

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:**

15th November	Open Evening for prospective 6th Form Students
By end of November	Y11 First report sent home
27th November to 8th December	Y11 Mock GCSE Examinations (Dates of practical and oral examinations to be advised as applicable)
4th January	Y11 Parents' Evening (Subject conversation with teachers)
By end of March	Y11 Second report sent home
14th May	GCSE written Examinations commence
22nd 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?**

Nature of query	Whom to contact
Progress or behaviour in an individual subject	Subject teacher
Progress or behaviour in several subjects	Form tutor
Student's wellbeing or family circumstances	Form tutor
Incidents and issues outside lessons	Form tutor
Payments including School Trip payments	Finance Office
Examinations	Exams Office
Student absence	Student Services
JCoSS coaches	Transport Officer
All other enquiries (or where you are unsure)	Main Office

**Curriculum organisation for Y11 students:**

Kvutzah: Students are taught 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 taught in mixed ability groups.

## Controlled Assessments

While controlled assessments no longer feature in the vast majority of Key Stage 4 courses, we do still run a small number of modular courses that contain a Non-Exam Assessment (NEA). Please see the relevant subject pages for details.

NEA's are essentially pieces of coursework, part of all of which must be completed in school, in controlled, exam-like conditions. Once the "medium or high control" element of the NEA has started, the work produced in each session must be collected in by the teacher and cannot be taken home by the students. There are two 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 3.30 -4.30 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.

Subject	GCSE Art	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p>This term 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 'Identity'.</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>• Students will be required to keep a sketchbook throughout the duration of the course.</li> </ul>
	<p>Spring</p>	<p>This term will include:</p> <ul style="list-style-type: none"> <li>• Developing ideas and following a personal line of enquiry within the Exam theme as directed by the Exam Board.</li> <li>• Producing a final outcome for the 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>• 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 term will include:</p> <ul style="list-style-type: none"> <li>• Sketchbooks showing ideas and developments on the theme given by the Exam Board. Detailed studies including in-depth critical study of the work of relevant Artists and Designers.</li> <li>• Completed paintings/sculptures/prints with supporting studies to show the development of ideas leading to the final outcome.</li> <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>• Students will have their work set up for the GCSE Art Exhibition and have an introduction to Art at A Level.</li> </ul>
<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> <li>• External Moderation of all Coursework and Exam units.</li> </ul>	

<p>Useful websites or resources</p>	<p><a href="https://www.pinterest.co.uk">https://www.pinterest.co.uk</a> – Online mood board for research and inspiration.</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> – The Saatchi Gallery</p>
<p>What parents can do to support learning</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>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much home learning is expected per week?</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>• Controlled Assessment</li> </ul>
	Spring	<ul style="list-style-type: none"> <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>• Take every opportunity to discuss your work with your child.</li> <li>• If possible, introduce them to family members or friends who have set up a business</li> <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>• Discuss news stories with them and the ways in which they affect businesses</li> <li>• Help test key terms (definitions)</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Students can expect up to 1 hour per week.	

Subject	OCR GCSE in Computing (J276)	
Main topics/areas studied this year	Autumn	<b>Unit 3: Programming Project</b> Programming Techniques Analysis Design Development Testing Evaluation and Conclusions
	Spring	<b>Unit 1: Computer Systems</b> Networks & Topologies System Software Security <b>Unit 2: Computational Thinking, Algorithms and Programming</b> Translators Data Representation
	Summer	<b>Theory:</b> Revision & Exam Technique
Assessment Headlines	<b>Examination:</b> Unit 1: 1½ hour paper-based exam worth 40% of final grade Unit 2: 1½ hour paper-based exam worth 40% of final grade  <b>Controlled Assessment</b> 20 hours controlled assessment project worth 20% of 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://www.teach-ict.com/">http://www.teach-ict.com/</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.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 work independently 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><b><u>Component 1-Performance Creating a Duet or Trio and Choreography (24 marks)</u></b>                      Students will be focusing on creating a duet or trio dance which will be 3—5mins long.                      The dance will be choreographed by your teacher in collaboration with students.                      The dance will have a clearly identified choreographic intent, which must relate to mood, theme, style or a combination of all.                      Students will be assessed on the ability to demonstrate;</p> <ul style="list-style-type: none"> <li>• physical skills and attributes</li> <li>• technical skills accurately and safely during performance</li> <li>• mental skills and attributes during performance</li> <li>• expressive skills</li> <li>• reflection of the choreographic intent of the piece</li> </ul> <p><b><u>Component 1- Performance Set phrases (12 marks 6 marks per phrase)</u></b>                      Students will perfect their chosen two set phrases and will be assessed on the ability to demonstrate:</p> <ul style="list-style-type: none"> <li>• physical skills and attributes safely during performance</li> <li>• technical skills accurately and safely during performance</li> <li>• mental skills and attributes during performance</li> <li>• expressive skills</li> </ul> <p><b><u>Component 1 Performance Choreography (40 marks)</u></b>                      Students will be set a question from AQA in September and will then have to respond to the given stimuli. The dance is choreographed by the student which can be either a solo or group piece.                      Students will be assessed on their ability to creatively and effectively select and use the stimuli whilst being relevant to the choreographic intent.</p> <p><b><u>Component 2-Dance Appreciation (80 marks written exam 1 hour 30mins)</u></b>                      Students will be focusing on the Dance Anthology which comprises of six set works.                      This will be achieved through practical exploration in class.                      Students will also be focusing on the written element of component 2 which will draw upon knowledge of their own practice in performance and choreography.                       Students will have a practical and written mock exam in November.</p>
	<p>Spring</p>	<p>Students will be continuing to work on task Component 1 and 2 and perfecting the group dance. They will also be reviving their previous work in preparation for the dance moderation which will be just before the end of term (date to be confirmed).</p>
	<p>Summer</p>	<p>Students will be preparing for their written exam (component 2) by developing knowledge and understanding of the work of different choreographers and professional dance anthology:</p> <ul style="list-style-type: none"> <li>• recall and communicate knowledge and understanding of dances in different styles and</li> <li>• contexts</li> <li>• identify the defining characteristics of different dance styles and, where</li> </ul>

	<p>appropriate, influences from other cultures</p> <ul style="list-style-type: none"> <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, aural/found sound, music from different times and places features such as: tone, texture, rhythm, dynamics, style, structure, orchestration, leitmotif, the relationship between music and dance content.</li> <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>GCSE Examinations – Autumn term 1, students will be assessed in a mock exam:</p> <ul style="list-style-type: none"> <li>Component 1 Performance Set phrases and Duet or Trios</li> <li>Component 2 Dance Appreciation written exam</li> </ul> <p>Spring term 1 – Dance moderation for Component 1 –Set phrases, duets/trios and choreography</p> <p>Summer term- Component 2 Dance Appreciation written exam 19<sup>th</sup> June.</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></p> <p><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=5Gc9UrCHH6iROQWpsYDACg&amp;usg=AFQjCNF6tmXez7J9ogPNNgSJz0OajyR1Jg&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=5Gc9UrCHH6iROQWpsYDACg&amp;usg=AFQjCNF6tmXez7J9ogPNNgSJz0OajyR1Jg&amp;sig2=B9VS6ba3mBKURppu3_hplw&amp;bvm=bv.52434380,d.d2k</a></p> <p><a href="http://www.matthewbournesnutcracker.com/">http://www.matthewbournesnutcracker.com/</a></p> <p><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></p> <p><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></p> <p><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 web site</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>
<p><b>How much Home Learning is expected per week?</b></p>	<ul style="list-style-type: none"> <li>• Attendance at after school controlled assessment support sessions.</li> <li>• Students are encouraged to work on their corrections which range from 10 minutes every night to a couple of hours a week.</li> <li>• Home learning will be given once per week and you should check on Insight and Moodle for resources for information. All home learning should be handed in on time and if not a sanction will be issued-encourage and discuss home learning tasks with our child</li> <li>• Attendance at lunch time 1:1 support sessions must be adhered to</li> </ul>

Subject	GCSE Design and Technology – New Specification	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• <b>Introduction to Creativity and Design</b> - Students will undertake a variety of mini tasks to investigate design and its wider implications. They will begin to understand how to design for the needs of a client and draw on influences from iconic designers and movements. They will learn different methods of designing and will develop technical drawing skills that they can take further into future projects.</li> <li>• <b>Laser Project</b> – Following on from their introduction to design and creativity, students will have the opportunity to work to a set brief in order to design and make a product and it’s packaging using CAD/CAM. They will research, design, plan and make their product independently while also learning about plastics, packaging and branding.</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• <b>Re-using Project</b> – Students will work in groups to transform a pallet crate into a seating product. They will learn about the different types of wood joints for joining wood. The groups will choose an appropriate target market and finish for their product and learn about a designer’s responsibility to the environment.</li> <li>• <b>Packaging Project</b> – Students will draw upon their graphics skills to design and make packaging for a product. Using CAD/CAM to create and realise final designs. They will learn about branding and corporate identity, print finishes for card and paper and modern and smart materials.</li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• <b>Introduction to NEA (Non Exam Assessment)</b> – Students will begin the research section of their NEA which counts for 50% of their final grade for DT. They will be given a set task from the AQA board which they must work to. They will independently research, design, plan and make a final product to be submitted for assessment along with an E-Portfolio.</li> <li>• This will continue through to March in Year 11.</li> </ul>
<p><b>Assessment Headlines</b></p>	<p>Formal assessments will take place at the end of each unit. There will also be a full exam paper during the mock exam period.</p> <p>NEA (Non Exam Assessment) = 50% of the final grade. Final Exam (2 hours) = 50% of the final grade.</p>	
<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> <p>The AQA Product Design textbook covers all knowledge needed for the exam and gives examples of how to set out and complete the controlled assessment.</p>	
<p><b>What parents can do to support learning</b></p>	<p>Encourage students to visit exhibitions and museums. Encourage wider reading around the subject. Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind. Encourage students to be independent learners. Monitor that deadlines are being met.</p>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 hours</p>	

**How much home learning is expected per week?**

1 hour minimum although this is approximate and some students may enjoy spending longer practising their skills. Booster sessions are available in school to enable students to access resources.

Subject	GCSE Drama Edexcel	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b>Component 1 Devising 40% (60 marks)</b></li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Component 2 Performance from a Text 20% (48 marks)</b></li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Theatre Makers in Practice 40% (60 marks)</b></li> </ul>
Assessment Headlines	<p><u>Component 1 Devising.</u> Create and develop a devised piece from a stimulus. Analyse and evaluate the devising process and performance creating a written portfolio.</p> <p><u>Component 2 Performance from a Text.</u> Students will perform two key extracts from a performance text.</p> <p><u>Component 3 Theatre Makers in Practice.</u> Practical exploration and study of one complete performance text. Live theatre evaluation. Text DNA by Dennis Kelly.</p>	
Useful websites or resources	<p><a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a>  <a href="http://www.digitaltheatre.com/education">http://www.digitaltheatre.com/education</a>  <a href="https://www.unicorntheatre.com/">https://www.unicorntheatre.com/</a>  <a href="https://www.chickenshed.org.uk/">https://www.chickenshed.org.uk/</a>  <a href="http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizolEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizolEg</a></p>	
What parents can do to support learning	<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. In addition to the National, Barbican and West End theatres, local theatres offer extensive and varied theatre productions.</li> <li>• Encourage students to read theatre reviews</li> <li>• Encourage students to discuss their experience of live theatre</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Students are expected to complete their portfolios at home after each lesson, as the evaluation and analysis of the work in class informs the Portfolio 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	19th 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	Year 11 mock exam <ul style="list-style-type: none"> <li>• English Language Paper 1</li> <li>• English Literature Paper 2</li> </ul> There will be in-class timed essay practice on all exam texts and topics.  In March, we will sit further mock exams on all 4 papers: <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	<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> <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> <p><b>It is a myth that you can't revise for English!</b></p>	

<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>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.</p>

Subject	GCSE Food Preparation and Nutrition	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p style="text-align: center;">Autumn</p>	<ul style="list-style-type: none"> <li>• During the first half of this term students will be producing the NEA Task 1, to be submitted at the beginning of November.</li> <li>• In order to complete this NEA Task they will need to:                             <ul style="list-style-type: none"> <li>○ Students will select one of the 3 tasks set by AQA</li> <li>○ Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation</li> <li>○ They will produce a report which will include research into how ingredients work and why.</li> <li>○ The written report must include photographic evidence and be between 1500-2000 words.</li> </ul> </li> <li>• During the second half of the term, students will begin the NEA Task 2, to be submitted at the beginning of the Summer term.                             <ul style="list-style-type: none"> <li>○ Students will select one of the 3 tasks set by AQA</li> <li>○ Students will research the dietary group or culinary tradition related to the task</li> <li>○ Students will plan and prepare 4-5 dishes to demonstrate a range of technical skills</li> </ul> </li> </ul>
	<p style="text-align: center;">Spring</p>	<ul style="list-style-type: none"> <li>• During this term students will be continuing with NEA Task 2. This will be completed by the end of the Spring term and submitted at the beginning of the Summer term                             <ul style="list-style-type: none"> <li>○ They will plan a final menu of 3 dishes, clearly explaining ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion size.</li> <li>○ Students will produce a time plan for producing the 3 final dishes.</li> <li>○ They will prepare, cook and present a menu of three dishes within a single period of 3 hours.</li> <li>○ Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes.</li> </ul> </li> </ul>
	<p style="text-align: center;">Summer</p>	<ul style="list-style-type: none"> <li>• During this term students will be preparing for their written examination.</li> <li>• Revising topics covered in Year 10</li> <li>• Completing practice examination questions, along with looking at examination paper mark schemes.</li> </ul>
<p style="text-align: center;"><b>Assessment Headlines</b></p>	<p><b>Paper 1 – Food Preparation and Nutrition – 50%</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of nutrition, food, cooking and preparation</li> <li>• Apply knowledge and understanding of nutrition, food, cooking and preparation</li> <li>• Analyse and evaluate different aspects of nutrition food, cooking and preparation</li> </ul> <p><b>Non-exam assessment – 50%</b></p> <ul style="list-style-type: none"> <li>• <b>Task 1 – 15%:</b> Food Investigation. Students are assessed on their understanding of the working characteristics, functional and chemical properties of ingredients. Students will produce a written report (1500-2000) words including photographic evidence. This is internally assessed and externally moderated.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Task 2 – 35%:</b> Food Preparation Assessment. Students are assessed on their knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will produce a portfolio including photographic evidence and plan, prepare, cook and present a final menu of three dishes. This is internally assessed and externally moderated.</li> </ul>
<p><b>Useful websites or resources</b></p>	<p> <a href="http://www.bbc.co.uk/food/recipes">www.bbc.co.uk/food/recipes</a>  <a href="http://www.bbc.co.uk/iplayer/">www.bbc.co.uk/iplayer/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech">www.bbc.co.uk/schools/gcsebitesize/design/foodtech</a>  <a href="http://www.dianasdesserts.com/">www.dianasdesserts.com/</a>  <a href="http://www.nutrition.org.uk/healthyliving/basics/what-are-nutrients">www.nutrition.org.uk/healthyliving/basics/what-are-nutrients</a>  <a href="http://www.nutrition.org.uk/healthyliving/healthyeating">www.nutrition.org.uk/healthyliving/healthyeating</a>  <a href="http://www.nutrition.org.uk/healthyliving/seasons/why-eat-seasonally">www.nutrition.org.uk/healthyliving/seasons/why-eat-seasonally</a>  <a href="http://www.nutrition.org.uk/nutritionscience/allergy">www.nutrition.org.uk/nutritionscience/allergy</a>  <a href="http://www.foodafactoflife.org.uk/">www.foodafactoflife.org.uk/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/systemspracticesrev6.shtml">www.bbc.co.uk/schools/gcsebitesize/design/foodtech/systemspracticesrev6.shtml</a>  <a href="http://www.s-cool.co.uk/gcse/food-technology">www.s-cool.co.uk/gcse/food-technology</a>  <a href="http://www.videojug.com/film/how-to-make-fresh-pasta">www.videojug.com/film/how-to-make-fresh-pasta</a>  <a href="http://explorefood.foodafactoflife.org.uk/">http://explorefood.foodafactoflife.org.uk/</a> </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 creating original ideas.</li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Help students fully prepare for food practical lessons by ensuring a container and tea towel are supplied.</li> <li>• Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish.</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> <li>• Encourage students to revise through topics covered during lessons to help prepare for the written exam.</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>Two pieces of home learning per week each lasting 30 minutes. Preparation for practical lessons is also expected.</p>

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>• <i>Shopping</i></li> <li>• <i>Revision of clothes</i></li> <li>• <i>Use of ce, cette, ces</i></li> <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> </ul>	

	<ul style="list-style-type: none"> <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 assessments and ongoing teacher assessment 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 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 Edexcel B	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<p>Hazardous Earth:</p> <ul style="list-style-type: none"> <li>• A study of hazardous weather and changing global climate with case studies.</li> <li>• A study of the distribution and causes of tectonic hazards including a seismic and volcanic case study.</li> </ul> <p>Challenges of an urbanising world</p> <ul style="list-style-type: none"> <li>• Studying the challenges faced by megacities in an emerging country.</li> <li>• Includes a case study of a mega city in an emerging country.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• People and the Biosphere</li> <li>• Rainforests under threat</li> <li>• Consuming energy resources</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
<p><b>Assessment Headlines</b></p>	<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>• Mock examinations</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p><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>  <a href="http://www.coolgeography.co.uk/gcsen/physcal_landscapes.php">http://www.coolgeography.co.uk/gcsen/physcal_landscapes.php</a></p>	
<p><b>What parents can do to support learning</b></p>	<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 (Edexcel GCSE 9-1 Geography B - ISBN 9781446927762).</li> <li>• Encourage students to use the Edexcel website to make use of exam papers, mark schemes and examiner’s reports to consolidate their exam technique(see link below)</li> <li>• <a href="http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html">http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html</a></li> <li>• Encourage students to make notes and flash cards after each unit using specification to guide note taking (see link below)</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 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.</p>	

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.co.uk/bitesize">www.bbc.co.uk/bitesize</a> / history</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	
Main topics/areas studied this year	Autumn	<p><b>Relationships and Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Teachings about human sexuality</li> <li>• Jewish attitudes to chastity and to sex outside marriage;</li> <li>• The purposes of Jewish marriage and attitudes to marriage;</li> <li>• Jewish attitudes to divorce and remarriage;</li> <li>• Gender Equality</li> </ul> <p><b>Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>• Violent protest and terrorism</li> <li>• Reasons for war</li> <li>• Nuclear war and Weapons of Mass Destruction</li> <li>• The Just War</li> <li>• Holy War</li> <li>• Pacifism and Peacemaking</li> <li>• Religious responses to victims of war</li> </ul>
	Spring	<p><b>Religion, Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Reasons for crime</li> <li>• Jewish attitudes to lawbreakers and different types of crime</li> <li>• Three aims of punishment</li> <li>• Jewish attitudes to suffering and causing suffering</li> <li>• Jewish attitudes to the punishment of criminals</li> <li>• Jewish attitudes to forgiveness;</li> <li>• Attitudes to the death penalty (capital punishment).</li> </ul> <p><b>Religion, Human Rights and Social Justice</b></p> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Social Justice</li> <li>• Religious Freedom</li> <li>• Prejudice and Discrimination</li> <li>• Women in Judaism</li> <li>• Judaism and Wealth</li> <li>• Poverty and Exploitation</li> <li>• Giving Money to the Poor</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
Assessment Headlines	<p>All students are expected to know British attitudes towards these issues and be able to compare British and Jewish values</p> <p>Two exams made up of short, medium and long answers. Each exam is worth 50% of the GCSE.</p>	

<p>Useful websites or resources</p>	<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>
<p>What parents can do to support learning</p>	<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> <li>• Encourage students to watch the news regularly as these issues are often in the headlines</li> </ul>
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 2 pieces each week, each taking 1 hour on average.</p>

Subject	<b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>	
in topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <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> <li>• Human Rights</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Body Image</li> <li>• Media Messages</li> <li>• Sex and Relationships</li> <li>• Consent</li> <li>• Contraception</li> <li>• Teenage Pregnancy</li> <li>• Abortion</li> <li>• STIs</li> <li>• Living with HIV</li> </ul>
Assessment Headlines	<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>	
Useful websites or resources	<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>	
What parents can do to support learning	<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>	
Number of lessons per fortnight in this subject	2 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable	

Subject	GCSE Latin	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p style="text-align: center;">Autumn</p>	<p>Cambridge Latin Course Book IV: Stages 29-34</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• The passive voice, present, imperfect and perfect tenses.</li> <li>• Purpose clauses</li> <li>• Deponent Verbs</li> <li>• Gerundives</li> <li>• Compound Verbs</li> <li>• Future tense</li> <li>• Passive infinitive</li> </ul> <p>Literature:</p> <ul style="list-style-type: none"> <li>• Ovid <i>'a good day at the Circus'</i></li> <li>• Juvenal <i>'The crowd in the Circus'</i></li> <li>• Suetonius <i>'Caligula's favourite racehorse'</i></li> <li>• Suetonius <i>'Nero's passion for Chariot-racing'</i></li> <li>• Virgil <i>'A boat race'</i></li> </ul>
	<p style="text-align: center;">Spring</p>	<p>Language Revision and Momentum Tests</p> <p>Roman Civilisation Topics: Entertainment and Leisure</p> <ul style="list-style-type: none"> <li>• Public Baths</li> <li>• Theatre</li> <li>• The Ampitheatre</li> <li>• Dinner Parties</li> <li>• Recitationes</li> </ul>
	<p style="text-align: center;">Summer</p>	<p>Revision and Past Papers</p>
<p style="text-align: center;"><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Three assessments over the year testing three skills from Translation (Latin-English), Literature and Roman Civilisation Sources</li> <li>• All students will be following the WJEC Eduqas Latin syllabus for first examination in 2018.</li> </ul>	
<p style="text-align: center;"><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.cambridgescp.com">http://www.cambridgescp.com</a> (see esp the online vocab tester)</li> <li>• <a href="http://latinipadapps.com/">http://latinipadapps.com/</a></li> <li>• <a href="http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx">http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx</a></li> <li>• <a href="http://www.theclassicslibrary.com">http://www.theclassicslibrary.com</a></li> <li>• <a href="http://www.perseus.tufts.edu/hopper/">http://www.perseus.tufts.edu/hopper/</a></li> <li>• <a href="https://quizlet.com/">https://quizlet.com/</a></li> </ul> <p>Apps</p> <ul style="list-style-type: none"> <li>• Lexidum</li> </ul>	

	<ul style="list-style-type: none"> <li>• Quizlet</li> <li>• Memrise – good vocab learning app!</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 and word tables. ‘Little but often’ should be the mantra! Offer to test them on these. Make sure they spend their time on the words that they do not yet know (rather than going over ones which they are confident with). Flashcards can enable them to do this very efficiently.</li> <li>• Work with students on using the dictionary at the back of their text books and their grammar notes, 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 inhibits their progress as it is precisely the process of translation – i.e. the steps involved in figuring out what the Latin means - that they need to learn.</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 40-60 minutes on average. Students will be given regular vocabulary and grammar tests - 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, grammar exercises or short passages for translation may be set for completion over night.</p>

Subject	GCSE Maths	
<b>Main topics/areas studied this year</b>	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>
<b>Assessment Headlines</b>	<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>	
<b>Useful websites or resources</b>	<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>	
<b>What parents can do to support learning</b>	<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 and MathsWatch (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills.</li> <li>• The best method of revision for maths is to print off past papers and work through at home under timed conditions.</li> </ul>	
<b>Number of lessons per fortnight in this subject</b>	<p>9 lessons per fortnight</p>	
<b>How much Home Learning is expected per week?</b>	<p>Home Learning is set twice a week</p>	



Subject	GCSE Media Studies	
Main topics/areas studied this year	Autumn	Television – contemporary and historic programmes
	Spring	Music – one major music magazine, music videos and radio
	Summer	Externally set brief (coursework unit)
Assessment Headlines	<p>Students will be externally assessed at the end of year 11, however there will be end of unit tests throughout year 10.</p> <p>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>	
Useful websites or resources	<p>Websites:</p> <ul style="list-style-type: none"> <li>• <i>Cuffs</i>, Series 1, Episode 1, BBC 1 <a href="https://www.youtube.com/watch?v=odxvXg063-Y">https://www.youtube.com/watch?v=odxvXg063-Y</a></li> <li>• <i>The Avengers</i>, Series 4, Episode 1, ITV <a href="https://www.youtube.com/watch?v=edT7e6R7jwk&amp;list=PLnWfjMgMnaNXQ0ZMvSB6CgJKbS3pYJB3z&amp;index=4">https://www.youtube.com/watch?v=edT7e6R7jwk&amp;list=PLnWfjMgMnaNXQ0ZMvSB6CgJKbS3pYJB3z&amp;index=4</a></li> <li>• BBC Live Lounge <a href="http://www.bbc.co.uk/programmes/p01029mq">http://www.bbc.co.uk/programmes/p01029mq</a></li> </ul>	
What parents can do to support learning	<p>Encourage students to consume all types of media, rather than just those they are interested in. E.g. Magazines, newspapers, radio.</p> <p>Encourage students to watch/listen to the set texts</p>	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	<p>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.</p> <p>The media suite is available during lunchtimes for completion of homework.</p>	

Subject	Y10 Cambridge Nationals in Creative imedia	
Main topics/areas studied this year	Autumn	Graphic Design
	Spring	Audiences and products
	Summer	Audiences and products and film project
Assessment Headlines	Students are assessed continuously throughout the year with a number of coursework based units and an exam.	
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	6 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	<b>GCSE Modern Hebrew</b>	
<b>Main topics/areas studied this year</b>	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>
<b>Assessment Headlines</b>	<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 examination.</li> </ul>	
<b>Useful websites or resources</b>	<p>AQA- GCSE Specification-Modern Hebrew <b>(4675)</b></p> <p><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>	
<b>What parents can do to support learning</b>	<ul style="list-style-type: none"> <li>• Encourage students to spend time learning vocabulary for spelling tests.</li> <li>• Show students how to proof read their work, with a particular emphasis on verbs, adjectival agreements and spelling. Students will always have their grammar notes needed to complete work accurately in their books but they will have to look back at it when working at home.</li> <li>• Working with students on using a good online or paper dictionary rather than google translate. Translating word by word rarely works but many students at this stage do rely on it when completing tasks at home, which often limits their progress.</li> <li>• Encouraging students to revise well for their Speaking assessments putting an emphasis on pace, accuracy and content.</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>	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.	

Subject	Edexcel GCSE Music	
Main topics/areas studied this year	Autumn	Set Works: Release & Samba en Preludio Unfamiliar listening Composing: Set brief from Edexcel: Performing: Solo or Group Performance
	Spring	Set Works revision of all four AoS Practice Exam Papers FINAL COURSEWORK DEADLINE (Composition) PERFORMANCE RECORDINGS (Solo and group)
	Summer	Set Works revision of all four AoS Unfamiliar listening Practice Exam Papers
Assessment Headlines	Mock Exam: Performance (Solo and Group) Composition (One finished composition) Listening Exam Solo and Group performance recording by 30/3/18 Two compositions completed by 30/3/18 Final listening exam (1hr 30 mins) June 2018 date tbc Weighting: Listening 40%, Performing 30%, Composing 30%	
Useful websites or resources	BBC Bitesize GCSE Music <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a> Music Theory <a href="https://www.teoria.com/">https://www.teoria.com/</a> Music Theory <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> Edexcel GCSE Site <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</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	GCSE Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement Analysis</li> <li>• Physical Training</li> <li>• Use of Data</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Health Fitness and well being</li> <li>• Sport Psychology</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Socio-Cultural Influences</li> <li>• Using Data</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Written Examination 1 – 90 marks – 1 hour 45 mins = 36% of qualification</li> <li>• Written Examination 2 – 70 marks – 1 hour 15 mins = 24% of qualification</li> <li>• Practical Assessment (3 sports)– 105 marks = 30% of qualification</li> <li>• Exercise programme – 20 marks = 10% of qualification</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>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	1 hour per week.	

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> <p><b>The Guardian:</b> <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a> This website enables students to read articles on key contemporary issues.</p> <p><b>The Independent:</b> <a href="http://www.independent.co.uk/">http://www.independent.co.uk/</a> This website features a wide range of thought-provoking articles that cover key sociological issues in the family, education, crime, workplace.</p> <p><b>UK Parliament Website:</b> <a href="http://www.parliament.uk/">http://www.parliament.uk/</a> Great website to follow the latest news in government.</p> <p><b>AQA Website:</b>  <a href="http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190">http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190</a> This website gives you access to free exam papers, mark schemes and examiner’s reports.</p>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Students are encouraged to read the news regularly in order to keep up-to-date with issues in Society so they are able to apply this knowledge in their exam.</li> <li>• Encourage students to watch the news e.g. The BBC, Prime Minister’s Questions.</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> <li>• 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) £6.41 at Amazon.co.uk.</a></li> <li>• <b>AQA Website:</b> Make use of the <a href="#">AQA website</a> to make use of free exam papers, mark schemes and examiner’s reports.</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 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 2017 exams.</p>



Subject	GCSE Science																			
<p><b>Exam Board and GCSE Courses Studied</b></p>	<p>Exam Board: AQA</p> <p>Triple Science:</p> <ul style="list-style-type: none"> <li>• GCSE Biology (8461)</li> <li>• GCSE Chemistry (8462)</li> <li>• GCSE Physics (8463)</li> </ul> <p>Double Science:</p> <p>GCSE Combined Science: Trilogy (8464)</p>																			
<p><b>Further detail on content of GCSE Courses</b></p>	<table border="1"> <thead> <tr> <th data-bbox="483 562 659 600">Subject</th> <th data-bbox="659 562 962 600">Content</th> <th data-bbox="962 562 1193 600">Triple Exams</th> <th data-bbox="1193 562 1433 600">Double Exams</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 600 659 1081">Biology</td> <td data-bbox="659 600 962 1081"> <ol style="list-style-type: none"> <li>1. Cell Biology</li> <li>2. Organisation</li> <li>3. Infection and Response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and Response</li> <li>6. Inheritance, variation and evolution</li> <li>7. 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Subject	Content	Triple Exams	Double Exams																	
Biology	<ol style="list-style-type: none"> <li>1. Cell Biology</li> <li>2. Organisation</li> <li>3. Infection and Response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and Response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol>	<p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Topics 1-4</li> <li>• Written exam (1 Hour 45 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Topics 5 – 7</li> <li>• Written exam (1 Hour 45 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	<p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Topics 1-4</li> <li>• Written exam (1 Hour 15 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Topics 5 – 7</li> <li>• Written exam (1 Hour 15 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul>																	
Chemistry	<ol style="list-style-type: none"> <li>1. Atomic Structure and the periodic table</li> <li>2. Bonding, Structure, and the Properties of Matter</li> <li>3. Quantitative Chemistry</li> <li>4. Chemical Changes</li> <li>5. Energy Changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> </ol>	<p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Topics 1-4</li> <li>• Written exam (1 Hour 45 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Topics 5 – 7</li> <li>• Written exam (1 Hour 45 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>	<p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Topics 1-4</li> <li>• Written exam (1 Hour 15 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Topics 5 – 7</li> <li>• Written exam (1 Hour 15 mins)</li> <li>• Foundation or Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul>																	
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	<p>Both Double Award Science and Triple Award science cover the same topics in their learning. However, there is more content in each section for the Triple course. This extra content will equate to an extra GCSE's worth of learning.</p> <p>Therefore, the topics still maintain the same the names etc.</p> <p>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>
<p><b>Main topics/areas studied this year</b></p>	<p>In Year 10, Units 1 – 4 in each of Biology, Chemistry and Physics will be taught. In Year 11, the rest of the units are to be taught (this may be 5-7 or 5-8, depending on the breakdown of topics in the subject)</p>
<p><b>Assessment Headlines</b></p>	<p>Students are assessed continuously throughout the course of KS4 by:</p> <ol style="list-style-type: none"> <li>1. Monitoring and feedback from Classwork / Home Learning / Practice GCSE questions</li> <li>2. End of unit tests (GCSE questions)</li> <li>4. Mock examinations</li> </ol>
<p><b>Assessment Key Dates</b></p>	<p>There is no coursework in the Science GCSE courses.</p> <p>Internal assessments will be run throughout the year, when it is appropriate based on the timeline of each individual class.</p> <p>There will be mock examinations during the school exam periods in the Summer Term and during Year 11 in preparation for the final GCSE exams.</p> <p>All external exams will take place in the summer of Year 11</p>
<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></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/">http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/</a></p> <p><a href="http://www.freezeray.com/">http://www.freezeray.com/</a></p> <p><a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a></p> <p><a href="http://www.planet-science.com/">http://www.planet-science.com/</a></p> <p><a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a></p> <p><a href="http://www.arkive.org/">http://www.arkive.org/</a></p> <p><a href="http://royalsociety.org/">http://royalsociety.org/</a></p> <p><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></p> <p><b>P</b> – Point – Make a point</p> <p><b>E</b> – Evidence – What evidence do you have to support your point?</p> <p><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><b>Number of lessons per fortnight in this subject</b></p>	<p>9 lessons (double science, 3 lessons of each of biology, chemistry and physics) 14 lessons (triple science, 5 of two subjects and 4 of the other, this will be rotated amongst the subjects throughout the course)</p>
<p><b>How much home learning is expected per week?</b></p>	<p>Two to three home learning tasks are set each week taking about 40 - 60 minutes each.</p>

Subject	GCSE Spanish	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p><b><u>AQA Topics: Environment and poverty, homelessness</u></b></p> <ul style="list-style-type: none"> <li>• Talking about ways of protecting the environment</li> <li>• Discussing environmental problems</li> <li>• Talking about homelessness and how to help</li> <li>• Using if sentences</li> <li>• Algo/alguien</li> <li>• Reflexive constructions: Se debe/se puede</li> <li>• Modal verbs of obligations</li> <li>• Me preocupa/ me encanta</li> <li>•</li> </ul> <p><b><u>AQA Topics: My Studies &amp; Life at School</u></b></p> <ul style="list-style-type: none"> <li>• School subjects, buildings &amp; curricula</li> <li>• School uniform, rules &amp; routines</li> <li>• Talking about options &amp; post 16 education</li> <li>• Talking about the good and bad aspects of school</li> <li>• Imperative tense</li> <li>• Perfect tense</li> <li>• Using personal A</li> <li>• Deberia</li> </ul>
	<p>Spring</p>	<p><b><u>AQA Topic : Jobs, Career Choices &amp; Ambitions</u></b></p> <ul style="list-style-type: none"> <li>• Post 16 options</li> <li>• Work or University</li> <li>• Talking about different jobs</li> <li>• Talking about the attributes needed for certain jobs</li> <li>• Writing letters of application</li> <li>• Talking about ideal jobs</li> <li>• <i>Using a variety of verb tenses</i></li> <li>• <i>Subjunctive after expression of time and in hypothetical situations</i></li> </ul> <p><b><u>AQA Topics: Customs and festivals</u></b></p> <ul style="list-style-type: none"> <li>• Learn about Spanish life and routines</li> <li>• Learning about local customs</li> <li>• Talking about Spanish festival and Latin American culture</li> <li>• Preterit tense</li> <li>• Imperfect tense</li> <li>• Using the preterit and imperfect tense</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>• Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year.</li> <li>• Mock exam: listening, Reading, Writing and Speaking Speaking assessments in the Autumn term and 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> <li>• <a href="http://www.kerboodle.com">www.kerboodle.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.activeteachonline.com">www.activeteachonline.com</a> (your child will have a username and password)</li> <li>• Revision guide provided free of charge for home revision and support in lessons</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> <li>• Checking progress using the Revision guide as a resources for home testing of vocabulary and grammar</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 1 hour 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>