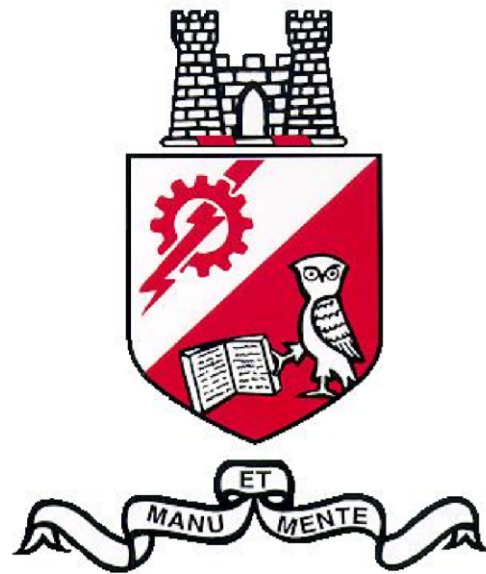


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Key Stage 3 Course Outlines Year 11 2017/18

Year Group: 11

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. Component 02: Externally set task.** It is important that pupils keep up to date with coursework and homework as this accounts for 60% of the GCSE. Every piece of work that pupils do contributes to their final grade. The coursework in years 10/11 is made up of two projects. In Year 11 pupils continue their mask project they research the theme and produce observational drawings. After developing ideas they produce a final painting for their mock exam and then a 3D mask in clay. In February they start the preparatory work for the exam and in April they sit the exam itself. See pupils study planner for more details of homework and coursework to be produced.

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

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Mask project. Drawing pencil, colour pencils, felt tip, oil crayon, paint and clay.	Mask project. Drawing pencil, colour pencils, felt tip, 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.
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
Mask project. Drawing pencil, colour pencils, felt tip, oil crayon, paint and clay.	GCSE Exam Project. Preparatory work for the exam. The final 10-hour exam is in April.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: Coursework 60%, Terminal Examination 40%.
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
GCSE Exam Project. Preparatory work for the exam. The final 10-hour exam is in April.	End of course.
<b>Assessment</b> By outcome: Coursework 60%, Terminal Examination 40%.	<b>Assessment</b> GCSE grade in August

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

A list of homework tasks for the year is printed in pupil's folders and homework is put 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: BUSINESS STUDIES GCSE**

Exam Board: AQA  
 Syllabus No: 4133  
 Web link:  
<http://filestore.aqa.org.uk/subjects/AQA4130-W-SP-14.PDF>

### Aims of the course

The aim of this course is to:

- Make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used;
- Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
- Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgments;
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.
- Give students an understanding of the dynamics of business activity.

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

<p><b>Autumn Term: 1a</b></p> <p>1. Controlled Assessment</p> <p>2. <b>The Business Organisation</b></p> <ul style="list-style-type: none"> <li>• Expanding a business</li> <li>• Choosing the right legal structure</li> <li>• Changing business aims and objectives</li> <li>• Choosing the best location</li> </ul>	<p><b>Autumn Term 1b</b></p> <p>1. <b>Marketing</b></p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Promotion</li> <li>• Place</li> </ul>
<p><b>Assessment</b> Controlled Assessment</p>	<p><b>Assessment</b> End of term test Exam style questions</p>
<p><b>Spring term 2a</b></p> <p>3. <b>Finance</b></p> <ul style="list-style-type: none"> <li>• Finance for large businesses</li> <li>• Profit and loss accounts and balance sheets</li> </ul> <p>4. <b>People in Business</b></p> <ul style="list-style-type: none"> <li>• Reorganising organizational charts a management hierarchies</li> <li>• Recruitment and retention of staff</li> </ul>	<p><b>Spring term 2b</b></p> <p>5. <b>Operations Management</b></p> <ul style="list-style-type: none"> <li>• Production methods for growing businesses</li> <li>• Reorganising challenges of growth</li> <li>• Maintaining quality assurance in growing businesses</li> </ul>
<p><b>Assessment</b> Half term test Exam style questions</p>	<p><b>Assessment</b> End of term test Exam style questions</p>
<p><b>Summer term 3a</b></p> <p>Revision for summer exam</p> <p>Unit 1 – May 2018 Unit 2 – June 2018</p>	<p><b>Summer term 3b</b></p> <p>Study Leave</p>

## **Homework that will be set**

Students will be given a homework book which will form the basis of the work they will be formally assessed on and that will help monitor and assess student's progress. The work will be completely exam focused, thus enabling students to practice their exam technique and for teachers to be able to identify areas where students need to improve.

Both written and verbal feedback will be given and strategies on how to improve performance will be discussed. The homework book will be available for both students and parents on the Learning Gateway and will include all deadlines that students must adhere to.

Students will also be expected to keep up to date with what is happening in the business world by regularly reading business newspapers, websites etc. This independent learning will be key to a student's success, as they can bring real business examples into their exam answers.

## **Support available**

Reading list and suitable websites can be found in the course handbook. A Business Studies Facebook account is available to students which contains a variety of up to date articles and other information which will aid student's learning. This is also available to parents who perhaps want to keep in touch with what is happening in the Business department.

## **Grouping or setting**

Students arrive in the groups based upon option choices.

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

**Mr E Korboe Head of Business**

**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 2 – You will learn about the Curriculum for young children, areas of development and the importance of routines. You will learn how to keep children safe and the importance of observations and assessments.

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

<b>Autumn Term: 1a/ b</b>	<b>Assessment:</b>
Areas of development Rate and sequence of development Holistic development Activities Support children's independence and well – being	Assignment tasks Professional discussions
<b>Spring term: 2a/ b</b>	<b>Assessment:</b>
Observations Observation method Advantages and disadvantages of observations method Transitions	Assignment tasks Professional discussions
<b>Summer term: 3a/ b</b>	<b>Assessment:</b>
Revision for multiple choice exam	Assignment tasks Professional discussions Preparation for unit 3

**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: -**

London Zoo  
Nursery World Exhibition  
Childcare Expo  
London Aquarium/ Tate Modern

**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**

Year Group 11

Key stage 4

**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> <ul style="list-style-type: none"><li>• J276/03/04 Non Examinable Assessment:</li><li>• Students analyse, design, develop, test and evaluate a system created in response to a brief published by OCR each September.</li></ul>	<b>Autumn Term 1b</b> <ul style="list-style-type: none"><li>• J276/01 Computer Systems: <input type="checkbox"/> Hardware components</li></ul>
<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks	<b>Assessment</b> Pre-Public Examination week commencing 27 <sup>th</sup> November
<b>Spring term 2a</b> <ul style="list-style-type: none"><li>• <b>J276/01 Computer Systems:</b></li><li>• Wired and wireless networks</li></ul>	<b>Spring term 2b</b> <ul style="list-style-type: none"><li>• <b>J276/01 Computer Systems:</b></li><li>• Ethical, Legal ,Cultural and Environmental concerns</li><li>• System Security</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>J276/01 Computer Systems:</b></li> <li>• System software</li> <li>• Revision of all topics</li> <li>• Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>J276/02 Computer Systems:</b></li> <li>• Revision of all topics</li> <li>• Study leave</li> </ul>
<b>Assessment</b> Topic tests and past papers	<b>Assessment</b> June Public Exam

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

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Internet Based Research</li> <li>• Comprehension Activities</li> <li>• Consolidation of Classwork</li> <li>• Revision for Topic Tests</li> </ul> |
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### Extra-curricular activities available:

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

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Help from class teacher outside lessons</li> <li>• OCR Website: <a href="http://www.ocr.org.uk/qualifications/gcse-computer-sciencej276-from-2016/">http://www.ocr.org.uk/qualifications/gcse-computer-sciencej276-from-2016/</a></li> </ul> |
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### Groupings or setting:

Grouped according to options
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### What parents can do to help:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Visit the course website to read and understand the course specifications and parent/learner guides at <a href="http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/</a></li> <li>• Help with planning / reviewing work</li> <li>• Monitoring completion of homework through Show My Homework website</li> <li>• Contacting the class teacher or Head of Department at the earliest opportunity with queries or issues</li> </ul> |
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### 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: 11**

**Key stage 4**

**Subject: BTEC Level 2 Award in Performing Arts - Dance**

### **Aims of the course**

This course is taught within the Key Stage 4 CORE PE Programme. The BTEC Level 2 Award in Dance is designed to develop choreographic and performance skills, technical ability and theoretical knowledge in dance. Candidates should be able to create and perform a dance in at least two different styles.

**They will be expected to perform two solo dances as part of their final exam.**

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

The BTEC Award in Dance is a three-unit qualification. It consists of one compulsory core unit plus two specialist units that will be selected by the abilities and experiences of the group.

In year 10 students will have completed the first of three units for the BTEC First Award in Dance:

- **Dance Skills.**

In year 11 you will complete the final units:

- **Preparation, performance and production**– For this unit, you will work studying the ways in which you can organise an event and undergoing the process of organising your own dance event.
- **Individual showcase.** – For this unit, you will learn the skills required for progression in the performing arts industry and will perform at least one solo dance for external assessment.

**There is one external examination in the BTEC Level 2 Award in Dance. All units are assignments based. All of the above units have grading criteria and will be individually graded as pass, merit or distinction.**

### **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 11 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>
<p>The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama.</p> <p>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.</p>	<p>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.</p>
<b>Presenting and performing texts</b>	<b>Assessment</b>
<p>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.</p>	<p>Learners will complete a concept pro forma describing their research on the text and their artistic intention for the performance.</p> <p>Learners will also perform live the two extracts in front of an audience that includes the visiting examiner.</p>
<b>Performance and response</b>	<b>Assessment –</b>
<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</p>	<p>This will be assessed through a Written Drama examination during the summer of the second year of study.</p>

drama and performance in Section A and a review of the work of others in Section B.

The Performance text that we will be studying will be 'Blood Brothers' by Willy Russel.

### **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 note 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**

**Subject: ECONOMICS (Unit 12) GCSE**

Exam Board: AQA

Syllabus No: 4135

Web link: <http://filestore.aqa.org.uk/subjects/AQA-4130-W-SP-14.PDF>**Aims of the course**

Further develop student's understanding of economic concepts and theories studied in year 10;

- Consider targets and policies the government may use to achieve its objectives;
- consider fiscal, monetary and supply side policies within the context of the trade cycle;
- consider the European Union and its effect on the UK Economy;
- encourage candidates to undertake investigative research into current economic issues;
- analyse and evaluate the impact of dominant firms on consumers and producers
- analyse and evaluate the impact of India's and China's economic growth on developed countries such as the UK

**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>• Government's economic objectives: economic growth, full employment, stable prices, balance of payments.</li> <li>• How economic objectives are measured</li> <li>• Ethical issues affecting the achievement of government objectives</li> <li>• Economic growth and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• The welfare state and its alternatives</li> <li>• Economic systems: free and mixed economies</li> <li>• Market failures</li> <li>• Externalities</li> <li>• Economic cycle</li> <li>• Government revenue and expenditure</li> <li>• Fiscal policy</li> <li>• Monetary policy</li> </ul>
<b>Assessment</b> Half-term test and homework	<b>Assessment</b> Term test and homework
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"> <li>• Supply-side policy</li> <li>• The role of the European Union</li> <li>• The euro €</li> <li>• EU enlargement</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Measurement of standard of living</li> <li>• The meaning of poverty</li> <li>• Causes and effects of poverty</li> <li>• Possible solutions to poverty</li> </ul>
<b>Assessment</b> Test and homework	<b>Assessment</b> Test and homework
<b>Summer term 2a</b>	<b>Summer term 2b</b>
<ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Features &amp; benefits of globalisation</li> <li>• Drawbacks of globalisation</li> <li>• Ethical issues relating to globalisation</li> </ul>	Revision

<b>Assessment</b> Test and homework	<b>Assessment</b> External Examination provisional date: Unit 11- May 2018 Unit 12 – June 2018
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### **Homework that will be set**

Students will be given a homework booklet for each unit: “Managing the Economy”, “Dominant Firms” and “Developing Economies”. Each booklet has assignments covering the topics seen in lessons. The assignments are laid out similar to the exam students will take in June 2017. The booklets can be found on the school’s Learning Gateway.

### **Support available**

Students have ready access to staff, individual textbook, reading lists, sample papers and a great deal of material on the internet. Links to useful websites can be found on Learning

Gateway on the school’s homepage.

### **Groupings or setting**

Mixed ability classes

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

Encourage your child to read a weekend broadsheet newspaper. Discuss with them economic issues such as unemployment and inflation as well as issues concerning the world economy, especially in regards to China, India and the EU.

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

**Mr Korboe**  
**Head of Economics**

**Year Group: 11**

**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:**

- Students continue to study a range of fiction and non-fiction texts and extracts from 19<sup>th</sup> - 21<sup>st</sup> Century in preparation for their GCSE examination.
- All sets follow the AQA GCSE course over two years. They will sit two exam papers at the end of this year. Each paper is worth 50% of the total marks available at GCSE and will assess both reading and writing. Students will also have a Speaking and Listening assessment, which will be reported separately. There is no coursework component.
- Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper.

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

<b>Year 11</b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Year 10 End of Year exam reflection and improvement. Speaking and Listening unit and assessment. Revision of Paper 2: Writer's viewpoints and perspectives	Revision in preparation for mocks targeted towards individual class needs. Suggested focus: <b>Week 1-2</b> Paper 1 recap – focus on Q3,4 <b>Week 3-4</b> Paper 2 recap – focus on Q2,4, 5 PPE reflection and feedback.
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
Targeted revision depending on the needs of individual classes in preparation for 2 <sup>nd</sup> PPEs.	Week 1 PPEs Week 2-5 Feedback/Targeted revision depending on the needs of individual classes
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
Preparing for Summer exams. Revision of Paper 1 and Paper 2.	Study Leave

**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,
- Department-made mock-examination papers and revision materials to be completed in lead up to examinations.



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

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,
- Intervention programme where additional support is given to students struggling. Times and students to be decided by the English department.

### **Groupings or setting**

- Pupils are placed in sets according to their 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.
- Encourage use of GCSE POD <https://www.gcsepod.com/8-parents-guide/> YouTube and 9-1 AQA revision guides for independent revision.

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

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

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

**Year Group: 11**

**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 11 students continue their study of the new AQA GCSE English Literature course.
- Students will study Blood Brothers this year and will complete AQA's anthology of conflict poetry, in addition to revising their texts from Year 10 (*Romeo and Juliet*/*Macbeth*/*A Merchant of Venice* and *A Christmas Carol*/*The Sign of the Four*). They will also prepare for the unseen poetry question by analysing a range of appropriate poems.
- They will sit two exam papers at the end of this year: Paper 1 worth 40% and Paper 2 worth 60%. Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper. There is no coursework component.

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

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Completing the study of <i>A Christmas Carol</i> / <i>The Sign of the Four</i> .  Conflict poetry and unseen techniques.	Blood Brothers PPEs on all texts. Blood Brothers
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
Blood Brothers continued Feedback PPEs. Complete study of conflict poetry.	Revision of <i>Romeo and Juliet</i> / <i>Macbeth</i> / <i>The Merchant of Venice</i> and <i>A Christmas Carol</i> / <i>The Sign of the Four</i> .
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
Final revision and Unseen techniques Paper 1 and Paper 2.	Study Leave

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

- Comprehension and/or writing tasks based on *Animal Farm* or *Lord of the Flies*.
- Essays based on set and unseen poetry.
- Revision tasks based on set texts.
- 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 on set texts are always recommended.

## **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 Pixl Lit in the app store and download for free!
2. The app can also be used on a PC through the internet. Just google Pixl 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 English Coordinator)**

**Year Group: 11**

**Key stage 4**

**Subject: Food Preparation and 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>
Nutrition and Healthy Eating	Working on NEA TASK 1– Food Investigation, set by the exam board. Worth 15% of final GCSE.
<b>Assessment</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.	<b>Assessment</b> Completing NEA Task 1 – Food Investigation, working under ‘controlled conditions’.
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Introducing NEA TASK 2 – Food Preparation, set by the exam board. Worth 35% of final GCSE.	Completion of NEA Task 2 – Food Preparation, including an extended 3 hours practical session.
<b>Assessment</b> Investigate and Plan the task, including recipe trialling and testing.	<b>Assessment</b> Marking of NEA Task 2 according to GCSE assessment criteria, worth 35% of total GCSE marks.
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Revision and exam technique for GCSE Exams	
<b>Assessment</b> Short answer tests and answering GCSE style examination questions - marked according to Exam Mark Schemes.	<b>Assessment</b>

### **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.  
Homework for NEA Tasks will be research.

### **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.

For their Controlled Assessment tasks students will be supported as necessary.

### **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**

Show interest in what your child is doing; ask to see their work 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'. Encourage your child to make full use of the digital Food Preparation and Nutrition text book which they have access to.

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

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

**Year Group 11**

**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 School, Future plans and global issues 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>• School subjects</li><li>• General information about school</li><li>• Comparing school in UK/ France</li><li>• Rules</li><li>• Getting the best out of school</li><li>• Trips / exchanges</li></ul>	<ul style="list-style-type: none"><li>• Jobs / work experience</li><li>• Career choices</li><li>• Ambitions</li><li>• Importance of languages</li><li>• Applying for jobs</li><li>• Job case studies</li></ul>
<b>Assessment</b> Writing (130-150 words) Listening	<b>Assessment</b> PPE Listening, reading and writing

<b>Spring Term : 1a</b>	<b>Spring Term 1b</b>
<ul style="list-style-type: none"><li>• World problems</li><li>• Protecting the environment</li><li>• Ethical shopping</li></ul>	<ul style="list-style-type: none"><li>• Volunteering</li><li>• Big events</li><li>• Preparation for speaking exam</li></ul>
<b>Assessment PPE Speaking</b>	<b>Assessment Listening / reading</b>

<b>Summer Term : 1a</b>	<b>Summer Term 1b</b>
<ul style="list-style-type: none"><li>• Speaking exams</li><li>• Revision</li></ul>	
<b>Assessment</b> Speaking exam w/b 16 <sup>th</sup> April	<b>Assessment</b>

### **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 / afterschool and before school 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 speaking questions.

**Member of staff to contact if you have any queries:**  
**Miss Gambino - Head of MFL**

Year Group: 11

Key stage 4

Subject: GEOGRAPHY

Exam Board: Eduqas

Syllabus No: B

Web

link:

<http://www.eduqas.co.uk/qualifications/geography/gcseb/>

### 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 one compulsory field trip at the start of Year 11.

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

#### Autumn Term:

##### Applied Fieldwork Enquiry

Students will explore different approaches to fieldwork, methodology and analysis. They will discover how their fieldwork enquiry may be used to investigate geography's conceptual frameworks. Students will assess how geographical concepts can be applied to fieldwork in a wider UK context.

#### Assessment

Unit tests of GCSE questions

Fieldwork write up project

PPE on Paper 1 (1 hour 45 mins) and Paper 3 (1 hour 30 mins)

#### Spring term:

##### Problem Solving Geography

Students will learn how to synoptically approach geographical problems. For example, 'where should new housing be built?'. Students will learn how to respond to different sources of information, explore different solutions to a problem and choose a solution, giving justifications. Students will also learn how to evaluate and analyse their decisions. Students will apply mathematical skills as well as extended writing in this unit.

#### Assessment

Practice questions

Decision making skills and practice papers.

Walking Talking PPE on Paper 2 (1 hour 30 mins)

#### Summer term:

Revision for GCSE

#### Assessment

External examinations of Papers 1, 2 and 3

Homework that will be set (general)



Research tasks, completion of practical exercises, coursework and practice examination questions.

### **Extra Curricular activities available**

Two separate days out on a field trip 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 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.

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

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

Year Group: 11

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>
Interpretations of Appeasement and the Cold War	Migration to Britain 1000-2010
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
Migration to Britain 1000-2010	Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
Revision	N/A
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> External exams

### 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: 11

Key stage 4

Subject: MATHEMATICS

Exam Board: EdExcel

Syllabus No: GCSE (9-1)

Weblink

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

### 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.

### Programme of study by half term 2017/2018

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

<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> Full GCSE paper PPE
<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> Full GCSE paper PPE
<b>Summer term 3a</b>	<b>Summer term 3b</b>

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> GCSE Examination	

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: 11

Key Stage 4

Subject : MEDIA STUDIES

Exam Board: OCR

Syllabus No: J526

Web link: <http://www.ocr.org.uk/qualifications/gcse-media-studies-j526-from-2012/>

Aims of the Course

Students will be studying the role of the media through the analysis of media language, representation, industries and audiences. This 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. The units will focus on action/adventure films and television.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
B322 Exam: Section A Action/Adventure Students will analyse a variety of texts from the action/adventure genre and focus on the role of codes and conventions, characters and events. Micro elements, terminology and areas of representation.	Section A continued
<b>Assessment</b> Exam questions that focus on codes and conventions, micro elements and areas of representation	<b>Assessment</b> Exam questions that focus on codes and conventions, micro elements and areas of representation
Spring term 2a	Spring term 2b
B322 Exam: Section B Television and situation comedies Students will firstly focus on television scheduling through the role of the BBC ( <i>My Family</i> and E4 ( <i>The Inbetweeners</i> )). Through a detailed analysis of audience pleasures students will focus on <i>A League of their Own</i> and <i>Friends</i> .	Section B continued
<b>Assessment</b> Exam questions that focuses on television scheduling and audience pleasures	<b>Assessment</b> Exam questions that focuses on television scheduling and audience pleasures

Homework that will be set (general)

Presentations; short essays; visual presentations; analysis of chosen film/TV extracts; research and wider reading, exam questions.

Extra-Curricular activities available

After school coursework/exam 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

### **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**

**Subject: MUSIC**

Exam Board: Edexcel  
Syllabus No: BTEC First Award

Web link:

**Aims of the course**

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

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>Recap on Music Recording</li> <li>Prepare for Music Industry Exam.</li> </ul>	<ul style="list-style-type: none"> <li>Music Industry Exam</li> <li>Recording Techniques</li> </ul>
<b>Assessment</b> Listening tasks Interim recording assessment Self/peer assessment of practical work	<b>Assessment</b> Self/peer assessment of practical work Music Industry past papers End of unit written assignment
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"> <li>Logs and write-ups for recording techniques</li> <li>Recording and mixing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Video presentations for recording and mixing down techniques</li> </ul>
<b>Assessment</b> Listening tasks Interim recording skills assessment Self/peer assessment of practical work	<b>Assessment</b> Interim assessment Assessment of practical work End of unit assessment
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<ul style="list-style-type: none"> <li>Revisit Music Industry</li> <li>Final coursework submissions recording</li> </ul>	<ul style="list-style-type: none"> <li>Exam revision</li> </ul>
<b>Assessment</b> Listening tasks Final coursework assessment	<b>Assessment</b> Final coursework assessment Exam

**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.  
Revision of notes and keywords from Listening lessons. Use of the departmental website to access additional resources.

### **Extra Curricular activities available**

Lunchtime coursework club in M2  
Recording of various bands  
School Choir

### **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

### **Groupings or setting**

One group per year  
Mixed ability

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

Support students in homework tasks and assignments.  
Encourage practice of recording / engineering skills at school in free time  
Continue the tradition of supporting students performing in concerts and productions

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

**Miss E Martin Head of Music**

## Key stage 4

**Subject: PHYSICAL EDUCATION**

GCSE PE (1-9)  
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.
- To provide pupils with the opportunity to find areas of activity that they may wish to pursue after they leave school.

### 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.

## **Assessment**

Pupils are assessed every 6 weeks in the two sports they are taking part in. When the Progress Checks are completed this will represent the average grade the pupil has achieved throughout all sports. If pupils work below their target they will be asked to attend an extra-curricular activity e.g. Fitness/Netball club.

## **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**

## **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 are played throughout the year.

## **Support available**

Support is available for students following consultation with learning managers and SEN Department.

## **Groupings or setting**

Classes in Year 11 are mixed ability.

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

- Encourage their child to attend extra-curricular sports clubs
- Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons. This is the Government's minimum requirement.

**Member of staff to contact if you have any queries:  
Mr D'Silva: 2<sup>nd</sup> in PE and GCSE Coordinator.**

## **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

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
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>	<b>Spring term 2b</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>	Religion, human rights & social justice <ul style="list-style-type: none"> <li>• Equality – discrimination, prejudice, racism □ 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: 11**

**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**



**Key stage 4**  
**Subject: D & T RESISTANT**  
**MATERIALS**

**Yr. 11**

Exam Board: AQA  
 Syllabus No: 4560  
 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 capability 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>
Design Section of controlled assessment	Controlled assessment planning and making section
<b>Assessment</b> Assessed sections using AQA descriptors	<b>Assessment</b> Assessed making product using AQA descriptors
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Controlled assessment making and evaluating	Controlled assessment completion
<b>Assessment</b> Assess first draft controlled assessment	<b>Assessment</b> Final grade
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Exam preparation	Exam preparation

<b>Assessment</b>	<b>Assessment</b>
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### **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.

**Compulsory sessions for each student to be arranged from November onwards (1 hour each 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: 11**

**Key stage 4**

**Subject: TRIPLE SCIENCE**

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

<b>Assessment overview</b>		
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.		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
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 for each science.

### **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 December 2017 and April 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 triple groups, one on each side of the year, West & Hatch.

### **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: 11**

**Key stage 4**

**Subject: COMBINED SCIENCE**

Exam Board: OCR

Syllabus No: Combined Science A – J250

Web link:

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/>

### **Aims of the course**

Students follow the OCR Gateway Science course in Combined Science. This includes many of the components found in the Tripe science courses.

Biology consists of 7 modules. Chemistry consists of 7 modules. Physics consists of 9 modules.

There are 6 terminal exams (two biology, two chemistry and two physics) each contribute 16.7% 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 2 GCSE grades for Combined Science. These grades will be the same.

### **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

<b>Assessment overview</b>		
There are six written exams in June of year 11. Exams exams are 1 hour 10 minutes, total 60 marks and each exam contribute 16.7% towards the overall grade.		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
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 for each science subject.

### **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 December 2017 and April 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 six mixed ability groups, three on each side of the year, West & Hatch.

### **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)**



Year Group 11

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 2017/18

Autumn Term: 1a	Autumn Term 1b
<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><u>Working Life</u></b> <ul style="list-style-type: none"><li>• Jobs</li><li>• Chores</li><li>• Work experience</li><li>• Careers and languages</li><li>• Job interview</li><li>• Gap year</li></ul>
<b>Assessment</b> Reading and Writing	<b>Assessment:</b> PPE: speaking, listening, reading, writing

Spring Term : 1a	Spring Term 1b
<b><u>Environment</u></b> <ul style="list-style-type: none"><li>• Healthy eating/lifetsyle</li><li>• Recycling</li><li>• Global issues</li><li>• Community spirit</li><li>• International sporting events</li><li>• Natural disasters</li></ul>	<ul style="list-style-type: none"><li>• Illnesses and injuries</li><li>• Typical foods</li><li>• De fiesta</li></ul>
<b>Assessment</b> Mock speaking	<b>Assessment</b> reading

Summer Term : 1a	Summer Term 1b
Revision before exam	
<b>Assessment</b>	<b>Assessment</b>

### **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.**

### **Support available**

Work is differentiated for pupils for different abilities.

**Intervention sessions for all students.**

### **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