTED page pick DESKTOP FLASH APP.
3. Login details:
4. School ID: WS760
5. Your ID: Surname and first initial (leave out apostrophes or dashes)
6. E.g. SMITHJ
7. The password has been set to the same as your ID
8. On first login you will be prompted to change your password to something more personal.
9. You also need to set an e mail address which will be used to retrieve a forgotten password.

### **Groupings or setting**

Higher ability students will be placed in set 1. All other sets are mixed-ability.



### **What parents can do to help**

Check set homework and remind their child to be aware of deadlines,

Proof read their child's essays; encourage wider reading as much as possible, especially fiction aimed at young adults,

- Contact their child's English teacher if they have any concerns about their child's progress.

**Member of staff to contact if you have any queries:**

**Mrs N.Gill (Head of English)**

**Ms J Armond (KS4 Coordinator)**

**Year Group: 10**

**Key stage 4**

**Subject: FOOD PREPARATION & NUTRITION**

Exam Board: Eduqas part of WJEC

Web link: [www.eduqas.co.uk](http://www.eduqas.co.uk)

**Aims of the course**

The WJEC Eduqas GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Students will be given the opportunity to develop their knowledge and understanding of the following areas: Food commodities, Principle of nutrition, Diet and good health, Science of food. Where food comes from and Cooking and food preparation.

Students will also have the opportunity to develop a range of technical skills through both practical and experimental work.

**Programme of study by half term for 2017/18**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Introduction to Nutrition and Healthy Eating,  Commodity: Fruits and Vegetables, including potatoes	Commodity: Milk, cheese and yoghurt
<b>Assessment 1</b>  Food Investigation – Enzymic Browning Experiment. Carry out experiment, record results and write a conclusion.	<b>Assessment 2</b>  GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Commodity: Cereals including flour, breakfast cereal, bread and pasta	Commodity: Meat, fish, poultry and eggs
<b>Assessment 3</b>  Food Investigation – Raising Agents. Plan, carry out experiment,	<b>Assessment 4</b>  GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.

record results and write a conclusion.	
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Commodity: Butter, oils, margarine and sugar	Commodity: Soya, tofu, beans, nuts and seeds
<b>Assessment 5</b>  Extended practical session – 2 hours	<b>Assessment 6</b>  Written Exam Paper – marked according to GCSE assessment criteria.

### **Homework that will be set (general)**

Homework is set to secure concepts introduced in lessons and to reinforce learning. Also preparation tasks for future lessons, including practical lessons.

### **Extra-Curricular activities available**

Attending Year 6 Open Evening and Year 9 Options Evening – cooking and talking to parents and pupils.

### **Support available**

In some cases following consultation with the SEN Department in class support is provided and in all cases work is differentiated to meet the needs of the individual.

### **Groupings or setting**

All groups are mixed ability and team working activities within the lessons are also designed to reflect this way of working.

### **What parents can do to help**

Check 'Show My Homework' and encourage your child to show you their completed homework. Show an interest in what your child is doing and ask them to explain it to you on a regular basis. Be prepared to taste your child's food products and provide them with feedback. Encourage your child to cook at home and to experiment with new foods and recipes. Develop further interest in cooking by watching television programmes such as 'Master Chef', 'Food Unwrapped' and other cookery shows. Encourage your child to make full use of the digital Food Preparation and Nutrition text book that they have access to.

### **Member of staff to contact if you have any queries:**

**Mrs H Barnard**  
**Head of Food and Textiles**

**Year Group 10**

**Key stage 4**

**Subject: FRENCH**

Exam Board: Edexcel  
Syllabus No:1FR0  
Web link: [www.edexcel.com](http://www.edexcel.com)

**Aims of the course**

Pupils will study the themes of Identity and Culture and Local Area, holiday and travel this year and will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

**Programme of study by half term for 2017/18**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<ul style="list-style-type: none"><li>• my friends and family</li><li>• arranging to go out</li><li>• night out with friends</li><li>• When I was younger</li></ul>	<ul style="list-style-type: none"><li>• Sport</li><li>• Music</li><li>• TV / film</li><li>• Life online</li><li>• Books / reading</li></ul>
<b>Assessment</b> Writing (responding to bullet points) Reading	<b>Assessment Speaking conversation</b>

<b>Spring Term : 1a</b>	<b>Spring Term 1b</b>
<ul style="list-style-type: none"><li>• food</li><li>• meals</li><li>• shopping for clothes</li><li>• daily life</li><li>• special occasions</li></ul>	<ul style="list-style-type: none"><li>• Family celebrations</li><li>• Festivals and traditions</li><li>• Where you live</li><li>• Weather</li><li>• Describing town</li><li>• Directions</li></ul>
<b>Assessment Speaking (photo task)</b>	<b>Assessment Writing</b>

<b>Summer Term : 1a</b>	<b>Summer Term 1b</b>
<ul style="list-style-type: none"> <li>• Town</li> <li>• What to see / do</li> <li>• Plans</li> <li>• Community projects</li> <li>• Holidays present tense</li> <li>• Holidays past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Ideal holiday</li> <li>• Restaurant</li> <li>• Hotel</li> <li>• Souvenirs</li> </ul>
<b>Assessment</b>	<b>Assessment</b> mock reading, writing and listening

### **Homework that will be set (general)**

Research, learning vocabulary, reading exercises and presentations (written and spoken) will be set. Homework should be weekly and last between thirty minutes and an hour.

### **Extra-Curricular activities available**

Various study trips are run throughout the year for all year groups.

### **Support available**

Work is differentiated for pupils for different abilities.  
Lunchtime/registration drop-in sessions

### **Groupings or setting**

Mixed ability

### **What parents can do to help**

Contact Head of Department or subject teacher with any queries.  
Help students practice vocabulary at home and prepare for assessments. Use the learning gateway links to websites eg. Linguascope

### **Member of staff to contact if you have any queries:**

Miss Gambino - Head of MFL

**Year Group: 10**

**Key stage 4**

**Subject: GEOGRAPHY**

Exam Board: Eduqas Syllabus No: B Web link:  
<http://www.eduqas.co.uk/qualifications/geography/gcse-b/>

**Aims of the course**

The course is based on understanding and interpreting geographical trends, patterns and issues rather than learning facts, with the work done in topic booklets. The course has a focus on the human, economic and physical geographies of the UK and the rest of the world. The course aims to highlight the interactions between people and the environment. Fieldwork skills are essential to the course and there will be two compulsory field trip at the end of Year 10.

**Programme of study by half term for 2017/18**

<b>Autumn Term:</b>
<u>Changing Environments</u> This introductory unit looks at the hydrological cycle and issues to do with supply and demand of water. Case studies of floods and drought in different parts of the world involve student research. The landforms associated with rivers and coasts are studied, as well as how weather and climate influence people. This includes the impact of climate change on people and ecosystems.
<b>Assessment</b> Unit tests of GCSE questions, marked to exam standards
<b>Spring Term:</b>
<u>Changing Places – Changing Economies</u> The unit examines how quality of life varies in different parts of the UK and the rest of the world. It looks at contrasts in global cities at differing scales of development, contrasts in residential places and services such as shops and leisure facilities. Planning issues are looked at in the context of both HICs, LICs and NICs using Google Earth and Census data. The problems of rural areas are also studied with examples from Britain and abroad.
<b>Assessment</b> Unit tests of GCSE questions, marked to exam standards
<b>Summer term:</b>
Completion of Changing Places – Changing Economies (from year 9 and 10) Completion of Environmental Challenges (from year 9) Revision for school examinations
<b>Assessment</b> School Examination Paper 1 1 hour 45 min mock exam (This examination examines work from Years 9 and 10)

**Homework that will be set (general)**

Research tasks to link with case studies, completion of practical exercises, coursework and practice examination questions.

**Extra-Curricular activities available**

Two separate field trips to collect data for paper 3

**Support available**

Supplementary material and links available on the Eduqas website. In addition to this, the department contains a variety of extra reading/revision material which would be useful to students. Revision guides are also available to purchase.

**Groupings or setting**

Mixed ability groups

**What parents can do to help**

Ensure homework is completed regularly. Provide access to internet resources and regularly check for information about coursework on the department website. Ensure that students attend intervention that is put in place after school and in school holidays. Support the department in allowing students to attend fieldwork.

**Member of staff to contact if you have any queries:**

**Miss Z Barrett / Miss N Lowry**  
**Heads of Department**

**Year Group: 10**

**Key stage 4**

**Subject: HISTORY**

Exam Board: **OCR**

Syllabus No: **J410/06**

Web link: <http://www.ocr.org.uk/qualifications/gcse-history-aexplaining-the-modern-world-j410-from-2016/>

**Aims of the course**

Paper 1	1 3/4 hours	50% of total GCSE mark
	-	International relations 1918-2001 / USA 1919 – 1948
Paper 2	1 hour	25% of total GCSE mark
	-	Migration to Britain 1000-2010
Paper 3	1 1/4 hours	25% of total GCSE mark
	-	The Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration

**Programme of study by half term for 2017/18**

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
International Relations 1918-2001	International Relations 1918-2001
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
International Relations 1918-2001	International relations 1918-2001
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
The USA 1919-1948: The People and the State	The USA 1919-1948: The People and the State
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions

**Homework that will be set (general)**

Exam practice questions / Research / Prepare PowerPoints / Note taking  
Revision

**Support available**

Support / vocab sheets provided  
Self and Peer Assessment of exam questions.  
Group work to allow verbal discussion of the learning.  
Graphic outlines to help structure extended writing



**Groupings or setting**

Mixed ability groups

**What parents can do to help**

Ensure homework set is completed - check show my homework  
Help with access to resources - books / internet / libraries  
Ensure there is somewhere quiet to work / revise

**Member of staff to contact if you have any queries:**

**Miss M Marsden**  
**Head of History**

**Year Group 10**

**Key stage 4**

**Subject: MATHEMATICS**

Exam Board: EdExcel

Syllabus No: GCSE (9-1)

Web link:

### **Aims of the course**

To offer students a varied and exciting range of mathematical activities.  
To ensure students have established a good knowledge and understanding of the basic mathematical concepts.  
To develop and practise mental arithmetic skills on a regular basis.  
To practise and encourage non-calculator arithmetic.  
To ensure the competent use of calculators.

### **Programme of study by half term**

All students follow the same order of topics, but they are studied at an appropriate grade by each teaching group from grade 1 up to grade 9 of the new GCSE specification

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<ul style="list-style-type: none"><li>• Working With Number</li><li>• Shapes &amp; Angles</li><li>• Manipulating Algebra</li></ul>	<ul style="list-style-type: none"><li>• Working With Number</li><li>• Representing Data</li><li>• Accuracy</li></ul>
<b>Assessment</b> Each student will be assessed using past exam papers	<b>Assessment</b> Each student will be assessed using past exam papers
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"><li>• Construction &amp; Measures</li><li>• Sequences &amp; Graphs</li><li>• Perimeter, Area &amp; Volume</li></ul>	<ul style="list-style-type: none"><li>• Fractions &amp; Decimals</li><li>• Averages</li><li>• Transformations &amp; Symmetry</li></ul>
<b>Assessment</b> Each student will be assessed using past exam papers	<b>Assessment</b> Each student will be assessed using past exam papers

Summer term 3a	Summer term 3b
<ul style="list-style-type: none"> <li>Percentages &amp; Ratio</li> <li>Solving Equations &amp; Inequalities</li> <li>Probability</li> </ul>	Revision of key topics from: <ul style="list-style-type: none"> <li>Number</li> <li>Algebra</li> <li>Shapes &amp; Measures</li> <li>Statistics</li> </ul>
<b>Assessment</b>  Each student will be assessed using past exam papers	<b>Assessment</b>  Each student will be assessed using a complete past exam paper

Number, Algebra, Shape space & measure AND Handling data are the 4 main strands which relate of the GCSE Mathematics syllabus.

The students are entered for EdExcel GCSE Mathematics at the end of Year 11

### **Homework that will be set (general)**

Applicable for current topic being studied, usually from MyMaths, worksheets or exam papers.

### **Extra-Curricular activities available**

Intermediate Maths Challenge for most able pupils.

### **Support available**

Lunchtime/after school

### **Groupings or setting**

Setting

### **What parents can do to help**

Ensure homework is completed on time.  
Ensure students have equipment, including a scientific calculator.  
Check MyMaths tasks are completed.

### **Member of staff to contact if you have any queries:**

**Mr A. Russell - Head of Department**

**Mrs. S. Rashid - KS4 Co-ordinator**

**Year Group: 10**

**Key Stage 4**

**Subject : MEDIA STUDIES**

Exam Board: WJEC

Syllabus No: 603/115/0

Web link: <http://www.edugas.co.uk/qualifications/media-studies/gcse/>

**Aims of the Course**

Students will be studying the role of the media through the analysis of media language, representation, industries and audiences. A variety of case studies will enable students to access and explore the chosen set products. The detailed study will develop critical thinking and analytical skills, which will enable students to understand the role of the media further.

A distinctive feature of the course is the practical production element. This enables students to put theory into practice by creating their own media products.

**Programme of study by half term for 2017/18**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Component 1: Section A- Media language and representation focusing on magazines, film posters, newspapers and advertising	Section A continued
<b>Assessment</b> Comparative essay of two products and how they use media language and representation	<b>Assessment</b> Comparative essay of two products and how they use media language and representation
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Component 1: Section B- Media industries and audiences focusing on newspapers, video games, radio and films	Section B continued
<b>Assessment</b> Comparative essay of two products and how they use media industries and audiences to connect and attract and audience.	<b>Assessment</b> Comparative essay of two products and how they use media industries and audiences to connect and attract and audience.
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Component 3:NEA assessment Students will be required to create one main practical piece to demonstrate their understanding of their chosen media industry.	Component 3 continued
<b>Assessment</b> One major media production, statement of aims and intentions	<b>Assessment</b> One major media production, statement of aims and intentions

### **Homework that will be set (general)**

Presentations; short essays; visual presentations; analysis of chosen film/TV extracts; research and wider reading; practical work (filming, construction etc.).

### **Extra-Curricular activities available**

After school coursework support on Monday's.

### **Support available**

Technical support for practical work - after school if required. Media staff are available on a one to one basis if required.

### **Groupings or setting**

All students are taught in a mix ability class setting  
Component 3: NEA will be completed individually

### **What parents can do to help**

- \* Encourage wider reading of a variety of materials.
- \* Keep a check on deadlines (which are non-negotiable)
- \* All homework is important even if not written – ensure it is done
- \* Encourage them to experience new texts, not being completely fed on a diet of reality TV shows, OK magazine and The Sun!

**Member of staff to contact if you have any queries:**

**Miss A Georgiou**

**Key stage 4: 10**

**Subject: MUSIC**

Exam Board: Edexcel

Syllabus No: BTEC First Award

Web link:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

**Aims of the course**

The revised Edexcel BTEC in Music is designed to allow the study of the music and recording industry through research, listening and opportunities to use music technology.

**Programme of study by half term for 2017/2018**

It recognises that we live in an age of digital music and the areas of study cover a wide range of musical environments.

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<ul style="list-style-type: none"><li>• Introduction to the course.</li><li>• Research the Music industry.</li><li>• An introduction to Music Sequencing.</li></ul>	<ul style="list-style-type: none"><li>• The Music Industry Structure</li><li>• Music Sequencing continued.</li></ul>
<b>Assessment</b> Listening tasks Interim sequencing assessment Self/peer assessment of practical work	<b>Assessment</b> Listening tasks Self/peer assessment of practical work End of unit written assignment
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"><li>• Managing a Music Product</li><li>• Production Analysis (mix down)</li><li>• Music Sequencing continued.</li></ul>	<ul style="list-style-type: none"><li>• Managing a Music Product assessment.</li><li>• Production Analysis (effects)</li><li>• Music Sequencing continued.</li></ul>
<b>Assessment</b> Listening tasks Interim recording skills assessment Self/peer assessment of practical work	<b>Assessment</b> Listening tasks Interim assessment Self/peer assessment of practical work
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<ul style="list-style-type: none"><li>• Music Sequencing</li><li>• Designing a Music Product</li></ul>	<ul style="list-style-type: none"><li>• Designing a Music Product – final submission.</li><li>• Music Sequencing assessment – final submission.</li></ul>
<b>Assessment</b> Final coursework assessment Video recorded assessment	<b>Assessment</b> Final coursework assessment Video recorded assessment

### **Homework that will be set (general)**

Use of M2 to continue working on practical assignments. Preparation of written assignments. Developing understanding of the Music Industry. Research tasks.
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### **Extra Curricular activities available**

Lunchtime coursework club in M2 Recording of various bands School Choir
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### **Support available**

Music staff are available for some lunchtime/after school sessions for individual specialist support (details confirmed mid-September) Instrumental tuition (details from Mr Sheehan) Supervised rehearsal time for group performances
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### **Groupings or setting**

One group per year Mixed ability
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### **What parents can do to help**

Support students in homework tasks and assignments. Encourage practice of recording / engineering skills in free time at school Continue the tradition of supporting students performing in concerts and productions
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### **Member of staff to contact if you have any queries:**

**Miss E Martin**  
**Head of Music**

**Year 10**

**Key stage 4**

**Subject: PHYSICAL EDUCATION**

Exam Board: OCR Syllabus No: J587

Web link:

[www.ocr.org.uk/gcsephysicaleducation](http://www.ocr.org.uk/gcsephysicaleducation)

**Aims of the course**

To provide all pupils with an enjoyable, satisfying and balanced curriculum and the opportunity to develop physically, socially and cognitively.

The curriculum offers a comprehensive range of activities and roles to meet the needs of all pupils allowing them to develop skills, make and apply decisions, develop their physical and mental capacity, evaluate and inform and make informed choices about healthy, active lifestyles.

**Programme of study by Half term for 2017/18**

Pupils have 2 x 1 hour PE lessons per week and will follow a pathway depending on their interests. Pathways available are given below although, in some cases, pupils must choose activities from at least two pathways.

- Btec Dance – This involves both lessons of practical dance. Some theory is included and will be combined within the core PE & optional GCSE PE lessons.
- Btec Sport- Pupils will cover a range of units that underpin sporting performance. Pupils study 4 units over 2 years, to include Fitness training & testing, the mind and sports performance, the sports performer in action and practical sports performance. 75% of units are internally assessed through coursework produced during 1 hour of theory per week. 25% of the course is externally assessed by an online theory examination designed by Pearson Edexcel.

Pupils will be marked from Fail (1), Pass (6), Merit (7), Distinction (8) or Distinction \* (9) GCSE 1-9 equivalencies. This course will also involve pupils completing coursework at home and independent study. Results are recorded on our central tracking database.

- GCSE PE (1-9) – Pupils who choose GCSE PE will gain an additional 2 hours of PE per week that will enable them to underpin the knowledge required to study PE at GCSE level. Both lessons will focus on theoretical aspects of PE, Sport and Exercise. Designed by OCR, the course places emphasis on both applied anatomy and physiology/ physical training (30%) which is covered in 1 lesson per week and Socio-cultural/ Psychological principles in Sport (30%) which is covered in the second lesson of the week. This knowledge and understanding makes up the theoretical content and is externally assessed through examinations at the end of year 11. Furthermore, 40% of the course is non-exam assessed and is made up of the pupils' practical performance in 3 sports of their choice as per OCR Regulations.



## Homework that will be set (general)

Homework will be expected for all pupils selecting BTEC sport or GCSE PE (1-9). Regular homework (1 per week) will be issued in BTEC study and a range of tasks in GCSE PE (1-9). Tasks will include completion of the following:

- **Coursework**
- **Research tasks**
- **Exam Questions**
- **Examination essay style questions**
- **Mini projects**

Furthermore, it is expected for pupils to take part in additional extra-curricular activity and physical activity in relation to the schools ethos and healthy schools policy. This will enable them to maintain a balanced, active and healthy lifestyle.

## Extra- Curricular activities available

A full and varied extra-curricular sports programme exists for all pupils in the school and a wide range of inter-school matches and inter-house competition are enjoyed throughout the year.

## Support available

Support is available for students following consultation with learning managers and SEN Department. Please see SENCO, Mr Howell for more details.

## Groupings or setting

Pupils in Year 10 are grouped according to their practical ability and/or the pathway they have chosen to take.

## What parents can do to help

- ☐ Encourage their child to attend and engage in extra-curricular sports clubs where possible.
- ☐ Ensure their child is participating in at least another three hours of physical exercise outside of their PE lessons. This is the Government's minimum requirement.
- ☐ Check and support the completion of homework via Show my Homework in line with the school policy.

**Member of staff to contact if you have any queries:**

**Mr D'Silva**

**KS4 & GCSE PE Co-ordinator [adsilva@westhatch.essex.sch.uk](mailto:adsilva@westhatch.essex.sch.uk)**

## Key stage 4

### Subject: PHILOSOPHY OF RELIGION AND ETHICS

#### Aims of the course

This course aims to: encourage candidates to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study

- challenge and equip candidates to lead constructive lives in the modern world
- encourage candidates' to adopt an enquiring, critical and reflective approach to the study of the philosophy of religion and contemporary moral issues
- help candidates' to explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- enhance candidates' spiritual and moral development, and contribute to their health and well being
- enhance candidates' personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion
- help candidates develop their interest in and enthusiasm for the study of philosophy of religion and ethics, and relate it to the wider world
- encourage candidates to reflect on and develop their own values, opinions and attitudes in light of their learning.

#### Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Religion, Peace & Conflict: <ul style="list-style-type: none"><li>• Justice, peace, reconciliation, forgiveness</li><li>• Conflict</li><li>• Dietrich Bonhoeffer</li><li>• Corrie Ten Boom</li><li>• Eric Lomax</li><li>• Violent protest</li><li>• Terrorism</li><li>• Reasons for war</li><li>• Religious attitudes to war &amp; peace &amp; pacifism</li><li>• Holy War and Just War</li><li>• Victims of war</li><li>• Peacekeeping in the 21<sup>st</sup> Century</li><li>• WMD &amp; nuclear weapons</li></ul>	Religion, Good & Evil: <ul style="list-style-type: none"><li>• Concepts of good &amp; evil</li><li>• God &amp; the Devil</li><li>• The Fall – Original Sin</li><li>• Problem of evil – natural &amp; moral evil. Why does God allow evil?</li><li>• Does evil prove God doesn't exist?</li><li>• Theodicy – Augustine, Irenaeus &amp; free will.</li></ul>

<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment	<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment
<b>Spring term 2a</b> Religion & life: <ul style="list-style-type: none"> <li>• Origins of universe &amp; life</li> <li>• Abuse of the environment</li> <li>• Caring for the world</li> <li>• Animal rights</li> <li>• Abortion</li> <li>• Euthanasia</li> </ul>	<b>Spring term 2b</b> Religion, human rights & social justice: <ul style="list-style-type: none"> <li>• Equality – discrimination, prejudice, racism</li> <li>• Gender – role of women in society.</li> <li>• Christian attitudes towards other religions – ecumenism, missionary work, evangelism</li> <li>• Forgiveness &amp; reconciliation</li> <li>• Human Rights</li> <li>• Freedom of expression</li> <li>• Religious attitudes to wealth</li> <li>• People trafficking</li> <li>• Poverty</li> </ul>
<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self-assessment End of Unit Mock Assessment	<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self-assessment End of Unit Mock Assessment
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Revision Yr 10 / 11	Revision Yr 10 / 11
<b>Assessment</b> Practice exam papers	<b>Assessment</b> Practice exam papers

### Homework that will be set (general)

Students will be given reading to prepare for lessons, questions to complete, research on topics, exam question prep & revision, times exam questions.

### Extra Curricular activities available

Extra-curricular visits  
Candle Conference/Vardy Conference

### Support available

School library, department resources, ICT, internet, text books, staff  
Computer room booked for coursework support.

**Groupings or setting**

Groupings will be based entirely on options blocks and will be mixed ability

**What parents can do to help**

- Check regularly homework is completed
- Contact school if any concerns arise
- Watch documentaries about current affairs and discuss these with your child

**Member of staff to contact if you have any queries: Mrs K Bowman**

**Year Group: 10**

**Key stage 4**

**Subject: PSHEE & Citizenship**

**Aims of the course**

The aim of the PSHEE & Citizenship programme is to support the personal, social and economic development of students, ensuring that they acquire the knowledge, understanding, skills and attitudes that will enable them to make informed decisions regarding their health, emotions, relationships, personal finance, academic study and future careers. PSHEE & Citizenship also aims to develop their knowledge and understanding of society and how it works, together with their rights, responsibilities and duties as a citizen of both the community in which they live and the wider society. The programme is delivered through focussed project based tasks delivered as part of their tutor programme, a series of drop down activities hosted by supporting agencies and guest speakers.

**Programme of study for each term 2017-2018:**

<b>Course Structure</b>
The PSHEe & Citizenship programme runs on a five year cycle. The programme runs throughout the academic year with learning focussed upon a number of key topics throughout this time. Students will participate in group tasks to engage, enthuse and develop their understanding of the topic covered. Students will work with peers of varied age and ability levels. PSHEe & Citizenship is a dynamic subject that is required to adapt to the ever-changing needs of its learners and the society in which it exists.
<b>Autumn Term:</b>
Students will develop their understanding and knowledge of the following topics: Health: Mental Health, diet and exercise, Addiction- Smoking and alcoholism
<b>Spring Term:</b>
Students will develop their understanding and knowledge of the following topics: Political system-political parties, elections, roles of a citizen. The Justice system and human rights. Finances – credit and debt. British values and diverse cultures.
<b>Summer Term:</b>
Students will develop their understanding and knowledge of the following topics: Sexual education- relationships, laws, safety, sexuality, confidence and self esteem

**Homework that will be set (general)**

Students will be required to conduct independent research in order to enable them to contribute to class based activities.

**Extra-Curricular activities available**

Work Shadowing  
Work experience  
Careers Interviews  
Guest speakers  
Drop Down Days

**Support available**

LSA support for individual pupils where necessary.

**Groupings or setting**

Pupils are taught in Form Groups by their form tutors.

**What parents can do to help**

Encourage an awareness of the news and current events  
Allow and encourage discussion of the topics being covered  
Encourage students to seek support from staff when required

**Member of staff to contact if you have any queries:**

**Mr Coffey/Mr Heeks**  
**Head of PSHEE &Citizenship**

**Year Group: 10**

**Key stage 4**

**Subject: D & T  
RESISTANT MATERIALS**

Exam Board: AQA  
Syllabus No: 8552  
Web link: [www.aqa.org.uk](http://www.aqa.org.uk)

**Aims of the course**

To provide the opportunity to develop a pupils design and technology <sup>capability</sup> and in particular to encourage imagination, innovation and flair.
To encourage pupils to combine their designing and modelling skills with knowledge and understanding, in order to produce outcomes capable of rigorous testing.
To promote design and technology capability in candidates through activities which involve a range of contexts, materials, processes and to lead to tangible outcomes
To encourage the development of pupils understanding of the needs and values of a range of users; including spiritual, moral, social and cultural considerations
To encourage pupils to recognise that the work of past designers can influence the development of design thinking
To encourage pupils to consider the uses and effects of new technologies and modern materials on product design and manufacture.

**Programme of study by half term for 2017/18**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Introduction to the course - introduction to woods, metals & plastics	Study woods, metals & plastics production
<b>Assessment</b> Assessed making product using AQA descriptors	<b>Assessment</b> Assessed making product using AQA descriptors
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Developing designs, skills and start to connect design influences materials & equipment	Product evaluation
<b>Assessment</b> Technical and core skills	<b>Assessment</b> Assess evaluating using grade descriptors

<b>Summer term 3a</b>	<b>Summer term 3b</b>
Technical principles reviews	Controlled assessment planning and research section
<b>Assessment</b>	<b>Assessment</b> Assessed research section

### **Homework that will be set (general)**

Homeworks will be set continually to reinforce the teaching and learning that has taken place or to prepare for applying design skills project and controlled assessment. Most homework will require use of ICT.

### **Extra-Curricular activities available**

Staff available at all times of the school day for assistance and help  
Thursday after school allocate for intervention  
Compulsory sessions begin in year 11 (hour every week)

### **Support available**

Support is available for students following consultation with Learning Managers and SEN Department.

### **Groupings or setting**

All groups are mixed ability

### **What parents can do to help**

Provide your son/daughter a quiet place to do homework  
Show interest in what work they are doing,  
Contact the department without hesitation if you have concerns. Allow your son/daughter to maximise the use of ICT facilities at home and in school.

### **Member of staff to contact if you have any queries:**

**Mr J Limon**  
**Mr L Taylor**



**Year Group: 10**

**Key stage 4**

**Subject: RELIGIOUS STUDIES**

**Aims of the course**

To enable young people to grow in their spiritual and moral awareness and to develop understanding of, and respect for, people of different faiths and cultures. Pupils will be encouraged to reflect upon their own beliefs and values as well as those of the six major world religions. In so doing we seek to contribute to the vision expressed in the Essex Curriculum Statement.... *'that all, for the benefit of all, are able to shape their destinies and create a better world'*.

**Programme of study by half term for 2017/18**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Beliefs & teachings in Christianity: key beliefs, Jesus Christ & Salvation	Practises in Christianity: Worship & festivals, the role of the church in the local and worldwide community
<b>Assessment</b>  GCSE assessment on 'beliefs & teachings.'	<b>Assessment</b>  GCSE assessment on 'Practises in Christianity.'
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Beliefs & teachings in Islam: key beliefs, authority	Practises in Islam: Worship & duties and festivals
<b>Assessment</b>  GCSE assessment on 'beliefs & teachings.'	<b>Assessment</b>  GCSE assessment on 'Practises in Islam.'
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Religious, Philosophical & Ethical studies: Religion and life	Religious, Philosophical & Ethical studies: Religion and life
<b>Assessment</b>  GCSE assessment on 'Religion and Life.'	<b>Assessment</b>  GCSE assessment on 'Religion and Life.'

**Homework that will be set (general)**

Homework will be set weekly

**Extra-Curricular activities available**

Holocaust Speaker / Holocaust Museum visit.  
Candle/Vardy Conferences

**Support available**

School Library and Homework Club.

**Groupings or setting**

Groups will be banded throughout Humanities subjects.

**What parents can do to help**

- Check the learning gateway for homework that is set and deadlines
- Go over lesson content and discuss their learning
- Help pupils with research and revision before assessments

**Member of staff to contact if you have any queries:**  
**Mrs K Bowman**

**Year Group: 10**

**Key stage 4**

**Subject: SEPARATE SCIENCES**

Exam Board: OCR

Syllabus No: Biology A – J247      Chemistry A – J248      Physics A – J249

Web link:

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/>

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/>

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/>

### **Aims of the course**

Students follow the OCR Gateway Science course in Chemistry, Physics and Biology. Biology consists of 7 modules. Chemistry consists of 7 modules. Physics consists of 9 modules.

The 2 terminal exams each contribute 50% of the final grade.

The exams have to be taken in June of year 11.

Candidates who are awarded grades equivalent to A\* - B in this qualification are well prepared to progress to appropriate A-levels. Students are awarded 3 independent GCSE grades for Biology, Chemistry and Physics.

### **Programme of study for 2017/18**

<b>Content overview</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Module 1: Cell level systems	Module 1: Particles	Module 1: Matter
Module 2: Scaling up	Module 2: Elements, compounds and mixtures	Module 2: Forces
Module 3: Organism level systems	Module 3: Chemical reactions	Module 3: Electricity
Module 4: Community level systems	Module 4: Predicting and identifying reactions and products	Module 4: Magnetism and magnetic fields
Module 5: Genes, inheritance and selection	Module 5: Monitoring and controlling chemical reactions	Module 5: Waves in matter

Module 6: Global challenges	Module 6: Global challenges	Module 6: Radioactivity
Module 7: Practical skills	Module 7: Practical skills	Module 7: Energy
		Module 8: Global challenges
		Module 9: Practical skills

Assessment overview		
The three subjects have two written exams in June of year 11. Both exams are 1 hour 45 minutes, total 90 marks and each exam contribute 50% towards the overall grade.		
Biology	Chemistry	Physics
Paper 1 assesses content from modules B1–B3 and B7	Paper 1 assesses content from modules C1–C3 and B7	Paper 1 assesses content from modules P1–P4 and P9
Paper 2 assesses content from modules B4–B6 and B7, with assumed knowledge of modules B1– B3.	Paper 2 assesses content from modules C4–C6 and 7, with assumed knowledge of modules C1–C3.	Paper 2 assesses content from modules P5–P8, with assumed knowledge of modules P1–P4 and P9.

### Homework that will be set (general)

Homework will be set once a week.

### Extra-Curricular activities available

Science week activities  
Exam preparation sessions

### Assessment

Regular assessment of the lesson content and intervention topics  
Examinations every 6 weeks in line with the schools assessment plan  
Pre public exams in January 2018  
End of year exams in June 2018

### Support available

The student gateway will have materials available for revision, tips on how to revise and information on Science revision websites.  
Intervention sessions

**Groupings or setting**

There are two higher ability groups, one on each side of the year, West & Hatch. All other groups are mixed ability.

**What parents can do to help**

The science section of the school website will have key dates, exam times, tips and support available.

Parents are encouraged to discuss the outcomes and targets from the six weekly assessments, make sure students are completing homework well before the deadline and encouraging them to clarify misconceptions and start to revise on a regular basis, not just for assessments.

**Members of staff to contact if you have any queries:**

**Mr. Hikel (Head of science and chemistry)**

**Mrs Tester (Head of biology)**

**Miss Bhatia (Head of physics)**

**Year Group 10**

**Key stage 4**

**Subject: SPANISH**

Exam Board: Edexcel  
Syllabus No:1SP0  
Web link: [www.edexcel.com](http://www.edexcel.com)

**Aims of the course**

Pupils will study the themes of Identity and Culture and Local Area, holiday and travel this year and will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

**Programme of study by half term for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<b><u>Holidays</u></b> <ul style="list-style-type: none"><li>• Preterite tense</li><li>• Imperfect tense</li><li>• Superlatives</li></ul>	<b><u>School</u></b> <ul style="list-style-type: none"><li>• Subjects</li><li>• Uniform - comparatives</li><li>• Rules</li><li>• Future plans</li><li>• Achievements/extra-curricular</li></ul>
<b>Assessment</b> Reading and Writing	<b>Assessment</b> Speaking (Q&A)

<b>Spring Term : 1a</b>	<b>Spring Term 1b</b>
<b><u>Who am i?</u></b> <ul style="list-style-type: none"><li>• Socialising and family</li><li>• Description of people</li><li>• Social networks</li><li>• Making arrangements</li><li>• Free time activities and reading preferences.</li></ul>	<b><u>Who am i?</u></b> <ul style="list-style-type: none"><li>• Sports - <i>Ya and todavia</i></li><li>• Trends – <i>perfect tense</i></li><li>• Entertainment – <i>algunos/ demasiados</i></li><li>• Inspiration people – <i>multiple tenses</i></li><li>• </li></ul>
<b>Assessment</b> Reading, writing, translation	<b>Assessment</b> reading

<b>Summer Term : 1a</b>	<b>Summer Term 1b</b>
<b><u>Town/Region/Country</u></b> <ul style="list-style-type: none"><li>• places in town/region – <i>negatives/se puede</i></li><li>• Making future plans – <i>future tense/ si + present tense</i></li><li>• Shopping – <i>demonstrative adjs</i></li><li>• Problems – <i>conditional</i></li></ul>	<ul style="list-style-type: none"><li>• Illnesses and injuries</li><li>• revision for EOY exam</li></ul>

<b>Assessment</b> <b>Reading and Listening</b>	<b>Assessment</b> mock reading, writing, listening and speaking
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**Homework that will be set (general)**

Research, learning vocabulary, reading exercises and presentations (written and **spoken**) will be set. Homework should be every lesson and last between thirty minutes and an hour.

**Extra-Curricular activities available**

**Intervention sessions for all students**

**Extra-curricular clubs.**

Various study trips are run throughout the year for all year groups.

**Support available**

Work is differentiated for pupils for different abilities.

Lunchtime / registration drop-in sessions

**Groupings or setting**

Mixed ability

**What parents can do to help**

Contact Head of Department or subject teacher with any queries.

Use the learning gateway links to websites eg. Linguascope

**Member of staff to contact if you have any queries:**

Head of Department: Mrs Gambino

Second in Department: Miss Dawkes