

# JCoSS Year 11 Curriculum Booklet 2016-17

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

## Key Dates for Year 11:

16th November	Open Evening for prospective 6th Form Students
By end of November	Y11 First report sent home
28 <sup>th</sup> Nov to 8 <sup>th</sup> Dec	Y11 Mock Examinations
11th January	Y11 Parents' Evening (Subject conversation with teachers)
By end of March	Y11 Second report sent home
15th May	GCSE Examinations commence
26th June	GCSE Examinations End
By end of July	Y11 Third report sent home

## I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?

No.	Question	Yes	No
1	Is the question to do with learning in a subject?	Go to Q2	Go to Q8
2	Is this the first time you have had to contact the school about this issue?	Go to Q3	Go to Q4
3	Write a note to the subject teacher in your child's link book and ask them to show it to the teacher in the next lesson.	If resolved Go to Q15	Not resolved Go to Q4
4	Is this a follow up question about a previous issue that you are happy to contact the subject teacher about?	Go to Q3	Go to Q5
5	Contact the Head of Faculty / Department for the subject.	If resolved Go to Q15	Not resolved Go to Q6
6	Are you happy to contact the Head of Faculty / Department again?	Go to Q5	Go to Q7
7	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(subject)'		
8	Write a note to your child's form tutor in the Link Book or send in a note.	Go to Q9	
9	Did this answer your question or solve the problem?	Go to Q15	Go to Q10
10	Do you feel happy talking to the form tutor again?	Go to Q8	Go to Q11
11	Contact the Year Learning Coordinator (YLC) for your child.	Go to Q12	
12	Did this answer your question or solve the problem?	Go to Q15	Go to Q13
13	Do you feel happy talking to the YLC again?	Go to Q11	Go to Q14
14	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(Year 11)'		
15	You do not have to do anything else, but you may wish to keep any correspondence for future reference.		

## Curriculum organisation for Y11 students:

Kvutzah: Students are in their tutor groups.

Mathematics, English, Science, Jewish Education (Pool B) and Modern Foreign Languages: Students are placed in sets across the year group.

Option subjects, Jewish Education (Pool A, C and D) and P.E.: Students are in mixed ability groups.

# Controlled Assessments

As part of their final two terms of GCSEs, Year 11 students will be completing a number of Controlled Assessments. These are pieces of coursework which must be completed in school, in controlled, exam-like conditions. Once the Controlled Assessment has started, the work produced in the session must be collected in by the teacher and cannot be taken home by the students. There are 2 issues surrounding Controlled Assessments that we would appreciate your support with.

## 1. Attendance and Catch-up Sessions

It is absolutely vital that students attend lessons in the learning and planning stages in the lead up to Controlled Assessments so that they are fully equipped to produce their best possible work. They will be told by their teacher in which lessons the Controlled Assessment will be completed. Students must make every possible effort to attend these lessons. In the event that students do miss a Controlled Assessment session due to illness or other extenuating circumstances, they will be required to catch-up the time they have missed in after school catch-up sessions from 4-5 p.m. We understand that this may cause some inconvenience, however it is necessary to ensure that their work is kept up-to-date and that the learning they have done for the Controlled Assessment is still fresh in their minds. If your child does need to attend a catch-up session, we will let you know in writing and would ask that you complete the accompanying permission slip. In the event that part or all of a session is missed due to bus lateness, the students will be allowed to catch up on the time they have missed in lessons and won't have to attend after school catch-up sessions.

## 2. Plagiarism

Plagiarism is defined by the Joint Council for Qualifications (JCQ), which represents the seven largest providers of qualifications in the UK (including the GCSE and A level awarding organisations), as: "Unacknowledged copying from published sources (including the Internet) or incomplete referencing" (JCQ, 2008, p28). Plagiarism includes, not just copying from the internet or text books without acknowledging sources, but also copying sections of work from friends. Students are required to submit signed declarations that the work they produce when writing Controlled Assessments is their own. To uphold the integrity of their awards, exam boards take a range of measures to ensure that students' work is original. The consequences can be severe in cases of coursework malpractice, ranging from loss of marks for the section to being banned from taking any further exams for a number of years. To protect our students from this, and to deter them from being tempted to plagiarise, it is JCoSS Policy that any piece of Controlled Assessment found by the teacher to be plagiarised will be not be submitted to be taken into consideration for the final GCSE grade: the student will receive 0 marks in that section of the examination. The students will shortly be issued with contracts to sign, indicating that they understand what is meant by plagiarism and what the consequences will be if they plagiarise in their Controlled Assessments.

We appreciate your support in these important matters and our efforts to ensure that our students continue to make excellent and sustained progress in KS4.

**Timetable for Y11 Controlled Assessments to date (other subjects will publish their dates throughout the year):**

<b>Date</b>	<b>Subject</b>	<b>Time</b>
15th Nov	Double Science ISA	Students off timetable
3rd Nov	Triple Science ISA	Students off timetable
28th Nov- 8th Dec	Mock GCSE Exams	Students off timetable
8th Dec	Mock GCSE Art Exam	Art Students off timetable
7th & 8th Dec	MFL Mock GCSE Speaking Exams	In Lesson time

Subject	GCSE Art	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>Continuing the second Coursework Unit for the Personal Portfolio (5FA01) which is <b>60%</b> of the total GCSE.</li> <li>The topic of study will be 'Autobiography'.</li> <li>Learning to actively engage with Art and Design in order to develop as an effective and independent student.</li> <li>Developing creative skills through a range of media and processes, through learning to use imagination when exploring and creating images.</li> <li>Experimenting with a broad range of media, materials and techniques, including traditional and new media.</li> <li>Developing cultural knowledge, understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures.</li> <li>The focus will be on observational drawing and contextual research.</li> <li>Students will be required to keep a sketchbook throughout the duration of the course.</li> </ul>
	<p>Spring</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>The continuation of the second Coursework Unit 'Autobiography'.</li> <li>The focus will be on developing ideas and following a personal line of enquiry within the theme.</li> <li>Producing a final outcome for the first Coursework Unit that is a culmination of work produced in this unit.</li> <li>Learning in depth about the Assessment Objectives in which moderation of work will take place.</li> <li>Students will be required to continue their sketchbook throughout.</li> <li>Starting the exam unit with an externally set theme issued by the exam board. Students will have 30 hours of supervised preparation time followed by a 10 hour timed examination.</li> </ul>
	<p>Summer</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>Students will continue with their exam unit and get ready to sit the exam, producing outcome(s) under high level controlled conditions in 10 hours.</li> <li>Completed paintings/sculptures/prints with supporting studies to show the development of ideas leading to the final outcome.</li> <li>Sketchbooks/workbooks on a theme/subject showing detailed studies/ideas for future developments including in-depth critical study of the work of Artists and Designers.</li> <li>Students will set up their Final Art Exhibition and have an introduction to Art at AS level.</li> </ul> <p>Coursework Unit.</p>

<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• All assessment of coursework produced will be marked according to the exam board assessment objectives.</li> <li>• Students work will be tracked in the back of sketchbooks with targets given on how to achieve target grades and improve upon existing grade.</li> </ul> <p>External Moderation of all Coursework and Exam units</p>
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.noisefestival.com">http://www.noisefestival.com</a> – Graduate students work</p> <p><a href="http://www.wga.hu/frames-e.html/welcome.html">http://www.wga.hu/frames-e.html/welcome.html</a> - Online Gallery search for an artist.</p> <p><a href="http://www.artlex.com">http://www.artlex.com</a> – Art Dictionary</p> <p><a href="http://www.artmovements.co.uk/home.htm">http://www.artmovements.co.uk/home.htm</a> - Art Movements</p> <p><a href="http://www.nationalgallery.org.uk">http://www.nationalgallery.org.uk</a> – National Galleries</p> <p><a href="http://www.tate.org.uk">http://www.tate.org.uk</a> – Tate Galleries</p> <p><a href="http://www.designmuseum.org">http://www.designmuseum.org</a> – Design Museum</p> <p><a href="http://www.axisartists.org.uk">http://www.axisartists.org.uk</a> – Database of contemporary artists in the UK</p> <p><a href="http://www.bfi.org.uk">http://www.bfi.org.uk</a> – The British Film Institute</p> <p><a href="http://www.craftscouncil.org.uk">http://www.craftscouncil.org.uk</a> – The Crafts Council</p> <p><a href="http://www.design-council.org.uk">http://www.design-council.org.uk</a> – The Design Council</p> <p><a href="http://www.iniva.org">http://www.iniva.org</a> – The Institute of International Visual Arts</p> <p><a href="http://www.nmpft.org.uk">http://www.nmpft.org.uk</a> – The National Museum of Photography, Film and Television.</p> <p><a href="http://www.vam.ac.uk">http://www.vam.ac.uk</a> – Victoria and Albert Museum</p> <p><a href="http://www.thebritishmuseum.ac.uk">http://www.thebritishmuseum.ac.uk</a> – The British Museum</p> <p><a href="http://www.saatchi-gallery.co.uk">http://www.saatchi-gallery.co.uk</a></p>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage the students to read up on the artists that will be looked at within each project, developing thoughts and opinions about the styles and work of each artist.</li> <li>• Discussion about techniques, materials and processes and consolidating learning in class by stressing the importance of completing home learning.</li> <li>• Encouraging students to visit galleries, exhibitions and museums to put art into context.</li> <li>• Encourage students to take pictures and collect images of things that inspire them</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much home learning is expected per week?</b></p>	<p>Normally one piece each week, taking 60 minutes on average. Some pieces may run over more than one Home Learning slot.</p>

Subject	GCSE in Business Studies (Edexcel - 2BS01)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Meeting Customer Needs</li> <li>• Preparation for Controlled Assessment</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Controlled Assessment</li> <li>• Effective Financial Management</li> <li>• Effective People Management</li> <li>• The Wider World Affecting Business</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Exam Preparation</li> </ul>
Assessment Headlines	Unit 1: 45 minute exam worth 25% of the final grade Unit 2: Controlled assessment investigation worth 25% of the final grade Unit 3: 1½ hour exam worth 50% of the final grade	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.tutor2u.net/revision_notes_business_gcse.htm">http://www.tutor2u.net/revision_notes_business_gcse.htm</a></li> <li>• <a href="http://www.businessstudiesonline.co.uk/live/">http://www.businessstudiesonline.co.uk/live/</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">http://www.bbc.co.uk/schools/gcsebitesize/business/</a></li> <li>• <a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage your child to take an interest in the wider world by watching the BBC news every day or by reading a good newspaper.</li> <li>• Help test key terms (definitions)</li> <li>• When students are undertaking their Controlled Assessment, they will need to base it on a small business so any family contacts would really help with the primary research.</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning will be set each lesson, where appropriate. Students can expect up to 1 hour per week.	

Subject	OCR GCSE in Computing (J275)	
Main topics/areas studied this year	Autumn	<b>Practical:</b> Practical Investigative Task Start of Programming Task
	Spring	<b>Practical:</b> Programming Task <b>Theory:</b> Revision of Theory
	Summer	<b>Theory:</b> Revision & Exam Technique
Assessment Headlines	<b>Examination:</b> 1 x 1 hour 30 mins written paper  <b>Controlled Assessment</b> Approx 40 hours controlled assessment The two projects each account for 30% of the final grade  <b>Summer Term:</b> A451 exam: 1 hour & 30 mins (40 % of the final grade)	
Useful websites or resources	Computing GCSE Page on JCoSS MOODLE Website <a href="http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/">http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/</a> <a href="http://my.dynamic-learning.co.uk/Default.aspx?cid=DL19494">http://my.dynamic-learning.co.uk/Default.aspx?cid=DL19494</a> <a href="http://cscircles.cemc.uwaterloo.ca/">http://cscircles.cemc.uwaterloo.ca/</a> <a href="http://www.codecademy.com/learn">http://www.codecademy.com/learn</a> <a href="http://www.bbc.co.uk/bitesize/intermediate2/computing/">http://www.bbc.co.uk/bitesize/intermediate2/computing/</a> <a href="http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html">http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html</a> <a href="http://www.bbc.co.uk/news/technology/">http://www.bbc.co.uk/news/technology/</a> <a href="http://www.codeavengers.com/">http://www.codeavengers.com/</a>	
What parents can do to support learning	Encourage students to read around the subject and not just the course websites or textbook notes. This should include computing magazines, news articles and computing books. In addition, students will need to independently work on developing their coding skills for the programming elements of the course. Developing coding skills in languages such as Python and Javascript through tutorial sites such as Codecademy and Codeavengers is highly recommended.	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning will be set at least once per week and will vary between subject reading, online test activities and preparation for in-class topic tests.  In addition, students will be expected to spend at least one hour per week outside of lessons on developing their computer programming/coding skills.	

Subject	GCSE Dance	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p><u>Unit 3: Performance in a group</u>                      Students will be learning a group dance which has 3 links to a professional work. Constant reflection and evaluation will be needed for the following areas of assessment both in and out of lesson:-</p> <ul style="list-style-type: none"> <li>• technical ability: posture, alignment, co-ordination, balance, strength, flexibility, mobility and control</li> <li>• accuracy of action, dynamic and spatial content</li> <li>• communication of choreographic intention: empathy with the mood or meaning of the dance and ability to interpret and communicate this</li> <li>• sensitivity to other dancers in a range of dance relationships: in time and space and in group formations and dance relationships</li> <li>• opportunities to demonstrate safe practice in dance. The piece should contain several challenging moments where the dancers can demonstrate their ability to perform safely</li> <li>• overall sense of performance: focus, projection, musicality, sensitivity, communication, energy, commitment.</li> </ul> <p><u>Unit 4b: Solo/Group choreography</u>                      Students will compose wither a solo or group dance from a variety of stimuli which can either be predetermined by the teacher or researched themselves. Criteria for assessment:-</p> <ul style="list-style-type: none"> <li>• creative and imaginative response to selected stimulus/starting point</li> <li>• selection of action content and its application to relationships where appropriate</li> <li>• selection of dynamic content and its application to relationships where appropriate</li> <li>• selection of spatial content and relationships content where appropriate</li> <li>• overall form and structure</li> <li>• use of choreographic devices and principles</li> <li>• choice of aural setting</li> <li>• overall communication of dance idea.</li> </ul>
	<p>Spring</p>	<p>Students will be continuing to work on task 4b and perfecting the group dance. They will also be reviving their previous work in preparation for the AQA moderator’s visit just before the end of term (date to be confirmed).</p>
	<p>Summer</p>	<p>Students will be preparing for their written exam (Unit 1) by developing knowledge and understanding of the work of different choreographers and professional dance works:</p> <ul style="list-style-type: none"> <li>• recall and communicate knowledge and understanding of dances in different styles and contexts</li> <li>• identify the defining characteristics of different dance styles and, where appropriate, influences from other cultures</li> <li>• recognise similarities and differences between different dance styles and dances.</li> </ul> <p>Appreciating the relationship between choreography, performance and production and</p> <ul style="list-style-type: none"> <li>• how these enhance understanding of time, place, character, mood and meaning:</li> <li>• a. Aural setting: silence and accompaniment, for example, song, spoken word, atural/found sound, music from different times and places features such as:</li> </ul>

	<p>tone, texture, rhythm, dynamics, style, structure, orchestration, leitmotif, the relationship between music and dance content.</p> <ul style="list-style-type: none"> <li>• b. Physical setting: staging, for example: proscenium, in-the-round, site-specific, naturalistic, symbolic, abstract set design, lighting, props, projection, features: colour, material, texture, decoration, shape, size, levels, placement, the relationship between the physical setting and dance content.</li> <li>• c. Costume: realistic, abstract features: colour, texture, flow, shape, weight, decoration, line accessories, footwear, masks and make-up the relationship between costume and dance content.</li> <li>• d. Dance for camera: placement, angle, distance/proximity special effects the relationship between the camera and the dance content.</li> <li>• e. Pathways and opportunities: understanding the different roles of those involved in dance production.</li> <li>• 4. Knowledge and understanding of the physical, cultural, aesthetic and artistic contexts in which dance is created and performed:</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Informal assessments and mock assessments will take place throughout the year. Often these will be recorded for teacher assessment as well as self and peer-assessment.</li> <li>• Students have a monitoring sheet in their folders which acts as a dialogue between teacher and student for areas of improvement.</li> </ul> <p><u>GCSE Examinations</u> – Autumn term 1, students will be assessed in:-</p> <ul style="list-style-type: none"> <li>• Unit 2 Set dance</li> <li>• Unit 4a – Solo Choreography</li> </ul> <p>Spring term 1 – Mini mock of Unit 3 and Unit 4b task          Spring term 2 – AQA moderator in to moderate practical work which will include live performances of the set dance, Impulse, unit 3: group dance, unit 4, task 4a:solo composition and task 4b:solo/group composition</p>
<p><b>Useful websites or resources</b></p>	<p><a href="http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF">http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF</a>  <a href="http://www.google.co.uk/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=1&amp;ved=0CDAQFjAA&amp;url=http%3A%2F%2Fwww.sadlerswells.com%2F&amp;ei=5Gc9UrCHH6iR0QWpsYDACg&amp;usg=AFQjCNF6tmXez7J9ogPNNgSJz00AjyR1Jg&amp;sig2=B9VS6ba3mBKURppu3_hplw&amp;bvm=bv.52434380,d.d2k">http://www.google.co.uk/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=1&amp;ved=0CDAQFjAA&amp;url=http%3A%2F%2Fwww.sadlerswells.com%2F&amp;ei=5Gc9UrCHH6iR0QWpsYDACg&amp;usg=AFQjCNF6tmXez7J9ogPNNgSJz00AjyR1Jg&amp;sig2=B9VS6ba3mBKURppu3_hplw&amp;bvm=bv.52434380,d.d2k</a>  <a href="http://www.matthewbournesnutcracker.com/">http://www.matthewbournesnutcracker.com/</a>  <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/music/brb/index.htm">http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/music/brb/index.htm</a>  <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/music/brb/pdf/inspiration.pdf">http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/music/brb/pdf/inspiration.pdf</a>  <a href="http://www.aqa.org.uk/subjects/drama-and-performing-arts/gcse/dance-4230/teaching-and-learning-resources/impulse-version-4-guy-audience-viewpoint-counted-with-low-music">http://www.aqa.org.uk/subjects/drama-and-performing-arts/gcse/dance-4230/teaching-and-learning-resources/impulse-version-4-guy-audience-viewpoint-counted-with-low-music</a></p>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Engage with the timeline for Dance students.</li> <li>• Encourage extra-curricular activity in dance both at JCOSS and outside of school.</li> <li>• Question students on definitions of key terms recorded on A-Z vocabulary sheet.</li> <li>• Refer to AQA mark schemes and check Unit 1 past papers.</li> <li>• Record performances and look for areas of improvement.</li> <li>• Watch live dance and evaluate subject content.</li> <li>• Help student find interesting and challenging stimuli for their composition.</li> <li>• Watch them rehearse the group dance and make comparisons with teacher recordings.</li> <li>• Discuss assessment criteria with student and reflect on strengths and weaknesses.</li> <li>• Ensure music, programme note and ready and organised.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight.</p>

**How much  
Home  
Learning is  
expected  
per week?**

- Participation in technique class on Wednesdays for the first term counts towards home learning.
- Attendance at after school controlled assessment support sessions.
- Students are encouraged to work on their corrections which range from 10 minutes every night to a couple of hours a week.
- Additional tasks such as analysing a section of a dance can take up to an hour but will not be set every week. Some pieces may span more than one home learning slot and some may be longer, depending on assessments.

Subject	GCSE Design & Technology - Product Design	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>• During this term students will be continuing to work on Unit 2 - Controlled Assessment and this will carry on through to Spring 2015</li> <li>• Unit 2 is 60% of the total GCSE Marks</li> <li>• Students will be focussing on '<b>Criterion 2 - Development of Design Proposals (including modelling)</b>' and '<b>Criterion 3 – Making</b>'</li> <li>• Selecting a wide range of design ideas to make and develop</li> <li>• Developing an understanding of how to select and use materials and manufacturing methods with full regard to their working properties.</li> <li>• Developing and understanding the implications of a wide range of issues including social, moral, environmental and sustainability</li> <li>• Carrying out detailed testing and evaluation throughout the designing and making of their ideas</li> <li>• Evaluating the design ideas against the requirements of the design criteria</li> <li>• Students will select their final design idea and fully evaluate this against the design criteria</li> <li>• Students will develop their chosen idea through experimentation with a wide variety of techniques and modelling in order to produce a final design solution</li> <li>• Students will be required to produce A3 pages for their controlled assessment portfolio.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• During this term students will be continuing to work on Unit 2 – Controlled Assessment and will complete this by the end of this term</li> <li>• Students will be focussing on '<b>Criterion 2 Development of Design Proposals (including modelling)</b>', '<b>Criterion 3 – Making</b>' and '<b>Criterion 4 – Testing and Evaluating</b>'</li> <li>• A fully detailed and justified product/manufacturing specification will be produced</li> <li>• Students will produce their final outcome. This should show a high level of making, modelling, finishing skills and accuracy</li> <li>• Students will fully evaluate their final outcome.</li> <li>• Students will develop and understanding of how their final product can be made commercially and suggest modifications that may need to be made for this</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• During this term students will be preparing for their written examination – Unit 1</li> <li>• Preliminary Material for Unit 1 will be given to students.</li> <li>• The context of the preliminary material will then be thoroughly researched to prepare students for the written examination</li> <li>• Revising topics covered in Year 10</li> <li>• Completing practice questions and papers, along with looking at examination paper mark schemes.</li> </ul>

<p><b>Assessment Headlines</b></p>	<p><b>UNIT 1 – Written Paper</b></p> <ul style="list-style-type: none"> <li>• Materials and Components</li> <li>• Design and Market Influences</li> <li>• Process and Manufacture</li> </ul> <p><b>UNIT 2 – Designing and Making Practice</b></p> <ul style="list-style-type: none"> <li>• Investigating the Design Context</li> <li>• Development of Design Proposals (including modelling)</li> <li>• Making</li> <li>• Testing and Evaluating</li> <li>• Communication</li> </ul>
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">www.bbc.co.uk/schools/gcsebitesize/design/</a>  <a href="http://www.designmuseum.org">www.designmuseum.org</a>  <a href="http://www.robives.com">www.robives.com</a></p> <ul style="list-style-type: none"> <li>• The AQA Product Design textbook covers all knowledge needed for the exam and gives examples of how to set out and complete each section of the controlled assessment.</li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Ensure students remain up to date with their controlled assessment and meet the deadlines for each Criterion</li> <li>• Encourage students to visit exhibitions and museums.</li> <li>• Encourage students to be independent learners.</li> <li>• Encourage students to research and investigate existing products, designers and manufacturing methods, relevant to their chosen design task.</li> <li>• Encourage students to attend lunchtime and after school booster sessions.</li> <li>• Ensure all Home Learning and Coursework deadlines are met.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>2 pieces of Home Learning per week each lasting 30 minutes.</p>

Subject	GCSE Drama Edexcel	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p><b>CONTROLLED ASSESSMENTS</b> (Internally marked/externally moderated)</p> <p><b>Unit 1 – Drama Exploration (30%)</b></p> <ul style="list-style-type: none"> <li>• six-hour exploration of various stimuli (40 marks)</li> <li>• 2,000 word Documentary Response to the practical work (20 marks)</li> </ul> <p><b>Unit 2 – Exploring Play Texts (30%)</b></p> <ul style="list-style-type: none"> <li>• six-hour exploration of a play text (30 marks)</li> <li>• 1,000 word Documentary Response to the practical work (10 marks)</li> <li>• Live Theatre Evaluation – 2,000 words (20 marks)</li> </ul>
	<p>Spring</p>	<p><b>Unit 3 – Drama Performance (40%)</b></p> <ul style="list-style-type: none"> <li>• Rehearsal for final examination of a devised or scripted performance of a play to a visiting examiner (80 marks)</li> </ul>
<p><b>Assessment Headlines</b></p>	<p><b>Unit 1/ 6-hour Controlled Assessment + Documentary Response</b></p> <ul style="list-style-type: none"> <li>• Understanding of the dramatic potential of the theme/issue/topic</li> <li>• Use of strategies, elements and medium</li> <li>• Creative and collaborative involvement in all practical tasks</li> <li>• Communication of ideas</li> <li>• Evaluation of their own work and that of others</li> <li>• Evaluation and analysis of the explored theme/issue/topic</li> </ul> <p><b>Unit 2/ 6-hour Controlled Assessment + Documentary Response</b></p> <ul style="list-style-type: none"> <li>• Understanding of the text</li> <li>• Use of strategies, elements and medium</li> <li>• Creative and collaborative involvement in all practical tasks</li> <li>• Communication of ideas</li> <li>• Evaluation of their own work and that of others</li> <li>• Evaluation and analysis of the medium and elements of drama are used to interpret a play</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.artsdepot.co.uk/">http://www.artsdepot.co.uk/</a>  <a href="http://www.radlettcentre.co.uk/">http://www.radlettcentre.co.uk/</a>  <a href="http://www.redbridgedramacentre.co.uk/">http://www.redbridgedramacentre.co.uk/</a>  <a href="http://www.hertsmereleisure.co.uk/wylllyotts+theatre/home">http://www.hertsmereleisure.co.uk/wylllyotts+theatre/home</a>  <a href="http://www.sadlerswells.com/">http://www.sadlerswells.com/</a>  <a href="http://www.incognitotheatre.com">http://www.incognitotheatre.com</a></p>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the work completed in class regarding understanding of the drama process.</li> <li>• Ensure students complete the evaluation of class work.</li> <li>• Accompany students on theatre visits beyond musicals. In addition to the National, Barbican and West End theatres, local theatres offer extensive and varied theatre productions. (See above for details)</li> <li>• Encourage students to read theatre reviews</li> <li>• Encourage students to discuss their experience of live theatre</li> </ul>	

<b>Number of lessons per fortnight in this subject</b>	5 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	Students are expected to complete their Journals at home after each lesson, as the evaluation and analysis of the work in class informs the Documentary Response controlled assessment. Students should spend at least half an hour on this work. Diagrams, flowcharts, drawings, plans, sketches, illustrations, photographs may be included in this work.

Subject	GCSE English	
Main topics/areas studied this year	Autumn	19 <sup>th</sup> Century Novel – <i>The Strange Case of Doctor Jekyll and Mr Hyde</i> and <i>A Christmas Carol</i> English Literature Paper 1  English Language Paper 2
	Spring	Shakespeare text <i>Romeo and Juliet</i>
	Summer	Revision Final Exams
Assessment Headlines	<p>Year 11 mock exam</p> <ul style="list-style-type: none"> <li>• English Language Paper 1</li> <li>• English Literature Paper 2</li> </ul> <p>There will be in-class timed essay practice on all exam texts and topics.</p> <p>In March, we will sit further mock exams on all 4 papers:</p> <ul style="list-style-type: none"> <li>• English Language Paper 1 &amp; 2</li> <li>• English Literature Paper 1</li> </ul>	
Useful websites or resources	<p><a href="http://www.bcbitesize.co.uk">www.bcbitesize.co.uk</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <ul style="list-style-type: none"> <li>• York Notes for GCSE on the texts your child is studying</li> <li>• AQA English Language revision guides (a variety of publications are available in book shops or on Amazon)</li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Ensure that students read regularly from a wide range of genres of fiction and non-fiction, including quality press and journals.</li> <li>• Discuss the texts studied with students, considering different possible interpretations of them.</li> <li>• Discuss ideas for writing with students and encourage them to plan their work before writing.</li> <li>• Ensure that students proof read their work.</li> <li>• Ensure students revise for English exams effectively. Some ideas as follows: <ul style="list-style-type: none"> <li>-Learn the conventions of different writing styles e.g. writing to inform, explain, describe, persuade, argue, advise... And practice using them!</li> <li>-Complete past papers (available on the AQA website)</li> <li>-Plan answers to past questions</li> <li>-Work through revision guides/textbooks</li> <li>-Mindmap ideas and quotations about characters, themes, settings, structures and plot in texts studied.</li> </ul> </li> </ul>	

	It is a myth that you can't revise for English!
<b>Number of lessons per fortnight in this subject</b>	9 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	4 pieces per fortnight. Work will include preparatory reading and annotating; written pieces; planning and preparing for assessments; making notes on a reading task and research. Each task should take approximately 40-45 minutes.

Subject	GCSE Food Technology	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• During this term students will be continuing to work on Unit 2 - Controlled Assessment and this will carry on through to Spring 2015</li> <li>• Unit 2 is 60% of the total GCSE Marks</li> <li>• Students will be focussing on '<b>Criterion 2 - Development of Design Proposals (including modelling)</b>' and '<b>Criterion 3 – Making</b>'</li> <li>• Selecting a wide range of design ideas to make and develop</li> <li>• Developing an understanding of how to select and use ingredients and components with full regard to their working properties.</li> <li>• Developing and understanding the implications of a wide range of issues including social, moral, environmental and sustainability</li> <li>• Carrying out detailed testing and evaluation throughout the designing and making of their ideas, taking account their target user opinions.</li> <li>• Evaluating the design ideas against the requirements of the design criteria</li> <li>• Students will be required to produce A3 pages for their controlled assessment portfolio.</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• During this term students will be continuing to work on Unit 2 – Controlled Assessment and will complete this by the end of this term</li> <li>• Students will be focussing on '<b>Criterion 2 Development of Design Proposals (including modelling)</b>', '<b>Criterion 3 – Making</b>' and '<b>Criterion 4 – Testing and Evaluating</b>'</li> <li>• Students will select their final design idea and fully evaluate this against the design criteria</li> <li>• Students will develop their chosen idea through experimentation with a wide variety of techniques and modelling (including Nutritional Analysis where appropriate) in order to produce a final design solution</li> <li>• A fully detailed and justified product/manufacturing specification will be produced</li> <li>• Students will produce their final outcome. This should show a high level of making, modelling, finishing skills and accuracy</li> <li>• Students will fully evaluate their final outcome.</li> <li>• Students will develop and understanding of how their final product can be made commercially and suggest modifications that may need to be made for this</li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• During this term students will be preparing for their written examination – Unit 1</li> <li>• Preliminary Material for Unit 1 will be given to students.</li> <li>• The context of the preliminary material will then be thoroughly researched to prepare students for the written examination</li> <li>• Revising topics covered in Year 10</li> <li>• Completing practice questions and papers, along with looking at examination paper mark schemes.</li> </ul>

<p><b>Assessment Headlines</b></p>	<p><b>UNIT 1 – Written Paper</b></p> <ul style="list-style-type: none"> <li>• Materials and Components</li> <li>• Design and Market Influences</li> <li>• Process and Manufacture</li> </ul> <p><b>UNIT 2 – Designing and Making Practice</b></p> <ul style="list-style-type: none"> <li>• Investigating the Design Opportunity</li> <li>• Development of Design Proposals (including modelling)</li> <li>• Making</li> <li>• Testing and Evaluating</li> <li>• Communication</li> </ul>
<p><b>Useful websites or resources</b></p>	<p>www.bbc.co.uk/food/recipes - <b>BBC Food Recipes</b>                  www.bbc.co.uk/iplayer - <b>Food TV Programmes</b>                  www.bbc.co.uk/schools/gcsebitesize/design/foodtech - <b>GCSE Bitesize Revision</b>                  www.dianasdesserts.com - <b>Food Recipes</b>                  www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx - <b>Healthy Eating Guidelines</b></p> <p>www.nutrition.org.uk/healthyliving/basics/what-are-nutrients_ - <b>Food Groups</b>                  www.nutrition.org.uk/healthyliving/healthyeating - <b>Healthy Eating</b>                  www.nutrition.org.uk/healthyliving/seasons/why-eat-seasonally- - <b>Seasonal Eating</b>                  www.nutrition.org.uk/nutritionscience/allergy - <b>Allergies</b>                  www.foodafactoflife.org.uk - <b>Energy and Nutrients video podcasts</b>                  www.bbc.co.uk/schools/gcsebitesize/design/foodtech/systemspracticesrev6.shtml - <b>Standard Components</b></p> <p>www.s-cool.co.uk/gcse/food-technology - <b>Revision Site</b>                  www.videojug.com/film/how-to-make-fresh-pasta - <b>How to Make Pasta</b>  <a href="http://explorefood.foodafactoflife.org.uk/">http://explorefood.foodafactoflife.org.uk/</a> - <b>Online nutritional analysis</b></p> <ul style="list-style-type: none"> <li>• The Food Technology Room has a range of recipe books that you can use to source recipes</li> <li>• Nutrients (a program on the school network) is excellent for calculating and analysing the nutritional composition of food products that you design and make – Modelling</li> <li>• TV programmes such as Master Chef and The Great British Bake Off are excellent sources for inspiring and original ideas.</li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Ensure students remain up to date with their controlled assessment and meet the deadlines for each Criterion</li> <li>• Help students fully prepare for food practical lessons by ensuring required fresh fruit and vegetables are brought in and a T towel and container are supplied.</li> <li>• Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind.</li> <li>• Encourage students to be independent learners.</li> <li>• Encourage students to research and investigate food made by a wide range of chefs to use as inspiration when they are designing their own food products</li> <li>• Ensure all Home Learning and Coursework deadlines are met.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>

**How much Home Learning is expected per week?**

Two pieces of Home Learning per week each lasting 30 minutes. Preparation of ingredients for practical lessons is also expected.

Subject	GCSE French	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p><b>Health &amp; Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Well-being, including stress and mental health</li> <li>• Healthy eating, Alcohol, drugs and smoking</li> <li>• Using qui, que</li> <li>• Imperatives</li> <li>• Reflexive verbs</li> <li>• Si clauses – combining the imperfect &amp; conditional tenses</li> </ul>
	<p>Spring</p>	<p><b>Education and Work</b></p> <ul style="list-style-type: none"> <li>• School subjects and opinions</li> <li>• Describing your school, uniform, daily routine at school &amp; revision of <i>venir de</i></li> <li>• Comparing education systems around the world</li> <li>• Jobs, Future plans, combining verb tenses</li> <li>• Pocket money, using verbs with à and de</li> <li>• Writing letters of application</li> <li>• The pluperfect tense</li> </ul> <p><b>Environment and Social issues</b></p> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Climate change and natural disasters</li> <li>• Il faut, il ne faut pas</li> <li>• Revision of irregular verbs</li> <li>• Poverty and hunger</li> <li>• Human rights and the role of charities</li> <li>• AIDS</li> <li>• Homelessness</li> <li>• <i>Si clauses</i></li> <li>• <i>Basic use of subjunctive</i></li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• <i>Revision skills</i></li> <li>• <i>Past papers</i></li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students have completed 45% of their assessment already in the form of two writing controlled assessments and one speaking. Students must submit two speaking controlled assessments, the final one to be completed towards February half term.</li> <li>• An opportunity to re-sit elements of controlled assessment will be available after February half term.</li> <li>• Mock exam: Listening &amp; Reading all students. Overall mock exam results will be calculated using results from controlled assessments completed so far.</li> <li>• Students’ overall predicted grades are a mixture of the outcome of</li> </ul>	

	assessments and ongoing teacher assessment throughout the term.
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.languagesonline.org">www.languagesonline.org</a></li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works and can severely limit their progress.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons</p>
<p><b>How much home learning is expected per week?</b></p>	<p>Normally one piece each week, taking 40-60 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p> <p><b>Vocabulary learning</b> is best learned using the <i>little and often</i> method. So students would be advised to spend a small amount of time <i>every</i> evening learning vocabulary rather than one sixty-minute session once per week.</p>

Subject	GCSE Geography AQA B	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Extreme environments</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Controlled Assessment</li> <li>• Globalisation of industry</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• One mock mini exam at the end of each unit.</li> <li>• Regular short and longer answer essays throughout the course.</li> <li>• Controlled Assessment</li> <li>• Mock examinations</li> </ul>	
Useful websites or resources	<p> <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035">http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a>  <a href="http://www.geography.learnontheinternet.co.uk/gcse/revision_step1.html#aqab">http://www.geography.learnontheinternet.co.uk/gcse/revision_step1.html#aqab</a> </p>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to watch the news and extract contemporary case studies.</li> <li>• Buy an atlas for use at home as well as a textbook to cover the course (<b>AQA GCSE Geography B: Student Book</b>, ISBN-13: 978-1408503317).</li> <li>• Encourage students to use the AQA website to make use of exam papers, mark schemes and examiner’s reports to consolidate their exam technique(see link below)  <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035/past-papers-and-mark-schemes</a> </li> <li>• Encourage students to make notes and flash cards after each unit using specification to guide note taking (see link below)  <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035/teaching-and-learning-resources">http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035/teaching-and-learning-resources</a> </li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much Home Learning is expected per week?	Normally 3 pieces each fortnight, taking 30 minutes on average. Some pieces may span more than 1 Home learning slot and some may be shorter or longer, depending on the nature of the lessons.	

Subject	GCSE History	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>Controlled Assessment: Russia &amp; The USSR 1917-1939 – Unit 4 Edexcel Modern World History A</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Controlled Assessment: Russia &amp; The USSR 1917-1939 – Unit 4 Edexcel Modern World History A</li> <li>The Cold War – GCSE Edexcel Unit 1 Modern World History A</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>The Cold War – GCSE Edexcel Unit 1 Modern World History A</li> </ul>
Assessment Headlines	<p>At the end of every section – mock exam questions                      Mock examination in the summer term                      Students will be assessed using examination mark schemes.</p>	
Useful websites or resources	<ul style="list-style-type: none"> <li><a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></li> <li><a href="http://www.Johndclare.net">www.Johndclare.net</a></li> <li><a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> <li><a href="http://www.bbc.com/history">www.bbc.com/history</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>Use the recommended revision books to help their children to create little revision aids after every section</li> <li>Test their children before an assessment and help them gauge the depth of their knowledge</li> <li>Help their child join a library so they can request books to read around the subject</li> <li>Look at the resources and extend section of the Year 10 History page of Fronter with their children</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Approximately 1 ½ hours per week – this may vary depending on revision, and Controlled Assessments	

Subject	GCSE Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p><b>Life and Death</b></p> <ul style="list-style-type: none"> <li>• The sanctity of life;</li> <li>• Jewish attitudes to abortion and euthanasia;</li> <li>• Jewish attitudes to fertility issues – contraception, in vitro fertilisation (IVF), artificial insemination by the husband (AIH) or donor (AID or DI);</li> <li>• Surrogacy (as an alternative to standard fertility treatments);</li> <li>• Bio-ethics – genetic engineering in designer babies, and saviour siblings;</li> <li>• Belief in the immortality of the soul, resurrection and judgment.</li> </ul> <p><b>Wealth and Poverty</b></p> <ul style="list-style-type: none"> <li>• Causes of poverty – emergency and long term aid;</li> <li>• The work of Jewish organisations and agencies in world development and</li> <li>• The relief of poverty;</li> <li>• Detailed knowledge and understanding of the work of World Jewish Relief</li> <li>• and the principles on which its work is based;</li> <li>• ways in which Jewish communities in the UK work to relieve poverty and suffering;</li> <li>• The practice of tzedaka (giving to charity) and kindness.</li> </ul> <p><b>Conflict and Suffering</b></p> <ul style="list-style-type: none"> <li>• Jewish understanding of suffering – with reference to anti-Semitism;</li> <li>• Jewish views about war – including disarmament, nuclear war, pacifism and terrorism;</li> <li>• Protest – different ways of protesting and reasons for protest;</li> <li>• Reconciliation.</li> </ul>
	<p>Spring</p>	<p><b>The Environment</b></p> <ul style="list-style-type: none"> <li>• The created world – reasons why it is valued by Jews;</li> <li>• Causes of pollution and conservation and Jewish attitudes to these;</li> <li>• Animal rights – care of animals, using animals for research; Stewardship.</li> </ul> <p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Aims of punishment – deterrence, protection, reformation, reparation, retribution;</li> <li>• Types of punishment and impact of these on society and the individual, including fines, imprisonment, community service, death penalty (capital punishment);</li> <li>• The teaching of the Torah on punishment;</li> <li>• Forgiveness;</li> <li>• Attitudes to the death penalty (capital punishment).</li> </ul> <p><b>Relationships and Lifestyle</b></p> <ul style="list-style-type: none"> <li>• The purposes of Jewish marriage and attitudes to marriage;</li> </ul>

		<ul style="list-style-type: none"> <li>• Reasons why Jews divorce and divorce procedure;</li> <li>• Jewish attitudes to divorce and remarriage;</li> <li>• Jewish attitudes to chastity and to sex outside marriage;</li> <li>• Attitudes to homosexuality;</li> <li>• Ritual cleansing – the mikveh;</li> <li>• Responsibilities of children and parents;</li> <li>• Jewish attitudes to alcohol, tobacco, illegal drugs and prescribed drugs;</li> <li>• The role of Jewish schools and yeshivot.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
Assessment Headlines	Two exams made up of short, medium and long answers. Each exam is worth 50% of the GCSE.	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> <li>• <a href="http://jewfaq.org/index.htm">jewfaq.org/index.htm</a></li> <li>• <a href="http://maven.co.il">maven.co.il</a></li> <li>• <a href="http://g-dcast.com">g-dcast.com</a></li> <li>• <a href="http://tali-virtualmidrash.org.il">tali-virtualmidrash.org.il</a></li> <li>• <a href="http://www.chabad.org/">www.chabad.org/</a></li> <li>• <a href="http://www.masorti.org.uk/">www.masorti.org.uk/</a></li> <li>• <a href="http://www.reformjudaism.org/">www.reformjudaism.org/</a></li> <li>• <a href="http://www.theus.org/">www.theus.org/</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage the students to read around the topics covered;</li> <li>• Encourage discussion about topics of Jewish interest;</li> <li>• Encouraging students to visit Jewish museums and events on the topics covered.</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Normally 2 pieces each week, each taking 1 hour on average.	

Subject	<b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• What type of learner am I</li> <li>• Study Skills</li> <li>• Revision Techniques</li> <li>• Application of Techniques</li> <li>• Stress Management</li> <li>• Time Management</li> <li>• Organisation</li> <li>• CV Writing</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• Personal Profiles</li> <li>• CV writing</li> <li>• Interview Skills</li> <li>• Mock Interviews</li> <li>• Budgeting and Saving</li> <li>• Payment Methods</li> <li>• Managing a Bank Account</li> <li>• Needs vs. Wants</li> <li>• Sex and Relationships</li> <li>• Consent</li> <li>• Contraception</li> <li>• Teenage Pregnancy</li> <li>• Abortion</li> <li>• STIs</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum.</li> <li>• Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk/">http://www.pshe-association.org.uk/</a></li> <li>• <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe">http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe</a></li> <li>• <a href="http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance">http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance</a></li> <li>• <a href="http://www.sexeducationforum.org.uk/">http://www.sexeducationforum.org.uk/</a></li> <li>• <a href="http://news.sky.com/">http://news.sky.com/</a></li> <li>• <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li> <li>• <a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a></li> <li>• <a href="https://www.stonewall.org.uk/">https://www.stonewall.org.uk/</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE.</li> <li>• There may be questions or issues that students may only feel comfortable asking parents about or that they may wish to discuss in greater detail.</li> <li>• Encourage students to engage with current affairs – watch Newsround or access Sky News.</li> </ul>	
<p><b>Number of lessons per fortnight in this</b></p>	<p>2 lessons per fortnight</p>	

<b>subject</b>	
<b>How much Home Learning is expected per week?</b>	Not applicable

Subject	GCSE Maths	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>• Number work (eg BiDMAS)</li> <li>• Converting measures</li> <li>• Indices and surds</li> <li>• Algebraic manipulation</li> <li>• Fractions, decimals and percentages</li> <li>• Approximation</li> <li>• Circle Theorems</li> <li>• Collecting and interpreting data</li> <li>• Sequences and graphs</li> <li>• Proportion</li> <li>• Shape properties</li> <li>• Transformations</li> <li>• Probability</li> <li>• Triangles and construction</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Circles</li> <li>• Proportion 2 (direct and indirect)</li> <li>• Solving equations and inequalities</li> <li>• Plotting and sketching graphs</li> <li>• Vectors</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Past paper practice</li> </ul>
<p><b>Assessment Headlines</b></p>	<p>Students will sit a mock GCSE paper in December and March and the GCSE paper in June. These exams will consist of three papers, one non-calculator paper and two calculator papers.</p>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a></li> <li>• <a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/">http://www.bbc.co.uk/schools/gcsebitesize/maths/</a></li> <li>• <a href="http://emaths.co.uk">http://emaths.co.uk</a></li> <li>• <a href="http://nrich.maths.org/secondary-lower">http://nrich.maths.org/secondary-lower</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to complete Home learning on the day it is set, to use notes provided, Moodle or the websites above to support learning.</li> <li>• Encourage students to log onto MyMaths (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills.</li> <li>• When it comes to revision in the summer, print off past papers and work through at home under timed conditions.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>9 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Home Learning is set twice a week</p>	

Subject	GCSE Media Studies	
Main topics/areas studied this year	Autumn	Externally set coursework brief
	Spring	Exam preparation (Film Industry, Newspaper Industry, TV News)
	Summer	Exam revision
Assessment Headlines	<p>Students are assessed throughout the first part of the year with an in depth controlled assessment. These assessments focus on the four key concepts of Media Studies:</p> <ol style="list-style-type: none"> <li>1. Audience</li> <li>2. Institution</li> <li>3. Representation</li> <li>4. Genre</li> </ol> <p>Two summative exams. One is brief/pitch based and the topic is TV News. The second exam is based on the film and newspaper industries.</p>	
Useful websites or resources	<p>Books:                      AQA GCSE Media Studies: Mandy Esseen, Martin Philips                      AQA GCSE Media Studies: Richard Morris, David Varley</p> <p>Websites:  <a href="http://www.mediaknowall.com">www.mediaknowall.com</a>                      Media edu (see Mrs Eyres for login)                      MediaMagazine (see Mrs Eyres for login)</p>	
What parents can do to support learning	Encourage students to consume all types of media, rather than just those they are interested in. Eg. Magazines, newspapers, radio	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	2-3 Home Learnings are set a fortnight. The majority of these will take 45 minutes to complete and will not be required for the next day. The media suite is available during lunchtimes for completion of homework.	

Subject	GCSE Modern Hebrew	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Free time and the Media</li> <li>• Holidays</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Home and Local Area</li> <li>• Environment : discussing problems, causes and solutions to environmental problems</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• School/College and Future Plans</li> <li>• Current and Future jobs.</li> </ul>
Assessment Headlines	<p>Students are assessed continuously throughout the course of Key Stage Four through:</p> <ul style="list-style-type: none"> <li>• Monitoring and feedback from Classwork , Home Learning, Practice GCSE questions</li> <li>• End of unit tests (GCSE questions) –Reading, Speaking, Listening &amp; Writing</li> <li>• Tests on new vocabulary and Grammatical patterns.</li> <li>• Mock examinations – 1 a year</li> </ul>	
Useful websites or resources	<p><b>AQA- GCSE Specification-Modern Hebrew</b>  <a href="http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4675-w-sp-14.PDF">http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4675-w-sp-14.PDF</a></p>	
What parents can do to support learning	<p>Students are assessed continuously throughout the course of Key Stage Four through:</p> <ul style="list-style-type: none"> <li>• Monitoring and feedback from Classwork , Home Learning, Practice GCSE questions</li> <li>• End of unit tests (GCSE questions) –Reading, Speaking, Listening &amp; Writing</li> <li>• Tests on new vocabulary and Grammatical patterns.</li> <li>• Mock examinations – 1 a year</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	<p>One Home Learning tasks are set each week taking about 40-60 minutes each. In addition students may also be given vocabulary to learn on a regular basis.</p>	

Subject	Edexcel GCSE Music	
Main topics/areas studied this year	Autumn	Area of Study 2: Music in the 20 <sup>th</sup> Century <ul style="list-style-type: none"> <li>• Minimalism</li> <li>• Expressionism</li> </ul>
	Spring	Area of Study 3: Popular Music in Context <ul style="list-style-type: none"> <li>• Club Dance</li> <li>• Blues</li> <li>• FINAL COURSEWORK DEADLINE</li> </ul>
	Summer	Area of Study 3: Popular Music in Context <ul style="list-style-type: none"> <li>• Rock</li> </ul> Revision of all areas of study in preparation for listening exam
Assessment Headlines	End of unit listening tests - mixture of short and longer essay style answers Solo performance recording Winter 2014 Group performance recording Spring 2015 Controlled assessment composition November - Spring 2015 Mock listening exam (1hr 30 mins) Final listening exam (1hr 30 mins) May 2015 Listening 40%, Performing 30%, Composing 30%	
Useful websites or resources	<a href="http://www.bbc.co.uk/bitesize/gcse/music/">www.bbc.co.uk/bitesize/gcse/music/</a> <a href="http://www.educationscotland.gov.uk/learnlisteningonline/">http://www.educationscotland.gov.uk/learnlisteningonline/</a> <a href="http://audacity.sourceforge.net">http://audacity.sourceforge.net</a> <a href="http://musescore.org">http://musescore.org</a> <a href="http://www.imslp.org">http://www.imslp.org</a>	
What parents can do to support learning	Support students with their performance practice and ensure that they regularly play. Attend students' performances. Encourage students to listen to the set works as much as possible. Students should also be encouraged to attend and perform at as many concerts and performances as possible. Support students with vocabulary – keyword tests	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much Home Learning is expected per week?	Recommended 30 minutes practice or more everyday on their instrument(s). Written task - 30 minutes per week (textbook questions/essay practice/composition task). Practice exam papers	

Subject	Physical Education - Core	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>Pupils are able to select and follow a pathway that suits them.</li> <li>A) Performer – strategic and tactical</li> <li>B) Performer - Creative</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>A) Performer and Leader - strategic and tactical</li> <li>B) Performer and Leader - Creative</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>A) Leader – Health and Fitness</li> <li>B) Leader and Official</li> </ul>
Assessment Headlines	<p>Pupils participate in a range demanding physical activities. Pupils should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis];</li> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]</li> <li>take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>BBC Sports Academy - <a href="http://news.bbc.co.uk/sport1/hi/academy/default.stm">http://news.bbc.co.uk/sport1/hi/academy/default.stm</a></li> <li>Youth Sport Trust – <a href="http://www.youthsporttrust.org/">http://www.youthsporttrust.org/</a></li> <li>JCoSS football results – <a href="http://www.football.mitoo.co.uk">www.football.mitoo.co.uk</a></li> <li>Maccabi GB – <a href="http://www.maccabigb.org">www.maccabigb.org</a></li> <li>Yahoo! Sport/ Eurosport</li> <li><a href="http://uk.eurosport.yahoo.com/">http://uk.eurosport.yahoo.com/</a></li> </ul>	

<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Aid participation in clubs outside of school</li> <li>• Watching sporting events/ competitions on the television and at stadium events</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>2 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>Not applicable</p>

Subject	GCSE Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Introduction to GCSE and course requirements.</li> <li>• Set standards and SMART targets</li> <li>• Role models in Sport and leadership in Sport</li> <li>• Reasons and benefits of taking part in Sport</li> <li>• Initiatives, Influences and opportunities for sport</li> <li>• Health related exercise, fitness and performance</li> <li>• Skill related fitness</li> <li>• Fitness Testing</li> </ul> <p>Pupils will also undertake a range of practical sports activities – experience as performer, leader and official</p>
	Spring	<ul style="list-style-type: none"> <li>• Assessing readiness for Exercise</li> <li>• Principles of Training</li> <li>• Methods of Training</li> </ul> <p>Pupils will also undertake a range of practical sports activities – experience as performer, leader and official</p>
	Summer	<ul style="list-style-type: none"> <li>• Aerobic and Anaerobic training</li> <li>• Heart rates</li> <li>• Training zones and target heart rates (thresholds)</li> <li>• Personal Exercise programme – planning performing and monitoring</li> <li>• Exercise, diet, work and rest</li> <li>• Balanced diets</li> </ul> <p>Pupils will also undertake a range of practical sports activities – experience as performer, leader and official</p>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Theory Assessment – Section 1 = 40% of overall mark</li> <li>• Pupils will be tested at the end of each unit or work</li> <li>• Practical Assessment – Section 2 = 60% of overall mark</li> <li>• Students need to undertake two different controlled assessment tasks.</li> <li>• Section 2.1: Students need to undertake practical performances in different contexts, within selected physical activities, in the role of either player or participant, official or leader.</li> <li>• In the GCSE in Physical Education students must offer four performances.</li> <li>• Section 2.2: Students need to undertake an analysis of performance in one of the selected physical activities undertaken in the role of player/participant in <i>Section 2.1: Practical performance</i>.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/pe">www.bbc.co.uk/schools/gcsebitesize/pe</a></li> <li>• <a href="http://www.teachpe.com/gcse.php">www.teachpe.com/gcse.php</a></li> <li>• <a href="http://www.educationforum.co.uk/PE/GCSEPEHome">www.educationforum.co.uk/PE/GCSEPEHome</a></li> <li>• <a href="http://www.s-cool.co.uk/gcse/pe">www.s-cool.co.uk/gcse/pe</a></li> <li>• <a href="http://www.bbc.co.uk/academy">www.bbc.co.uk/academy</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to discuss the work completed in class</li> <li>• Ensure students complete the evaluation of class work and any home learning</li> <li>• Accompany students on sports events and competitions.</li> <li>• Encouraging students to read sports books and magazines</li> <li>• Encourage students to discuss their experience of participating in, leading and officiating sports</li> </ul>	

<b>Number of lessons per fortnight in this subject</b>	5 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	1 hour per week.



Subject	GCSE Science																																		
<b>Exam Board and GCSE Courses Studied</b>	Exam Board: AQA GCSE Science A (4405) – Single and Double Science GCSE Additional Science (4408) – Double and Triple Science only GCSE Further Additional Science (4410) – Triple science only																																		
<b>Further detail on content of GCSE Courses</b>	<table border="1" data-bbox="488 445 1441 1137"> <thead> <tr> <th data-bbox="488 445 679 524">GCSE Course</th> <th data-bbox="679 445 871 524">Biology Unit</th> <th data-bbox="871 445 1062 524">Chemistry Unit</th> <th data-bbox="1062 445 1254 524">Physics Unit</th> <th data-bbox="1254 445 1441 524">Controlled Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 524 679 669">Science A (4405)</td> <td data-bbox="679 524 871 669">B1 25%</td> <td data-bbox="871 524 1062 669">C1 25%</td> <td data-bbox="1062 524 1254 669">P1 25%</td> <td data-bbox="1254 524 1441 669">ISA 1 25%</td> </tr> <tr> <td data-bbox="488 669 679 703"></td> <td data-bbox="679 669 871 703"></td> <td data-bbox="871 669 1062 703"></td> <td data-bbox="1062 669 1254 703"></td> <td data-bbox="1254 669 1441 703"></td> </tr> <tr> <td data-bbox="488 703 679 887">Additional Science (4408)</td> <td data-bbox="679 703 871 887">B2 25%</td> <td data-bbox="871 703 1062 887">C2 25%</td> <td data-bbox="1062 703 1254 887">P2 25%</td> <td data-bbox="1254 703 1441 887">ISA 2 25%</td> </tr> <tr> <td data-bbox="488 887 679 920"></td> <td data-bbox="679 887 871 920"></td> <td data-bbox="871 887 1062 920"></td> <td data-bbox="1062 887 1254 920"></td> <td data-bbox="1254 887 1441 920"></td> </tr> <tr> <td data-bbox="488 920 679 1137">Further Additional Science (4410)</td> <td data-bbox="679 920 871 1137">B3 25%</td> <td data-bbox="871 920 1062 1137">C3 25%</td> <td data-bbox="1062 920 1254 1137">P3 25%</td> <td data-bbox="1254 920 1441 1137">ISA 3 25%</td> </tr> </tbody> </table> <p data-bbox="488 1182 1369 1294">Students are taught these units by specialist biology, chemistry and physics teachers. All three teachers will work together to prepare students for the ISAs/controlled assessments.</p>					GCSE Course	Biology Unit	Chemistry Unit	Physics Unit	Controlled Assessment	Science A (4405)	B1 25%	C1 25%	P1 25%	ISA 1 25%						Additional Science (4408)	B2 25%	C2 25%	P2 25%	ISA 2 25%						Further Additional Science (4410)	B3 25%	C3 25%	P3 25%	ISA 3 25%
GCSE Course	Biology Unit	Chemistry Unit	Physics Unit	Controlled Assessment																															
Science A (4405)	B1 25%	C1 25%	P1 25%	ISA 1 25%																															
Additional Science (4408)	B2 25%	C2 25%	P2 25%	ISA 2 25%																															
Further Additional Science (4410)	B3 25%	C3 25%	P3 25%	ISA 3 25%																															
<b>Main topics/areas studied this year</b>	Autumn	<b>Triple and Double Scientists:</b> Biology: AQA Biology Unit B2/B3 Chemistry: AQA Chemistry Unit C2/C3 Physics: AQA Physics Unit P2/P3																																	
	Spring	<b>Triple Scientists:</b> Biology: AQA Biology Unit B3 / Revision Chemistry: AQA Chemistry Unit C3 / Revision Physics: AQA Physics Unit P3 / Revision  <b>Double Scientists:</b> Biology: AQA Biology Unit B2 / Revision Chemistry: AQA Chemistry Unit C2 / Revision Physics: AQA Physics Unit P2 / Revision																																	
	Summer	<b>All Students:</b> Revision and GCSE Examinations																																	
<b>Assessment Headlines</b>	Students are assessed continuously throughout the course of KS4 by: 1. Monitoring and feedback from Classwork / Home Learning / Practice GCSE questions 2. End of unit tests (GCSE questions) 3. ISA (investigative skills assessment – controlled assessment, worth 25% of the final grade). Attendance on these days is compulsory.																																		

	<p>4. Mock examinations</p>
<p><b>Assessment Key Dates</b></p>	<ol style="list-style-type: none"> <li>1. 3<sup>rd</sup> November 2016 - Year 11 Triple Science ISA Day (Additional Science)</li> <li>2. 15<sup>th</sup> November 2016 – Year 11 Double and Single Science ISA Day</li> <li>3. 19<sup>th</sup> Jan – Triple Science ISA Day (Further Additional Science)</li> <li>4. 26<sup>th</sup> Jan – Double and Single Science Core ISA Retake Day</li> <li>5. 22<sup>nd</sup> March – Triple Science ISA Retake day Additional or Further Additional Science)</li>   <li>6. 16<sup>th</sup> May 2016 – Biology Unit 1 (B1) GCSE Examination for Double and Single Science Students</li> <li>7. 18<sup>th</sup> May 2016 – Chemistry Unit 1 (C1) GCSE Examination for Double and Single Science Students</li> <li>8. 24<sup>th</sup> May 2016 – Physics Unit 1 (P1) GCSE Examination for Double and Single Science Students</li> <li>9. 9<sup>th</sup> June 2016 – Biology Unit 2 (B2) for Double and Triple Science and Unit 3 (B3) for Triple Science</li> <li>10. 14<sup>th</sup> June 2016 – Chemistry Unit 2 (C2) for Double and Triple Science and Unit 3 (C3) for Triple Science</li> <li>11. 16<sup>th</sup> June 2016 – Physics Unit 2 (P2) for Double and Triple Science and Unit 3 (P3) for Triple Science</li> </ol>
<p><b>Useful websites or resources</b></p>	<p><b>Kerboodle:</b> Students can access electronic textbooks and other resources. They have been issued usernames and passwords. <a href="http://www.kerboodle.com">http://www.kerboodle.com</a></p> <p><b>SAM Learning:</b> Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></p> <p><b>Other useful websites:</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/">http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/</a>  <a href="http://www.freezeray.com/">http://www.freezeray.com/</a>  <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a>  <a href="http://www.planet-science.com/">http://www.planet-science.com/</a>  <a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a>  <a href="http://www.arkive.org/">http://www.arkive.org/</a>  <a href="http://royalsociety.org/">http://royalsociety.org/</a>  <a href="http://scienceteachinglibrary.wordpress.com/">http://scienceteachinglibrary.wordpress.com/</a></p>
<p><b>What parents can do to support learning</b></p>	<p><b>Encourage students to write using the PEE strategy:</b>  <b>P</b> – Point – Make a point  <b>E</b> – Evidence – What evidence do you have to support your point?  <b>E</b> – Explanation – Explain your point and evidence using your scientific knowledge and understanding, expand your answer to include scientific detail, keywords and diagrams.</p> <p>Support students when answering past paper exam questions (which are on Moodle). Parents can help in particular when marking answers.</p>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>In Double Science, there are 9 lessons per fortnight (3 lessons of each of Biology, Chemistry and Physics).          In Triple Science, there are 14 lessons per fortnight (4 or 5 lessons of each Biology, Chemistry and Physics)</p>

**How much Home Learning is expected per week?**

3 to 4 Home Learning tasks are set each week taking about 40 - 60 minutes each.

Subject	GCSE Sociology	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Crime and Deviance</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Mass Media and Social Inequalities</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision focus</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• One mock mini exam at the end of each unit – real past paper questions.</li> <li>• Regular short and longer answer essays/exam questions throughout the course.</li> <li>• Key words tests and quizzes after each subtopic.</li> <li>• Pre-exam past paper questions</li> </ul>	
Useful websites or resources	<p><b>Get Revising:</b> <a href="http://getrevising.co.uk/">http://getrevising.co.uk/</a> Useful for ready-made revision guides, flashcards and PowerPoint presentations.</p> <p><b>Tutor2U:</b> <a href="http://www.tutor2u.net/sociology/gcse-sociology.html">http://www.tutor2u.net/sociology/gcse-sociology.html</a> Great for revision notes.</p> <p><b>Soc Images:</b> <a href="https://twitter.com/SocImages">https://twitter.com/SocImages</a> Twitter page featuring topical sociological images and discussion.</p> <p><b>BBC News:</b> <a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a> Use the search bar and tabs at the top to search for Sociology related issues/pages and articles.</p>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to watch the news .</li> <li>• Bookmark relevant online news articles/stories .</li> <li>• Stress the importance of using evidence and examples to link their learning and real world events.</li> </ul> <p>Invest in an affordable and useful revision guide: <a href="#">Collins GCSE Revision - GCSE Sociology for AQA: Revision Guide and Exam Practice Workbook by Pauline Wilson (ISBN-10: 0007350597)</a> £6.41 at <a href="http://Amazon.co.uk">Amazon.co.uk</a>.</p> <ul style="list-style-type: none"> <li>• Make use of the <a href="#">AQA website</a> to make use of free exam papers, mark schemes and examiner’s reports.</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much Home Learning is expected per week?	Normally 2 pieces each fortnight, taking 30-45 minutes on average. In addition, students are expected to consolidate work in class with regular recapping and revision of Y10 work in preparation for the summer 2015 exams.	

Subject	GCSE Spanish	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p><b><i>My local area</i></b></p> <ul style="list-style-type: none"> <li>• Describing the local area</li> <li>• Discussing the difference between city and rural living</li> <li>• Services and places in a town</li> <li>• Shopping and money</li> <li>• Using direct and indirect object pronouns</li> <li>• Using conditional tense</li> <li>• Using Prepositions</li> <li>• Using relative clauses</li> </ul> <p><b><i>Healthy living</i></b></p> <ul style="list-style-type: none"> <li>• Body parts</li> <li>• Well-being, including stress and mental health</li> <li>• Healthy eating</li> <li>• Alcohol, drugs and smoking</li> <li>• Using reflexive verbs with body parts</li> <li>• Using perfect, preterit and imperfect tenses</li> <li>• Using conditional and future tenses</li> <li>• Understanding phrases with the subjunctive</li> </ul>
	<p>Spring</p>	<p><b><i>Media and technology</i></b></p> <ul style="list-style-type: none"> <li>• Cinema</li> <li>• Books and music</li> <li>• The internet</li> <li>• Risks of social media</li> <li>• Use of object pronouns</li> </ul> <p><b><i>Environment and Social issues</i></b></p> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Climate change and natural disasters</li> <li>• How to be environmental friendly</li> <li>• Revision of irregular verbs</li> <li>• Poverty and hunger</li> <li>• Human rights and the role of charities</li> <li>• AIDS</li> <li>• Homelessness</li> <li>• Si clauses</li> <li>• Basic use of subjunctive</li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• Revision skills</li> <li>• Past papers</li> </ul>

<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• First assessment: Listening, Reading, Writing</li> <li>• Mock exam: listening, Reading, Writing and Speaking</li> <li>• Assessment will take into account the Controlled Assessment timetable. 2 speaking assessments in the Autumn term and one writing in the Spring term</li> <li>• Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.languagesonline.org">www.languagesonline.org</a></li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much home learning is expected per week?</b></p>	<p>Normally 1 piece each week, taking 20-30 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p>