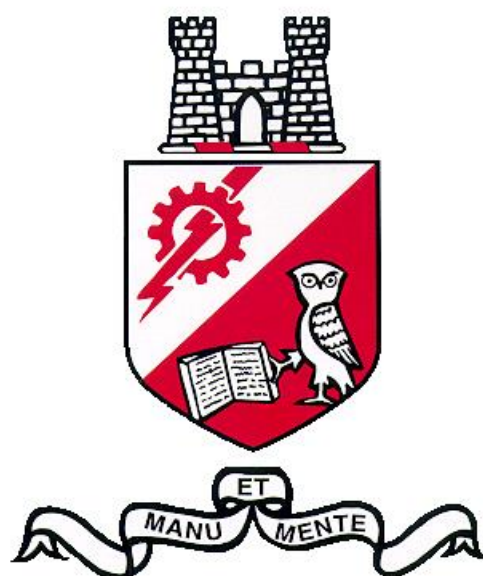


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Key Stage 4 Course Outlines Year 10 2016/17

**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**

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 2016/17**

<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: BUSINESS STUDIES GCSE**

Exam Board: AQA

Syllabus No: 4133

Web link: <http://filestore.aqa.org.uk/subjects/AQA-4130-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 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<b>1.1 Starting a Business</b> <ul style="list-style-type: none"> <li>• Starting a business enterprise</li> <li>• Business aims and objectives</li> <li>• Business planning</li> <li>• Legal structure</li> </ul>	<b>1.1 Starting a Business</b> <ul style="list-style-type: none"> <li>• Choosing the location of the business</li> </ul> <b>1.2 Marketing</b> <ul style="list-style-type: none"> <li>• Conducting market research</li> <li>• Using the marketing mix</li> </ul>
<b>Assessment</b> Half term test Exam style questions	<b>Assessment</b> End of term test Exam style questions
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<b>1.3 Finance</b> <ul style="list-style-type: none"> <li>• Finance and support for a small business</li> <li>• Financial terms and simple calculations</li> <li>• Using cash flow</li> </ul> <b>1.4 People in Business</b> <ul style="list-style-type: none"> <li>• Recruiting</li> </ul>	<b>1.4 People in Business</b> <ul style="list-style-type: none"> <li>• Recruiting</li> <li>• Motivating staff</li> <li>• Protecting staff through understanding legislation</li> </ul> <b>1.5 Operations management</b> <ul style="list-style-type: none"> <li>• Production methods</li> <li>• Customer service</li> </ul>
<b>Assessment</b> Half term test Exam style questions	<b>Assessment</b> End of term test Exam style questions
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<b>Unit 1 revision</b> <ul style="list-style-type: none"> <li>• Starting a Business</li> <li>• Marketing</li> <li>• Finance</li> <li>• People in Business</li> <li>• Operations Management</li> </ul>	CONTROLLED ASSESSMENT
<b>Assessment</b> Unit 1 Mock Exam	<b>Assessment</b> Controlled Assessment

## **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: Mrs V Patel**

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

Exam Board: 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 half term for 2016/17: -**

<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 Legislations, policies and procedures Diversity Inclusive practice	Assignment tasks Professional discussions

**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**

Year Group 10

Key stage 4

**Subject: Computing**  
**2 hours per week**

Exam Board: OCR

Syllabus No: J276

Web link:

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

**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 2016/17:**

<b>Autumn Term: 1a</b> <ul style="list-style-type: none"><li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li><li>• Data representation</li></ul>	<b>Autumn Term 1b</b> <ul style="list-style-type: none"><li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li><li>• Algorithms</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>Spring term 2a</b> <ul style="list-style-type: none"><li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li><li>• Programming techniques and computational logic</li></ul>	<b>Spring term 2b</b> <ul style="list-style-type: none"><li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li><li>• Producing robust programs/Translators and High-level languages</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> <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.</li></ul>	<b>Summer term 3b</b> <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:**

Computing Club – one afterschool session per week. 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-science-j276-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/gcse-computer-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 – Course leader  
[dhowell@westhatch.essex.sch.uk](mailto:dhowell@westhatch.essex.sch.uk)

Mrs Sarah Trickey – Head of Department  
[strickey@westhatch.essex.sch.uk](mailto:strickey@westhatch.essex.sch.uk)

**Year Group: 10/11  
stage 4**

**Key**

**Subject: BTEC Dance**

Exam Board: [Edexcel/Pearsons BTEC](#)  
Syllabus No: Level 2 Award  
Web link:  
<http://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>

**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.

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

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 you will complete the first of three units for the BTEC First Award in Dance (this will be):

- **Dance Skills.** – For this unit, you will work studying a variety of different dance styles including Jazz and an introduction to street dance. You will work with a number of different dance practitioners and you will be expected to take part in public performances throughout the year.

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 sole 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  
Dance Diary - weekly

### **Extra Curricular activities available**

Year 10 Dance Club

### **Support available**

### **Groupings or setting**

West  
Hatch

### **Future opportunities**

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

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

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

**Ms 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  
School Production

### **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**

**Year Group: 10**

**Key stage 4**

**Subject: D & T  
RESISTANT MATERIALS**

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 2016/17**

<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 Preparation of Coursework
<b>Assessment</b> Assess designing using grade descriptors	<b>Assessment</b> Assess evaluating using grade descriptors
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Controlled assessment planning and research section	Controlled assessment design section
<b>Assessment</b> Assessed research section	<b>Assessment</b> Assessed design 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.

### **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**

**Subject: GCSE ECONOMICS (Unit 11)**

Exam Board: AQA

Syllabus No: 4135

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

The aim of course is to:

- Equip students with the basic economic tools to help them understand their place in the local, national and global economy as consumers, workers and citizens
- Encourage students to investigate a range of contemporary issues
- Help students analyse evidence from different perspectives so as to make reasoned judgements and informed decisions.

**Programme of study by half term for 2015/16**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<p><b>Money:</b>  <b>Understanding the Personal Lifecycle:</b> stages within the lifecycle; needs and wants.  <b>Making Decisions:</b> choices and opportunity cost; costs and benefits.  <b>Choosing to Spend:</b> demand and the personal lifecycle; markets and prices; effects of competition.  <b>Choosing to Save:</b> reasons for saving; methods of saving; choosing where to save.</p>	<p><b>Money:</b>  <b>Choosing to Borrow Money:</b> reasons for borrowing money; methods of borrowing money; impact of changing interest rates.  <b>Managing your Money:</b> benefits of financial planning and budgeting; planning for uncertainty; moral and ethical issues; influence of government on personal finances.  <b>Work:</b>  <b>Understanding the Purpose and Nature of Work:</b> the meaning of work; specialisation and interdependence</p>
<p><b>Assessment</b>  Half term test and homework assignment</p>	<p><b>Assessment</b>  Term test and homework assignment</p>
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<p><b>Work:</b>  <b>Understanding the Purpose and Nature of Work:</b> impact of ICT on work.  <b>Understanding the Reward for Work:</b> how people are paid; how labour markets determine pay; reasons for differences in pay; the influence of government on pay and working conditions.  <b>Understanding the Consequences of Unemployment:</b> impact of unemployment on individuals and society; impact of government on unemployment.</p>	<p><b>The National and Global Economy:</b>  <b>Understanding International Trade:</b> UK's exports and imports; advantages and disadvantages of global trade  <b>Exchange Rates:</b> effect on imports and exports; effect on individual consumer.  <b>The Power of the Consumer:</b> the power to influence producers and their products; the UK government's role in reducing world poverty</p>
<p><b>Assessment</b>  Half term test and homework assignment</p>	<p><b>Assessment</b>  Term test and homework assignment</p>
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<p><b>Understanding the Impact of the Global Economy on Work:</b> effect of globalisation on the UK labour market; why foreign firms choose to operate in the UK; mobility of labour; impact of migration.</p>	<p><b>Work experience</b></p>
<p><b>Assessment</b>  Half term test and homework assignment</p>	<p><b>Mock Exam in June</b></p>



## Homework that will be set

Students will be given a homework booklet for each unit: "Money", "Work" and "National and Global Economy". Each booklet contains assignments covering the topics seen in lessons. The assignments are laid out similar to the exam students will take in June 2015. The work will be completely exam focussed, thus enabling students to practice their exam technique and for teachers to identify areas where students need to improve.

The homework along with tests will form the basis by which students will formally be assessed on and which will help monitor and assess their progress.

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 in regards to economic policies and in the business world by regularly reading newspapers, watching the news, listening to radio programmes, and following economists' blogs. This independent learning will be key to a student's success as they need to be able to relate their exam answers to the UK and world context.

## Support available

Students have ready access to staff, individual textbook, reading lists, past papers and a great deal of material on the internet at [www.tutor2u.net](http://www.tutor2u.net) or at [www.bized.ac.uk](http://www.bized.ac.uk)

## Groupings or setting

Single set

## What parents can do to help

Encourage students to read quality newspapers and to keep up to date with economic events through news media, following key industries and firms. Share and discuss their experience from the world of work. The Business and Economics department has a Facebook page where regular updates are posted. There parents will also find suggestions of articles related to the topics students are studying in lessons. The page is called WHHS Business and Economics and can be found at <https://www.facebook.com/home.php#!/pages/WHHS-Business-and-Economics/155553357848046?sk=wall>

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

**Year Group: 10**

**Key Stage 4**

**Subject: ENGLISH LANGUAGE**

Exam Board: AQA  
Syllabus No: 8700  
Web link: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**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\*).
- Students will be set according to ability. Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper. The two examinations will take place in June 2018.

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

<b><i>Year 10</i></b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Reading and responding to non-fiction literary and non-literary texts (Paper 2, Section A) Exploring themes.	Writing skills. Exploration of different genres of non-fiction: persuasive, informative, advisory and argumentative. (Paper 2, Section B) Paper 2-style end of term examination.
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
Exploration of themes and writer craft in literary texts. (Paper 1, Section A)	Writing skills. Creative writing (Paper 1, Section B) Paper 1-style end of term examination.
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
Exam revision for Papers 1&2	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,
- Department-made mock-examination papers and revision materials to be completed in lead up to examinations.

### **Extra Curricular activities available**

Theatre visits if available, poetry live seminar/workshop, study days and visiting workshops when available.

### **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.

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

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

**Year Group: 10**

**Key Stage 4**

**Subject: ENGLISH LITERATURE**

Exam Board: AQA  
Syllabus No: 8702  
Web link: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

**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\*).
- Students will be set according to ability. Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper. The two examinations will take place in June 2018.

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

<b>Year 10</b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
<i>Romeo and Juliet</i> or <i>Macbeth</i> – Paper 1, Section A. Essay writing focused on language, structure, form and themes within the set Shakespearean text.	Continuation of <i>Romeo and Juliet</i> or <i>Macbeth</i> – Paper 1, Section A. Cross-over to English Language Paper 1 analysing unseen texts.
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
<i>A Christmas Carol</i> or <i>Jekyll and Hyde</i> – Paper 1, Section B Exploration of plot, characterisation, themes and context.	Continuation of <i>A Christmas Carol</i> or <i>Jekyll and Hyde</i> – Paper 1, Section B Exploration of plot, characterisation, themes and context.
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
Paper 2, Section B – Poetry. First half of the poetry from AQA's Literature anthology studied. Comparison with unseen poetry.	Paper 2, Section B – Poetry. Second half of the poetry from AQA's Literature anthology studied. Comparison with unseen poetry.

**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 if available, poetry live seminar/workshop, study days and visiting workshops when available.

### **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, 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)**

**Year Group: 10**

**Key stage 4**

**Subject: FOOD PREPARATION & NUTRITION**

Exam Board: Eduqas part of WJEC  
Syllabus No:  
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 2016/17**

<b>Autumn Term: 1a</b> Introduction to Food Preparation & Nutrition including Principles of Nutrition, Healthy Eating, Food Hygiene and Safety. CIEH Level 2 Award in Food Safety in Catering	<b>Autumn Term 1b</b> Commodity: Fruits and Vegetables, including potatoes Christmas Cookery
<b>Assessment 1</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.	<b>Assessment 2</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.
<b>Spring term 2a</b> Commodity: Milk, cheese and yoghurt	<b>Spring term 2b</b> Commodity: Cereals including flour, breakfast cereal, bread and pasta
<b>Assessment 3</b> Food Investigation	<b>Assessment 4</b> Food Investigation
<b>Summer term 3a</b> Commodity: Meat, fish, poultry and eggs	<b>Summer term 3b</b> Commodity: Butter, oils, margarine, sugar, 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.

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

**Mrs H Barnard**  
**Head of Design & Technology**

**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 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<ul style="list-style-type: none"> <li>• my friends and family / good friends</li> <li>• When I was younger / role models</li> <li>• Interests</li> <li>• Socialising</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements / excuses</li> <li>• food and drink</li> <li>• shopping</li> <li>• social media and technology</li> <li>• celebrations / festivals</li> </ul>
<b>Assessment Writing</b> (responding to bullet points)	<b>Assessment Speaking (photo task)</b>

<b>Spring Term : 1a</b>	<b>Spring Term 1b</b>
<ul style="list-style-type: none"> <li>• TV</li> <li>• Film</li> <li>• Reading</li> <li>• Music</li> <li>• Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday preferences</li> <li>• Experiences</li> <li>• Destinations</li> <li>• Travel and accommodation</li> </ul>
<b>Assessment Writing (photo task)</b>	<b>Assessment Speaking (conversation)</b>

<b>Summer Term : 1a</b>	<b>Summer Term 1b</b>
<ul style="list-style-type: none"> <li>• Directions</li> <li>• eating out</li> <li>• shopping</li> <li>• weather</li> <li>• places to do / things to see</li> <li>• asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• revision for EOY exam</li> <li>• school trips and events</li> </ul>
<b>Assessment</b>	<b>Assessment</b> mock reading, writing, listening and speaking



### **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 controlled assessments.  
Use the learning gateway links to websites eg. Linguascope

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

**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 information 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 end of Year 10.

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

#### **Autumn Term:**

##### Changing Environments

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.

##### **Assessment**

Unit tests of GCSE questions, marked to exam standards

#### **Spring Term:**

##### Changing Places – Changing Economies

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.

##### **Assessment**

Unit tests of GCSE questions, marked to exam standards

#### **Summer term:**

Completion of Changing Places – Changing Economies (from year 9 and 10)

Completion of Environmental Challenges (from year 9)

Revision for school examinations

##### **Assessment**

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**

A one day 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/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**  
**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-a-explaining-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 patters of Migration

### Programme of study by half term for 2015/16

Autumn Term 1a	Autumn Term 1b
The USA the People and the State 1919-48	The USA the People and the State 1919-48
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
Spring Term 2a	Spring Term 2b
The USA the People and the State 1919-48	International relations 1918-2001
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
Summer Term 3a	Summer Term 3b
International relations 1918-2001	International relations 1918-2001
<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

### Extra Curricular activities available

TBC
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## **Support available**

Support / vocab sheets provided to weaker pupils  
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 diary and 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:**

**Ms D Sterlini**  
**Head of Humanities**

**Subject: Cambridge National Certificate in ICT**  
**2 hours per week**

Exam Board: OCR  
 Syllabus No: J810  
 Web link: <http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

**Aims of the course**

These qualifications will assess the application of ICT skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum.

**Programme of study for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<p><b>Unit R002: Using ICT to create business solutions</b></p> <ul style="list-style-type: none"> <li>• Use search engine techniques to find specific information on the internet, i.e. using</li> <li>• use and organise bookmarks/favourites</li> <li>• select, capture and store graphics and text in compliance with copyright</li> <li>• use non-internet based sources to find information, i.e. local area network, wireless area network, CD-ROMs</li> <li>• evaluate validity of information, i.e.:</li> <li>• reference all information copied/sourced</li> <li>• store electronic information</li> <li>• use email to communicate with others in business contexts</li> <li>• spreadsheets</li> <li>• databases</li> <li>• presentations</li> <li>• mail merge</li> <li>• advance word processing features</li> </ul>	<p><b>Unit R002: Using ICT to create business solutions</b></p> <p>Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts. They will learn how to use software tools to handle data and communicate information for a range of business purposes, and how to apply formatting to enhance those documents to suit their purpose and intended audience. This type of skill is very valuable as it can be transferred from one software application to another. So if the learner is able to secure these skills through this unit they will be prepared to use a range of software applications effectively. They will learn to work with a variety of file types and to integrate/import files of different types into other documents. They will develop techniques to search for, select and store information in a variety of contexts. They will learn how to select the tools and techniques to communicate information and solve problems.</p>
<p><b>Assessment</b></p> <p>Controlled Assessment Tasks related to the theory content</p>	<p><b>Assessment</b></p> <p>Controlled Assessment Tasks related to the theory content</p>
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<p><b>Unit R002: Using ICT to create business solutions</b></p> <p>Learners will use a wide range of applications that are commonly used in the workplace, schools, and in further and higher education. They will learn</p>	<p><b>Unit R005: Creating an interactive product using multimedia components</b></p> <ul style="list-style-type: none"> <li>• What is “multimedia”</li> <li>• What is “Interactivity”</li> </ul>

<p>how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts. They will learn how to use software tools to handle data and communicate information for a range of business purposes, and how to apply formatting to enhance those documents to suit their purpose and intended audience. This type of skill is very valuable as it can be transferred from one software application to another. So if the learner is able to secure these skills through this unit they will be prepared to use a range of software applications effectively. They will learn to work with a variety of file types and to integrate/import files of different types into other documents. They will develop techniques to search for, select and store information in a variety of contexts. They will learn how to select the tools and techniques to communicate information and solve problems</p>	<ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Presentation Skills</li> <li>• Image manipulation and editing</li> <li>• Photoshop</li> <li>• Dreamweaver</li> </ul>
<p><b>Assessment</b> Controlled Assessment Tasks related to the theory content</p>	<p><b>Assessment</b> Controlled Assessment Tasks related to the theory content</p>
<p><b>Summer term 3a</b></p>	<p><b>Summer term 3b</b></p>
<p><b>Unit R005: Creating an interactive product using multimedia components</b> This unit builds on R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa. This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games. On completion of this unit learners will be able to show how the interactive product meets both the user needs and extends their capability within the use of applications software such as website development</p>	<p><b>Unit R005: Creating an interactive product using multimedia components</b> This unit builds on R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa. This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, viewing a presentation, e-learning products or playing computer games. On completion of this unit learners will be able to show how the interactive product meets both the user needs and extends their capability within the use of applications software such as website development</p>
<p><b>Assessment</b> Controlled Assessment Tasks related to the theory content</p>	<p><b>Assessment</b> Controlled Assessment Tasks related to the theory content</p>

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

Internet Based Research, Comprehension Activities & consolidation of Classwork.  
All work is assessed towards GCSE Grades

**Extra Curricular activities available**

ICT Club before school each day and one afterschool to be confirmed by the class teacher

### **Support available**

Help from class teacher outside lessons

### **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  
Help with planning/reviewing work, including proofreading  
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:**

**Mrs S Trickey (HOD) [strickey@westhatch.essex.sch.uk](mailto:strickey@westhatch.essex.sch.uk)**



Year Group: 10

Key stage 4

Subject: Leisure & Tourism

Exam Board: WJEC  
Syllabus No: 4768  
Web link: <http://www.wjec.co.uk/qualifications/leisure-and-tourism/>

Aims of the course

To build up a knowledge and understanding of the leisure and tourism industry within the UK and internationally.

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

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Theory Unit 2: <ul style="list-style-type: none"><li>• Why people travel focussing on:<ul style="list-style-type: none"><li>○ The principal motivational factors for travel</li><li>○ Inbound, outbound and domestic travel</li><li>○ Differences between motivating factors</li><li>○ Different types of leisure travel</li></ul></li></ul> Controlled assessment: <ul style="list-style-type: none"><li>• Unit 1 Section A</li><li>• Unit 1 Section B</li></ul>	
<b>Assessment</b>	<b>Assessment</b>
Controlled assessment Past paper exam	Controlled assessment Past paper exam
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
Theory Unit 2: <ul style="list-style-type: none"><li>• Types of transport:<ul style="list-style-type: none"><li>○ The methods of transport used by people to travel to destinations and how they travel around the area they are visiting</li><li>○ Recent developments and the advantages and disadvantages of transport</li><li>○ How factors such as cost, convenience, comfort, availability, frequency, accessibility and suitable routes impacts on customers' choice of method of travel</li></ul></li><li>• Types of tourism destinations:<ul style="list-style-type: none"><li>○ The range of tourism destinations within the UK, short haul destinations in Europe and long haul destinations</li></ul></li></ul> Controlled assessment: <ul style="list-style-type: none"><li>• Unit 1 Section C</li><li>• Unit 1 Section D</li></ul>	
<b>Assessment</b>	<b>Assessment</b>
Controlled assessment Past paper exam	Controlled assessment Past paper exam
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
Theory Unit 2: <ul style="list-style-type: none"><li>• The appeal of tourism destinations:</li></ul>	

- Case studies focussing on one UK destination, one short haul destination and one long haul destination
- Case studies focus on marketing, location and accessibility, natural attractions, built attractions, facilities, climate, culture and heritage, events and entertainment
- Impacts of tourism on local communities and the environment, both positive and negative
- Sustainability; what steps have been taken to ensure there is long term economic, cultural and ecological sustainability

<b>Assessment</b>	<b>Assessment</b>
Controlled assessment Past paper exam	Controlled assessment PPE exam

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

Homework tasks are usually based on doing research to enhance class discussions and controlled assessment tasks. Should pupils not complete controlled assessment in the time provided, then it is set for homework.

### **Extra Curricular activities available**

In the Summer Term there will be a workshop after school called 'Controlled assessment Catch-up' for those who need to complete / wish to enhance existing grades.

### **Support available**

Tasks are structured very clearly. Controlled assessment is completed in the lesson under assessment conditions.

### **Groupings or setting**

All groups are mixed ability.

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

Access to a computer/internet is essential. Please check Show My Homework for deadlines and ensure they are met.

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

**Mrs R Turtle**  
**Leader of Leisure and Tourism**

Year Group 10

Key stage 4

Subject: **MATHEMATICS**

Exam Board: EdExcel  
Syllabus No: GCSE (9-1)  
Web link:  
<http://qualifications.pearson.com/en/qualifications/edexcel-qcses/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.  
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
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<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: MUSIC

Exam Board: Edexcel  
Syllabus No: BTec First Award  
Web link:  
<http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-naf.html>

Aims of the course

The revised Edexcel BTec in Music (Technology focus) 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 2016/2017

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> <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>	<b>Autumn Term 1b</b> <ul style="list-style-type: none"><li>• Research the Music Industry assessment.</li><li>• An introduction to Music Recording.</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 Internal assessment of assignments Self/peer assessment of practical work End of unit written assignment
<b>Spring term 2a</b> <ul style="list-style-type: none"><li>• Managing a Music Product</li><li>• Production Analysis (listening).</li><li>• Music Recording and Mixing.</li><li>• Music Sequencing continued.</li></ul>	<b>Spring term 2b</b> <ul style="list-style-type: none"><li>• Managing a Music Product assessment.</li><li>• Production Analysis (listening)</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 End of unit assessment
<b>Summer term 3a</b> <ul style="list-style-type: none"><li>• Music Sequencing</li><li>• Designing a Music Product</li></ul>	<b>Summer term 3b</b> <ul style="list-style-type: none"><li>• Designing a Music Product – final submission.</li><li>• Music Sequencing assessment.</li></ul>
<b>Assessment</b> Listening tasks Final coursework assessment	<b>Assessment</b> Listening tasks Final coursework 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.  
Use of the departmental website to access additional resources.

### **Extra Curricular activities available**

Radio station  
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 - 15min per day minimum recommended.  
Continue the tradition of supporting students performing in concerts and productions

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

**Mr M Fourie**  
**Head of Music**

**Year Group: 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 2016/17**

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. 1 lesson will be theory based and the course, designed by OCR, places emphasis on both applied anatomy and physiology/ physical training (30%) and Socio-cultural/ Psychological principles in Sport (30%) which 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)



## **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 days hosted by supporting agencies and guest speakers and extracurricular activities.

### **Programme of study for each term 2016-2017:**

#### **Course Structure**

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.

#### **Autumn Term:**

Students will work on project based activities aimed at developing their understanding of the following topics: Prejudice and discrimination, Law and order, Justice, Terrorism and Religious law, Capital punishment, Euthanasia, Abortion, Human Rights and Racism.

#### **Spring Term:**

Students engage in age specific tasks that are specifically designed to target the needs of the age group and the ability of the students. Our carefully designed Careers programme focuses upon engaging all of our students in forward and assertive thinking regarding their futures. Our programme enables students to gain a practical insight into the world of further education and employment while encouraging them to aspire to achieve their potential. Students will also work on project based activities aimed at raising their awareness of the following topics: Internet safety, First aid, Financial awareness and Relationships.

#### **Summer Term:**

Students will work on project based activities that will allow them opportunities to compare and contrast varying societies to those that they have experienced. They will also complete units of work based on our British Society including British values. They will also complete work aimed at improving their understanding of and awareness of help and support services for the following health concerns: Mental Health, Eating disorders, Addiction- Smoking and alcoholism, Addiction- gambling and Addiction- drugs.

### **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:**

**Miss L Hiscott**  
**Head of PSHEE &Citizenship**

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 2016/17**

<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.

### **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**

**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 6 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 2016/17**

<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.

<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.

### 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 2017  
End of year exams in June 2017

### 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)**

**Miss Horrigan (second in science)**

**Miss McVittie (Head of biology)**

**Miss Bhatia (Head of physics)**

**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>
<ul style="list-style-type: none"> <li>• my friends and family / good friends</li> <li>• When I was younger / role models</li> <li>• Interests</li> <li>• Socialising</li> </ul>	<ul style="list-style-type: none"> <li>• food and drink</li> <li>• shopping</li> <li>• social media and technology</li> <li>• celebrations / festivals</li> </ul>
<b>Assessment Writing</b> (responding to bullet points)	<b>Assessment Speaking (photo task)</b>

<b>Spring Term : 1a</b>	<b>Spring Term 1b</b>
<ul style="list-style-type: none"> <li>• TV</li> <li>• Film</li> <li>• Reading</li> <li>• Music</li> <li>• Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday preferences / Experiences</li> <li>• Destinations</li> <li>• Travel and accommodation</li> <li>• Directions</li> <li>• Eating out</li> </ul>
<b>Assessment Writing (photo task)</b>	<b>Assessment Speaking (conversation)</b>

<b>Summer Term : 1a</b>	<b>Summer Term 1b</b>
<ul style="list-style-type: none"> <li>• shopping</li> <li>• weather</li> <li>• places to do</li> <li>• things to see</li> <li>• role plays</li> </ul>	<ul style="list-style-type: none"> <li>• revision for EOY exam</li> <li>• school trips and events</li> </ul>
<b>Assessment</b>	<b>Assessment</b> mock reading, writing, listening and speaking

### **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 controlled assessments.  
Use the learning gateway links to websites eg. Linguascope

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