

WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 4 Course Outlines Year 11 2016/17

Year Group: 11

Key stage 4

Subject: ART AND DESIGN

Exam Board: OCR
Syllabus No: OCR J170
Web link: www.ocr.org.uk

Aims of the course

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 2016/17

Autumn Term 1a	Autumn Term 1b
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.
Assessment By outcome: This is ongoing with a final grade given at the end of the project.	Assessment By outcome: This is ongoing with a final grade given at the end of the project.
Spring Term 2a	Spring Term 2b
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.
Assessment By outcome: This is ongoing with a final grade given at the end of the project.	Assessment By outcome: Coursework 60%, Terminal Examination 40%.
Summer Term 3a	Summer Term 3b
GCSE Exam Project. Preparatory work for the exam. The final 10-hour exam is in April.	End of course.
Assessment By outcome: Coursework 60%, Terminal Examination 40%.	Assessment 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/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

Autumn Term: 1a	Autumn Term 1b
1. Controlled Assessment 2. The Business Organisation <ul style="list-style-type: none"> • Expanding a business • Choosing the right legal structure • Changing business aims and objectives • Choosing the best location 	1. Marketing <ul style="list-style-type: none"> • Product • Price • Promotion • Place
Assessment Controlled Assessment	Assessment End of term test Exam style questions
Spring term 2a	Spring term 2b
3. Finance <ul style="list-style-type: none"> - Finance for large businesses - Profit and loss accounts and balance sheets 4. People in Business <ul style="list-style-type: none"> - Reorganising organizational charts a management hierarchies - Recruitment and retention of staff 	5. Operations Management <ul style="list-style-type: none"> • Production methods for growing businesses • Reorganising challenges of growth • Maintaining quality assurance in growing businesses
Assessment Half term test Exam style questions	Assessment End of term test Exam style questions
Summer term 3a	Summer term 3b
Revision for summer exam Unit 1 – May 2017 Unit 2 – June 2017	Study Leave

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 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.

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

Programme of study by half term for 2016/17: -

Autumn Term: 1a/ b	Assessment:
Areas of development Rate and sequence of development Holistic development Activities Support children's independence and well – being	Assignment tasks Professional discussions
Spring term: 2a/ b	Assessment:
Observations Observation method Advantages and disadvantages of observations method Transitions	Assignment tasks Professional discussions
Summer term: 3a/ b	Assessment:
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
Discovery centre
Crèche

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: CATERING

Exam Board: WJEC
Syllabus No: 4730 (Single Award Catering)
Web link: www.wjec.co.uk

Aims of the course

The course is designed to give pupils an opportunity to learn about the catering industry using a variety of different methods – practical and written work, active participation in a commercial catering establishment, team and individual work. Pupils will learn about the structure of the catering industry in its broadest sense looking at the organisation and management of resources to suit the needs of clients. They will build on their knowledge of nutrition, menu planning, diet and health to work towards producing high quality food products. It is important to develop an understanding of basic business requirements of catering in order to have an appreciation of the many different aspects of the industry. Pupils will also be encouraged to consider environmental issues and their impact on the catering industry. Pupils will be have the chance to develop their interest, creativity and flair in food preparation, presentation and service.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
1. The Catering Industry 2. Menu Planning, Nutrition and Healthy Eating 3. Use of Specialist Equipment 4. Costing and Portion Control	Completion of Year 11 Mock Controlled Assessment Task 2, including a 2 hour extended practical session.
Assessment Past GCSE questions relating to topics this half term, marked according to GCSE mark scheme.	Assessment Marking of Mock Controlled Assessment Task 2.
Spring term 2a	Spring term 2b
Mock Written Examination. Begin Controlled Assessment Task 2, Worth 40% of total GCSE.	Completion of Controlled Assessment Task 2 including an extended 2 hour practical session.
Assessment Marking of Mock Written Exam according to GCSE Mark Scheme.	Assessment Marking of Controlled Assessment according to GCSE assessment criteria, worth 40% of total GCSE marks.
Summer term 3a	Summer term 3b
Current Legislation Relating to the Catering Industry First Aid and Fire Regulations Environmental Considerations Revision for GCSE Exams	
Assessment Short answer tests and answering past GCSE examination questions - marked according to Exam Mark Schemes.	Assessment

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 Controlled Assessment Tasks will mainly be research.

Extra Curricular activities available

Catering for school events.

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'.

Member of staff to contact if you have any queries:

Mrs H Barnard

Head of Design & Technology

Year Group 11

Key stage 4

Subject: Computing
2 hours per week

Exam Board: OCR
Syllabus No: J275
Web link:
<http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/>

Aims of the course:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Programme of study for 2016/17:

Autumn Term: 1a	Autumn Term 1b
Unit A453: Programming Project Candidates create solutions to computing tasks from a set of options supplied by OCR.	Unit A452: Practical investigation Candidates create solutions to computing tasks from a set of options supplied by OCR.
Assessment Controlled Assessment	Assessment Controlled Assessment
Spring term 2a	Spring term 2b
Feedback from PPE Unit A452: Practical investigation Candidates create solutions to computing tasks from a set of options supplied by OCR.	Unit A451: Computer systems and programming <ul style="list-style-type: none">• Databases• Computer communications and networking
Assessment January PPE/Controlled Assessment	Assessment End of unit tests
Summer term 3a	Summer term 3b
Unit A451: Computer systems and programming Revision <ul style="list-style-type: none">• Fundamentals of computer systems• Computing Hardware• Software• Representation of data in computer systems• Databases• Computer communications and networking• Programming• Exam techniques and past paper practice	
Assessment Revision tests and past papers	Assessment 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-computing-j275-from-2012/>

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-computing-j275-from-2012/>
- 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

Mrs Sarah Trickey – Head of Department
strickey@westhatch.essex.sch.uk

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

Devising Drama	Assessment
<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>
Presenting and performing texts	Assessment
<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>
Performance and response	Assessment –
<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>

<p>drama and performance in Section A and a review of the work of others in Section B.</p> <p>The Performance text that we will be studying will be 'Blood Brothers' by Willy Russel.</p>	
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Homework that will be set (general)

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

Extra Curricular activities available

Trips are organised to local theatrical events.
 London Theatre Trip
 Residential Theatre workshop and show trip
 Rehearsals for Performances
 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: 11

Key stage 4

Subject: D & T
RESISTANT MATERIALS

Exam Board: AQA
Syllabus No: 4560
Web link: 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

Autumn Term: 1a	Autumn Term 1b
Controlled assessment research and design section	Controlled assessment planning and making section
Assessment Assessed sections using AQA descriptors	Assessment Assessed making product using AQA descriptors
Spring term 2a	Spring term 2b
Controlled assessment making and evaluating	Controlled assessment completion
Assessment Assess designing using grade descriptors	Assessment Assess evaluating using grade descriptors
Summer term 3a	Summer term 3b
Exam preparation	Exam preparation
Assessment Assessed controlled assessment	Assessment

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

Year Group: 11

Key stage 4

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 2016/17

Autumn Term 1a	Autumn Term 1b
<ul style="list-style-type: none">• Government's economic objectives: economic growth, full employment, stable prices, balance of payments.• How economic objectives are measured• Ethical issues affecting the achievement of government objectives• Economic growth and ethical issues	<ul style="list-style-type: none">• The welfare state and its alternatives• Economic systems: free and mixed economies• Market failures• Externalities• Economic cycle• Government revenue and expenditure• Fiscal policy• Monetary policy
Assessment Half-term test and homework	Assessment Term test and homework
Spring term 2a	Spring term 2b
<ul style="list-style-type: none">• Supply-side policy• The role of the European Union• The euro €• EU enlargement	<ul style="list-style-type: none">• Poverty• Measurement of standard of living• The meaning of poverty• Causes and effects of poverty• Possible solutions to poverty
Assessment Test and homework	Assessment Test and homework
Summer term 2a	Summer term 2b
<ul style="list-style-type: none">• Globalisation• Features & benefits of globalisation• Drawbacks of globalisation• Ethical issues relating to globalisation	Revision
Assessment Test and homework	Assessment External Examination provisional date: Unit 11- May 2017 Unit 12 – June 2017

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. Give your opinion, but also listen to theirs. The Business and Economics department has a Facebook page where regular updates are posted. Here, 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: Mr E Korboe

Year Group: 11

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:

- Students continue to study a range of fiction and non-fiction texts and extracts from 19th - 21st 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 2016/17

<i>Year 11</i>	
Autumn Term 1a	Autumn Term 1b
Revision of Paper 2, Section A: 19 th and 20 th /21 st Century non-fiction. Revision of Paper 2, Section B: Transactional writing.	Preparing for January mock – unseen non-fiction extracts, comprehension, language analysis and comparison.
Spring Term 1a	Spring Term 1b
January mock – Paper 2. Feedback mock exam. Speaking and listening exam in class – reported separately (marks do not contribute to GCSE English Language).	Revision of Paper 1, Section A: 20 th /21 st Century fiction. Revision of Paper 1, Section A: Narrative/descriptive writing.
Summer Term 1a	Summer Term 1b
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

Theatre visits if available, poetry live seminar/workshop, study days and visiting workshops if/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: 11

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 11 students continue their study of the new AQA GCSE English Literature course.
- Students will study either *Animal Farm* or *Lord of the Flies* this year and will complete AQA's anthology of conflict poetry, in addition to revising their texts from Year 10 (*Romeo and Juliet/Macbeth* and *A Christmas Carol/Jekyll and Hyde*). 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 2016/17

Year 11	
Autumn Term 1a	Autumn Term 1b
<i>Animal Farm</i> or <i>Lord of the Flies</i> : Analysis of key themes, characters and techniques in key extracts and across the text as a whole.	Continuation of <i>Animal Farm</i> or <i>Lord of the Flies</i> . Conflict poetry and unseen poetry.
Spring Term 1a	Spring Term 1b
January mock- Paper 2. Feedback mock exam. Complete conflict poetry.	Revision of Paper 1: <i>Romeo and Juliet/Macbeth</i> and <i>A Christmas Carol/Jekyll and Hyde</i> .
Summer Term 1a	Summer Term 1b
Exam Preparation: 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 *Romeo and Juliet/Macbeth* and *A Christmas Carol/Jekyll and Hyde*.
- 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 tiered examination papers.

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 11

Key stage 4

Subject FRENCH

Aims of the course:
 Pupils will study: holidays, tourism, healthy living, fashion and media. The revision programme will include practise of past papers on all topics taught in years 10 and 11.

Programme of study by half term for 2016-17

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • Destinations • Transport • Weather • Holiday preferences • Past holidays • Holiday plans 	<ul style="list-style-type: none"> • Food and drink • Body and illness • Healthy lifestyle • Sports • Problems • Relationships
Assessment Controlled speaking assessment November	Assessment Listening and Reading practice papers

Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"> • Technology • TV • Film • Books 	<ul style="list-style-type: none"> • Clothes / Fashion • Jobs & Money • Part-time jobs • Job applications • Problems and work experience
Assessment <ul style="list-style-type: none"> • Controlled speaking/writing assessment – Feb • PPE Listening and reading exam 	Assessment

Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"> • Reading and listening revision 	
Assessment Mock listening and reading papers	Assessment

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.
Study plus sessions after school and during Easter holidays.
Revision guides can be purchased from the department at reduced cost
Exam papers on Learning Gateway.
Drop-in intervention after school

Groupings or setting

Mixed ability

What parents can do to help

Contact Head of Department or subject teacher with any queries.
Help student practice vocabulary at home.
Use the learning gateway links to websites eg. Linguascope and atantot.
Download past papers from the Learning Gateway.

Member of staff to contact if you have any queries:

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/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 start of Year 11.

Programme of study by half term for 2016/17

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

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 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
Head of Department

Year Group: 11

Key stage 4

Subject: HISTORY

Exam Board: **OCR**

Syllabus No: **J418**

Web link: <http://www.ocr.org.uk/qualifications/gcse-history-b-modern-world-j418-from-2013/>

Aims of the course

PAPER 1 (2 Hours)

This paper carries 45% of the assessment. The paper will be divided into three sections:

Section A - B : Core Content - International Relations

Section C : Depth Study - Germany

Candidates will answer two questions from each section.

PAPER 2 (1 ½ Hours)

This paper carries 30% of the assessment and will consist of a source-based investigation of how British society changed between 1890 - 1918. It includes the fight for women's suffrage and the Home front during the First World War, as well as the Liberal Reforms 1906-1918.

Programme of study by half term for 2016 - 2017

Autumn Term 1a	Autumn Term 1b
1. USA Civil Rights 1945 - 1968 Preparation for controlled Assessment	1. Mock preparation 2. Controlled Assessment
Assessment Controlled Assessments	Assessment Mock Papers
Spring Term 2a	Spring Term 2b
1. Complete Controlled Assessments	Revision
Assessment Controlled Assessment	Assessment Past Paper Examinations
Summer Term 3a	Summer Term 3b
Revision	N/A
Assessment Past Paper Examinations	External Exams

Homework that will be set (general)

Research / exam work/ / class notes / Exam Questions / Controlled Assessment preparation
REVISION

Extra Curricular activities available

Revision lessons provided Easter holidays
Extra support with C/D borderline students every week after school
Department support for revision before examinations begin

Support available

Support / vocab sheets provided to the weaker pupils.
Text books are also differentiated.
Self and Peer Assessment for greater understanding of exam skills required
Weekly study support sessions

Groupings or setting

Mixed ability groups

What parents can do to help

Ensure homework set is completed - check diaries and show my homework
Help with access to resources - books / internet / libraries
Ensure there is somewhere quiet to work / revise
Ensure that they complete their preparation work for the controlled Assessment

Member of staff to contact if you have any queries:

Ms D Sterlini
Head of Humanities

**Subject: Cambridge National
Certificate in ICT
3 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

Autumn Term: 1a	Autumn Term 1b
Unit R005: Creating an interactive product using multimedia components <ul style="list-style-type: none"> • What is "multimedia" • What is "Interactivity" • Hardware • Software • Presentation Skills • Image manipulation and editing • Photoshop • Dreamweaver 	Unit R005: Creating an interactive product using multimedia components <p>This unit builds on R002 and learners will be able to apply the skills, knowledge and understanding developed in those units and vice versa.</p> <p>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.</p> <p>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>
Assessment Controlled Assessment Tasks related to the theory content	Assessment Controlled Assessment Tasks related to the theory content
Spring term 2a	Spring term 2b
<ul style="list-style-type: none"> • Systems & Inputs/Outputs • Systems Software • App Software • Storage & Connectivity • Assistive Technologies • Remote Working • Connectivity & Wifi • Business Communications 	<ul style="list-style-type: none"> • Data Capture: Forms • Coding Data • Validation • Alternative Data Capture • File Formats • System Security • Data Transfer Methods

<ul style="list-style-type: none"> • Diary Mgmt Software • Collaborative Working • Health & Safety • Data Protection • Copyright & Computer Misuse • Implications for Data Loss 	
Assessment External written exam	Assessment External written exam
Summer term 3a	Summer term 3b
<ul style="list-style-type: none"> • Revision 	
Assessment External written exam	Assessment External written exam

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

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

Autumn Term 1a	Autumn Term 1b
Theory Unit 4: <ul style="list-style-type: none"> Factors affecting choice on Leisure and Tourism activities: <ul style="list-style-type: none"> Know and understand that there are a number of factors affecting a person's choice about the leisure and tourism activities in which they take part Assess how factors might influence a person's choice of leisure and tourism activities Controlled assessment: <ul style="list-style-type: none"> Unit 3 Section A Unit 3 Section B 	
Assessment	Assessment
Controlled assessment Past paper exam	Controlled assessment Past paper exam
Spring Term 2a	Spring Term 2b
Theory Unit 4: <ul style="list-style-type: none"> Changes in lifestyle: <ul style="list-style-type: none"> Know and understand the reasons why patterns of leisure and tourism activity are changing Impacts of technology: <ul style="list-style-type: none"> Know and understand about the nature of technological changes which have facilitated change in leisure and tourism and be able to evaluate the advantages and disadvantages and impacts of these changes Controlled assessment: <ul style="list-style-type: none"> Unit 3 Section C Unit 3 Section D 	
Assessment	Assessment
Controlled assessment Past paper exam	Controlled assessment Past paper exam
Summer Term 3a	Summer Term 3b
Theory Unit 4: <ul style="list-style-type: none"> Impacts of tourism: <ul style="list-style-type: none"> Know and understand about the positive and negative impacts of leisure and tourism on the communities and landscapes in which they take place Know and understand the concepts of ecotourism and the different forms of sustainable tourism 	

<ul style="list-style-type: none"> ○ Have a detailed knowledge of the positive and negative impacts of leisure and tourism activities on at least two destinations, one which should be outside of the UK ○ Have a detailed knowledge of two case studies of sustainable tourism projects, one taken from the UK and one taken from another destination 	
Assessment Controlled assessment Past paper exam	Assessment GCSE Exams: <ul style="list-style-type: none"> • Unit 2 paper, 1 hour and a half • Unit 4 paper, 1 hour and a half

Homework that will be set (general)

Homework tasks are usually based on doing research to enhance class discussions and controlled assessment tasks. Students will need to carry out revision at home.

Extra Curricular activities available

Year 11 'Study Plus' sessions to give pupils the opportunity to complete controlled assessment and work on exam technique.

Support available

Controlled assessment is completed in the lesson under assessment conditions but pupils are able to use as many sources of information as they wish, and teacher/LSA support too.

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 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: 11

Key stage 4

Subject: MATHEMATICS

Exam Board: EdExcel
Syllabus No: GCSE (9-1)
Web link:
<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.
To ensure the competent use of calculators.

Programme of study by half term 2016/2017

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

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none">• Working With Number• Shapes & Angles• Manipulating Algebra	<ul style="list-style-type: none">• Working With Number• Representing Data• Accuracy
Assessment Each student will be assessed using past exam papers	Assessment GCSE Mock Examination
Spring term 2a	Spring term 2b
<ul style="list-style-type: none">• Construction & Measures• Sequences & Graphs• Perimeter, Area & Volume	<ul style="list-style-type: none">• Fractions & Decimals• Averages• Transformations & Symmetry
Assessment Each student will be assessed using past exam papers	Assessment GCSE Mock Examination
Summer term 3a	Summer term 3b
Revision of key topics from: <ul style="list-style-type: none">• Number• Algebra• Shapes & Measures• Statistics	
Assessment 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: MUSIC

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

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none">• Recap on Music Recording• Prepare for Music Industry Exam..	<ul style="list-style-type: none">• Music Industry Exam• Prepare Music Recording coursework
Assessment Listening tasks Interim sequencing assessment Self/peer assessment of practical work	Assessment Listening tasks Internal assessment of assignments Self/peer assessment of practical work End of unit written assignment
Spring term 2a	Spring term 2b
<ul style="list-style-type: none">• Logs and write-ups for Music Recording and Mixing	<ul style="list-style-type: none">• Video presentations for Music Recording and Mixing
Assessment Listening tasks Interim recording skills assessment Self/peer assessment of practical work	Assessment Listening tasks Interim assessment Self/peer assessment of practical work End of unit assessment
Summer term 3a	Summer term 3b
<ul style="list-style-type: none">• Revisit Music Industry (if needed).• Final coursework submissions	<ul style="list-style-type: none">• Exams
Assessment Listening tasks Final coursework assessment	Assessment Listening tasks 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

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: 11

Key stage 4

Subject: PHYSICAL EDUCATION

Exam Board: Edexcel

Syllabus No: 5PE04

Web link:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2009/Specification%20and%20sample%20assessments/GCSE_PE_Spec.pdf

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 2016/17

Pupils have 2 x 1 hour PE lessons per week and are able to choose their activities from a selection offered to them at the end of Year 10. They follow six blocks of activity for 4 weeks throughout the year.

- Creativity and Healthy Active lifestyles: aerobics, fitness, swimming/water polo, gymnastics, yoga, tennis, athletics
- Competence and Performance: rugby, netball, table tennis, football, softball
- World of Sport: basketball, handball, dodgeball, mixed hockey, ultimate frisbee, rounders

Pupils are assessed at the end of each block of activity according to National Curriculum Level data and also given an effort grade. Both results are recorded on our central tracking database and also on the pupils own Performance Record Card.

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 is to practice further skills developed in lessons or to research particular sports on the internet.

Attendance at at least one extra-curricular sports club per week is recommended.

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: 2nd in PE and GCSE Coordinator.

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 2016/17

Autumn Term: 1a	Autumn Term 1b
Religion and Science <ul style="list-style-type: none"> • Scientific theories about the origin of the universe & humanity – Big Bang Theory & Evolution. • Christian beliefs about creation. • Relationship between religion & science • People & Animals – do animals have souls? How should we treat animals? • Environmental Issues – stewardship, dominion. • Christian responses to the environment 	Religion, Good & Evil <ul style="list-style-type: none"> • Concepts of good & evil • God & the Devil • The Fall – Original Sin • Problem of evil – natural & moral evil. • Why does God allow evil? • Does evil prove God doesn't exist. • Theodicy – Augustine, Irenaeus & Free Will.
Assessment On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment	Assessment On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment
Spring term 2a	Spring term 2b
Religion Peace & Justice <ul style="list-style-type: none"> • War – Just War, Holy War, Pacifism • The Bible & War • Crime & Punishment – the aims of punishment • Capital Punishment • Treatment of criminals • Social Injustice – Liberation Theology 	Religion & Equality <ul style="list-style-type: none"> • Equality – discrimination, prejudice, racism • Gender – role of women in society. • Christian attitudes towards other religions – ecumenism, missionary work, evangelism • Forgiveness & reconciliation
Assessment On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment	Assessment On-going throughout the term. Sample exam questions. Peer/self assessment End of Unit Mock Assessment

Summer term 3a	Summer term 3b
Revision Yr 10 / 11	Revision Yr 10 / 11
Assessment Practice exam papers	Assessment 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

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

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: 11

Key stage 4

Subject: TRIPLE SCIENCE

Aims of the course

Exam Board: OCR
Syllabus No: Biology B – J263
Chemistry B – J266
Physics B – J265
Web link: <http://www.ocr.org.uk/qualifications/by-subject/gateway-science-suite/>

Students follow the OCR Gateway Science course in Chemistry, Physics and Biology. Each of the three subjects consists of 3 modules. The 2 terminal exams contribute 35% and 40% of the final grade.

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

A controlled assessment contributes to the remaining 25% of the course.

Candidates who are awarded grades B to A* 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 by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
B4, C4, P4	B4, C4, P4 → B5, C5, P5
Assessment Standardised dept test in each discipline	Assessment Standardised dept test in each discipline
Spring term 2a	Spring term 2b
B5, C5, P5	B5, C5, P5 → B6, C6, P6
Assessment Three PPEs at the start of January 2016 B2B3B4, C2C3C4 and P2P3P4	Assessment Three PPEs at the end of February 2017 B3B4B5, C3C4C5 and P3P4P5
Summer term 3a	Summer term 3b
B6, C6, P6	B6, C6, P6 Revision and past papers
Assessment Standardised dept test in each discipline	Assessment June exam Unit 1 B1, B2, B3 C1, C2, C3 P1, P2 + P3 Unit 2 B4, B5, B6 C4, C5, C6 P4, P5, P6

Homework that will be set (general)

Homework will be set once a week.

Extra Curricular activities available

Science week activities
Exam preparation sessions

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)

Year Group: 11

Key stage 4

Subject: TEXTILES

Exam Board: WJEC

Syllabus No: 4310

Web link: www.wjec.co.uk

Aims of the course

Following this Textiles course should encourage students to:

- be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- develop the knowledge, understanding and skills required for textiles
- develop their knowledge and understanding of human needs within a diverse society
- increase their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision making and problem solving in relation to the specified context
- examine issues that affect the quality of human life including an appreciation of diversity
- evaluate choices and decisions to develop as informed and discerning consumers

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Controlled Assessment Task 2 – folio and practical work Theory: Consumerism Choice Consumer Research, Purchase of Textile goods	Controlled Assessment Task 2– folio and practical work Theory: Consumerism Choice Advertising, Methods of Purchase
Assessment Past GCSE questions relating to topics this half term, marked according to GCSE mark scheme.	Assessment Past GCSE questions relating to topics this half term, marked according to GCSE mark scheme.
Spring term 2a	Spring term 2b
Controlled Assessment Task 2– folio and practical work Theory: Consumerism Choice Labelling, Legislation	Controlled Assessment Task 2– folio and practical work Theory: Fibres and Fabric, Textile Design, Construction and Decoration of Textiles
Assessment Marking of Mock Written Exam according to GCSE Mark Scheme.	Assessment Past GCSE questions relating to topics this half term, marked according to GCSE mark scheme.
Summer term 3a	Summer term 3b
Revision for GCSE exams	
Assessment Short answer tests and answering past GCSE examination questions - marked according to Exam Mark Schemes.	Assessment

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, especially research work for Controlled Assessment Task 2.

Extra Curricular activities available

After school sessions when working on Controlled Assessment Design and Make Task.

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

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. This type of encouragement and support is most beneficial. When starting design projects encourage your child to visit a range of shops, galleries and museums to gain first-hand knowledge of existing products. Provide fabric for the making aspect of the Controlled Assessment work.

Member of staff to contact if you have any queries:

Mrs H Barnard
Head of D&T