

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 10:**

By end of November	Y10 First report sent home
By end of February	Y10 Second report sent home
By end of April	Y10 Third report sent home
Tuesday 5th May 2020	Y10 Parents’ Evening (Subject conversation with teachers)
Monday 8th June to Friday 26th June	Y10 End of year exams
By end of July	Y10 Fourth 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 Y10 students:**

Kvutzah: Students are taught in their tutor groups.

Mathematics, English, Science & Jewish Education: Students are placed in sets across the year group.

Option subjects and G.C.S.E. P.E.: Students are taught in mixed ability groups.

## Non-Examined Assessments

There are a small number of courses that contain a Non-Examined Assessment (NEA). Please see the relevant subject pages for details.

NEA's are essentially pieces of coursework, which must be the student's own work and not copied from someone else.

### 1. Attendance

It is absolutely vital that students attend lessons in the learning and planning stages in the lead up to the deadline for handing in their NEAs so that they are fully equipped to produce their best possible work. Students must hand in their NEA by the deadline given to them by their teacher. If any NEA is handed in after the deadline set by the subject teacher, the student will not be able to ask for a review of the centre assessed mark (more details of which are contained in the attached letter from the Examinations Officer and in JCoSS' Internal Appeals Procedure which can be found on Moodle).

### 2. Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** 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 submitting NEAs is their own. To uphold the integrity of their awards, exam boards take a range of measures to ensure that students' work is original. There are many ways exam boards can detect plagiarism including using Internet search engines and specialised computer software to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation. The consequences can be severe in cases of coursework malpractice, and one of the following penalties will be applied by the Examination Board:

- the piece of work will be awarded zero marks;
- the student will be disqualified from that component for the examination series in question;
- the student will be disqualified from the whole subject for that examination series;
- the student will be disqualified from all subjects and barred from entering again for a period of time.

To protect our students from this, and to deter them from being tempted to plagiarise, it is JCoSS Policy that any NEA that is found by the teacher to be plagiarised will not be submitted to be taken into consideration for the final GCSE grade: the student will therefore receive 0 marks in that section of the examination.

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 unit will include:</p> <ul style="list-style-type: none"> <li>Starting the first Coursework Unit for the Personal Portfolio (5FA01) which is <b>60%</b> of the total GCSE.</li> <li>The topic of study will be 'Based In Nature'.</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.</li> </ul>
	<p>Spring</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>The continuation of the first Coursework Unit 'Based In Nature'.</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 the duration.</li> <li>Completed paintings/sculptures/prints with supporting studies to show the development of ideas leading to the final outcome.</li> </ul>
	<p>Summer</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> <li>Introduction to the second Coursework Unit within Component 1 of the GCSE course.</li> <li>Students will be given their second Coursework Unit and will continue their exploration of media to complete a sketchbook and portfolio work based on this unit.</li> <li>Sheets of drawings/studies in a variety of media.</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>Summer work will be given as a continuation to the second Coursework Unit.</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 their sketchbooks with targets given on how to achieve target grades and improve upon existing grade.</li> </ul>
<p><b>Useful websites or resources</b></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><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	<b>GCSE in Business Studies (Edexcel - 1BS0)</b>	
<b>Main topics/areas studied this year</b>	Autumn	<ul style="list-style-type: none"> <li>• Enterprise &amp; Entrepreneurship</li> <li>• Spotting a Business Opportunity</li> <li>• Putting a Business Idea Into Practice</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Making the Business Effective</li> <li>• Business Planning</li> <li>• Influences on Business</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Growing the Business</li> <li>• Globalisation</li> <li>• Ethics</li> </ul>
<b>Assessment Headlines</b>	<p>There will be a 1½ hour written exam in assessment week</p> <p>All formal exam assessment will take place in Year 11</p>	
<b>Useful websites or resources</b>	<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>	
<b>What parents can do to support learning</b>	<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>	
<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 can expect up to 1 hour per week.	

Subject	<b>OCR GCSE in Computing (J276)</b>	
<b>Main topics/areas studied this year</b>	Autumn	<p><b><u>Unit 2: Computational Thinking, Algorithms and Programming</u></b>                      Algorithms                      Programming Techniques using Python                      Computational Logic</p> <p><b><u>Unit 3: Programming Project</u></b>                      Programming Techniques                      Analysis                      Design                      Development</p>
	Spring	<p><b><u>Unit 3: Programming Project</u></b>                      Testing                      Evaluation and Conclusions</p> <p><b><u>Unit 1: Computer Systems</u></b>                      Systems Architecture                      Memory                      Storage</p>
	Summer	<p><b><u>Unit 1: Computer Systems</u></b>                      Networks                      System Security                      Systems Software                      Computing, the Law and Ethics</p>
<b>Assessment Headlines</b>	<p><b><u>Examination Week:</u></b>                      1 x 1 hour written paper</p>	
<b>Useful websites or resources</b>	<p>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></p>	
<b>What parents can do to support learning</b>	<p>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.</p>	
<b>Number of lessons per fortnight in this subject</b>	<p>5 lessons per fortnight</p>	
<b>How much Home Learning is expected per week?</b>	<p>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.</p> <p>In addition, students will be expected to spend at least one hour per week outside of lessons on developing their computer programming/coding skills.</p>	

Subject	<b>GCSE Design and Technology – New Specification</b>	
<b>Main topics/areas studied this year</b>	Autumn	<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>
	Spring	<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>
	Summer	<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>
<b>Assessment Headlines</b>	<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>	
<b>Useful websites or resources</b>	<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>	
<b>What parents can do to support learning</b>	<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>	
<b>Number of lessons per fortnight in this subject</b>	5 hours	

**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>Mock Component 1 Devising</b></li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Mock Component 2 Performance from a Text</b></li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Mock Theatre Makers in Practice</b></li> <li>• <b>Mock Live theatre Review</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.</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-sJT6w88CFUUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg</a></p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have ‘booked’ rehearsal time in the theatre space when preparing their work for assessment. Students to visit local and West End theatres.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Weekly home learning - throughout the year students will be asked to learn lines and rehearse practical performances for homework. Students will also be asked to complete written work.	

Subject	GCSE English	
Main topics/areas studied this year	Autumn	<i>An Inspector Calls</i> Language Paper 1
	Spring	Poetry anthology Language Paper 1
	Summer	Creative writing – drafting and editing both descriptive and narrative pieces. Spoken Language
Assessment Headlines	Students will do a mock English Language Paper 1 and a mock English Literature Paper 2 during year 10 exam week	
Useful websites or resources	<a href="https://senecalearning.com/">https://senecalearning.com/</a> – a great online resource to revise Literature units <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.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>	
What parents can do to support learning	Ensure that students read regularly from a wide range of genres of fiction and non-fiction, including quality press and journals. Discuss the texts studied with students, considering different possible interpretations of them. Discuss ideas for writing with students and encourage them to plan their work before writing. Ensure that students proof read their work.	
Number of lessons per fortnight in this subject	8 lessons per fortnight	
How much Home Learning is expected per week?	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 Film Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Introduction to film language</li> <li>• British film</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Global English language film</li> <li>• Introduction to coursework component</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Global non-English language film</li> <li>• Coursework – scripting, shooting and editing</li> </ul>
Assessment Headlines	<p>Students will be externally assessed at the end of Year 11. There are two papers, each 1 hour 30 minutes in length (70% of final grade).</p> <p>Students also undertake a coursework assignment – a short film or screenplay, with evaluative analysis (30% of final grade)</p> <p>Students will complete practice pieces on completed course units throughout KS4.</p>	
Useful websites or resources	<p>Websites:</p> <ul style="list-style-type: none"> <li>• Eduqas film GCSE website: <a href="https://www.eduqas.co.uk/qualifications/film-studies/gcse/">https://www.eduqas.co.uk/qualifications/film-studies/gcse/</a></li> <li>• The BFI’s <i>Sight and Sound</i> magazine</li> <li>• Scriptwriting software: <a href="https://www.celtx.com/index.html">https://www.celtx.com/index.html</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to watch a wide variety of films, encompassing cinema from diverse eras and countries</li> <li>• Encourage creativity in the form of scripting and filmmaking</li> <li>• Encourage students to work independently on coursework component</li> </ul>	
Number of lessons per fortnight in this subject	5 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	<b>GCSE Food Preparation and Nutrition</b>	
<b>Main topics/areas studied this year</b>	Autumn	<ul style="list-style-type: none"> <li>• During this term students will be building upon their prior learning and will enhance their knowledge and understanding of what constitutes a healthy, balanced diet.</li> <li>• Students will be taught how and when to use different food preparation skills to achieve a range of different outcomes.</li> <li>• Students will gain knowledge and understanding of food nutrition and health. Areas covered are:                             <ul style="list-style-type: none"> <li>○ Macronutrients</li> <li>○ Micronutrients</li> <li>○ Making informed choices for a varied and balanced diet</li> <li>○ Energy needs</li> <li>○ Carrying out nutritional analysis</li> <li>○ Technological developments associated with better health</li> </ul> </li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• During this term students will be developing their knowledge and understanding of food science and food safety. Content will include:                             <ul style="list-style-type: none"> <li>○ Cooking of food and heat transfer</li> <li>○ Functional and chemical properties of food</li> <li>○ Food spoilage and contamination</li> <li>○ Principles of food safety</li> </ul> </li> <li>• Students will be taught investigation skills in preparation for their non-exam assessment task and complete mini tasks to prepare them for this</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• During this term students will be developing their knowledge and understanding food choice and food provenance. Content will include:                             <ul style="list-style-type: none"> <li>○ Factors which may influence food choice</li> <li>○ Food choice related to religion, culture, ethical and medical conditions</li> <li>○ British and international cuisines</li> <li>○ Environmental impact and sustainability of food</li> </ul> </li> <li>• Students will apply their knowledge and understanding gained throughout the year by completing a mini non-examined assessment task.</li> </ul>
<b>Assessment Headlines</b>	<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.</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.</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 T 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 or one lasting 1 hour. 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><i>Me, My Family and Friends</i></b></p> <ul style="list-style-type: none"> <li>• Question forms</li> <li>• Venir de</li> <li>• Depuis and Present Tense Revision</li> <li>• Regular and irregular adjectives</li> <li>• Family life</li> <li>• Helping out at home</li> <li>• Marriage and love</li> <li>• Possessive adjectives</li> </ul> <p><b><i>Free time and technology</i></b></p> <ul style="list-style-type: none"> <li>• Free Time activities</li> <li>• Perfect Tense Revision</li> <li>• Three Tense Revision</li> <li>• Pluperfect</li> <li>• Food</li> <li>• At the Restaurant</li> <li>• Music and Reading</li> <li>• TV and Cinema</li> <li>• Holiday days and festivals</li> <li>• Birthdays</li> <li>• Technology</li> </ul>
	<p>Spring</p>	<p><b><i>Town, neighbourhood and global issues</i></b></p> <ul style="list-style-type: none"> <li>• Describing your town</li> <li>• Transport</li> <li>• Using the negative</li> <li>• Problems in your town</li> <li>• Using the imperfect</li> <li>• Recycling and the environment</li> <li>• Comparison of living in town and the countryside</li> <li>• Revision of regular and irregular present tense</li> <li>• Revision of Imperfect Tense</li> <li>• Using quel</li> </ul>
	<p>Summer</p>	<p><b><i>Travel and Tourism</i></b></p> <ul style="list-style-type: none"> <li>• Talking about holidays</li> <li>• Holidays abroad</li> <li>• The weather</li> <li>• Weather with near future tense</li> <li>• Weather with imperfect tense</li> <li>• Future simple with si</li> <li>• What you would like to do</li> <li>• The conditional tense</li> <li>• At the hotel</li> <li>• Travelling by train</li> <li>• At the tourist office</li> </ul>

	<ul style="list-style-type: none"> <li>Exam practice and revision</li> </ul>
<b>Assessment Headlines</b>	<ul style="list-style-type: none"> <li>Assessments on each Unit over the year testing skills from Reading, Writing, Listening, Speaking and Translation.</li> <li>Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.</li> <li>All students will be following the AQA French syllabus for first examination in 2018.</li> <li>End of Year Exam will comprise of a past paper</li> </ul>
<b>Useful websites or resources</b>	<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.uk">www.languagesonline.org.uk</a></li> <li><a href="http://www.kerboodle.co.uk">www.kerboodle.co.uk</a></li> </ul>
<b>What parents can do to support learning</b>	<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>
<b>Number of lessons per fortnight in this subject</b>	5 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	Normally one piece each week, taking 40-60 minutes on average. Students will be given home learning in the form of listening and reading comprehensions, grammar exercises, translations and spellings to learn on a regular basis and not reaching the pass mark will result in lunchtime interventions.

Subject	<b>GCSE Geography EDEXCEL B</b>	
<p><b>Main topics/areas studied over the two years</b></p>	Autumn	<p><b>Paper 1: Global Geographical Issues</b>  <b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>• Climate change and the impact of human activity</li> <li>• Natural hazards and the impact on humans</li> </ul> <p><b>Development dynamics</b></p> <ul style="list-style-type: none"> <li>• Measuring development and the development gap</li> <li>• Bottom up and top down development strategies</li> <li>• Case study of developed country</li> <li>• Global trends and patterns of urbanisation</li> <li>• Case study of a megacity</li> </ul> <p><b>Paper 2: UK Geographical Issues</b></p> <ul style="list-style-type: none"> <li>• Geology and landscape of UK</li> <li>• Coastal landscapes and processes</li> <li>• Impact of human activity on coasts</li> <li>• Challenges of managing coastal landscapes</li> <li>• River landscapes and processes</li> <li>• Challenges of managing river landscapes</li> <li>• Study of UK demographic</li> <li>• Case study of changing city in UK</li> </ul> <p><b>Paper 3: People and Environment Issues</b></p> <ul style="list-style-type: none"> <li>• Global distribution of biomes</li> <li>• The Biosphere and its importance to humans</li> <li>• Threats to forest biomes</li> <li>• Sustainable management of rainforest</li> <li>• Growing importance of energy and sustainable management</li> </ul>
	Spring	
	Summer	
<p><b>Assessment Headlines</b></p>	<p><b>All to be taken in Summer 2018</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 1: Global Geographical Issues 37.5% ( 1 hour 30 minutes)</b></li> <li>• <b>Paper 2: UK Geographical Issues 37.5% ( 1 hour 30 minutes)</b></li> <li>• <b>Paper 3: People and Environment Issues 25%</b></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://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Buy an atlas for use at home as well as a textbook to cover the course</li> <li>• Download and use the maths support guide for Geography (See link below)</li> <li>• Buy Edexcel textbook <a href="#">GCSE (9-1) Geography specification B: Investigating Geographical Issues</a> 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.</li> <li>• Encourage students to make notes and flash cards after each unit using specification and textbook to guide note taking. Specification can be found here:</li> </ul>	



	<ul style="list-style-type: none"> <li>• <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></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>America 1920-1973 (Paper 1)</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>America 1920-1973 (Paper 1)</li> <li>Conflict between East and West 1945-1972 (Paper 1)</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Conflict between East and West 1945-1972 (Paper 1)</li> </ul>
Assessment Headlines	At the end of every section – mock exam questions Mock examination in the summer term Students will be assessed using examination mark schemes	
Useful websites or resources	<a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> <a href="http://www.Johndclare.net">www.Johndclare.net</a> <a href="http://www.bbcbiteize.co.uk/history">www.bbcbiteize.co.uk/history</a> <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a>	
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 Moodle 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	

Subject	GCSE Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p><b>Judaism: Key Beliefs and Teachings</b>                      Within this topic, candidates should show understanding of the key beliefs and sources of authority that underpin the Jewish way of life and influence their behaviour and attitudes.</p> <ul style="list-style-type: none"> <li>• Tenakh: Torah, Nevi'im, Ketuvim;</li> <li>• Talmud: Mishnah and Gemara;</li> <li>• Halakah: on-going interpretation and application to changing situations (Responsa, Bet Din, Yeshivah).</li> <li>• Jewish concepts of God:                             <ul style="list-style-type: none"> <li>* the unity of God; the Shema</li> <li>* God as creator and sustainer;</li> <li>* God as law-giver and judge</li> <li>* God as redeemer and sanctifier.</li> </ul> </li> <li>• The Covenant:                             <ul style="list-style-type: none"> <li>* Israel as God's chosen people;</li> <li>* the Covenant and the land – Covenant with Abraham;</li> <li>* the centrality of the Torah (written and oral) to the Covenant;</li> <li>* the Messianic Age</li> </ul> </li> </ul> <p><b>Judaism: Practices</b>                      Within this topic, candidates should show understanding of how the places of worship reflect and affect the style of worship that takes place within them.</p> <ul style="list-style-type: none"> <li>• The leaders of the community with special reference to the rabbi and chazan (cantor);</li> <li>• Design and function; features and symbols – bimah (reading platform), Aron hakodesh (ark), ner tamid (ever-burning light), menorah, Star of David;</li> <li>• Daily prayer;</li> <li>• Tallit and Tefillin;</li> <li>• Minyan</li> </ul>
	<p>Spring</p>	<p><b>Judaism: Practices</b>                      In this topic, candidates should show understanding of Jewish views on relationships and family life.</p> <ul style="list-style-type: none"> <li>• Ceremonies associated with birth and brit milah;</li> <li>• Bar/bat mitzvah and bat chayil;</li> <li>• The importance of the family;</li> <li>• Contribution of the synagogue to family life;</li> <li>• Marriage ceremony and its significance;</li> <li>• Ceremonies associated with heath and mourning.</li> <li>• Shabbat;</li> <li>• Rosh Hashanah and Yom Kippur;</li> <li>• Pesach;</li> <li>• Dietary laws – kosher and trefah, separation of milk and meat;</li> </ul> <p><b>Islam: Key Beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences</li> <li>• The Oneness of God (Tawhid), Qur'an Surah 112</li> </ul>

		<ul style="list-style-type: none"> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi’a Islam),</li> <li>• Different ideas about God’s relationship with the world: immanence and transcendence.</li> <li>• Angels, their nature and role, including Jibril and Mika’il</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement</li> <li>• Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell</li> <li>• Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad</li> <li>• The holy books (Qur’an, The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority)</li> <li>• Revelation and authority</li> <li>• The imamate in Shi’a Islam: its role and significance</li> <li>•</li> </ul>
	<p>Summer</p>	<p><b>Islam : Worship</b></p> <ul style="list-style-type: none"> <li>• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam)</li> <li>• Shahadah: declaration of faith and its place in Muslim practice</li> <li>• Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah)</li> <li>• Key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer</li> </ul> <p><b>Islam: Duties and festivals</b></p> <ul style="list-style-type: none"> <li>• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1–5.</li> <li>• Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt</li> <li>• Khums in Shi’a Islam</li> <li>• Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, and the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance</li> <li>• Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad</li> <li>• Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura</li> </ul>

<p>Assessment Headlines</p>	<p>Two exams at the end of Year 11, made up of short medium and long answers. Each exam is worth 50% of the total 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 up on the topics covered;</li> <li>• Encourage discussion about topics of Jewish interest;</li> <li>• Encouraging students to visit Jewish museum s and events on the topics covered.</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 1 piece each week, each taking 1 hour on average</p>

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Financial Education</li> <li>• Budgeting and Saving</li> <li>• Bank Accounts and Credit Cards</li> <li>• Debt and Tax</li> <li>• Careers</li> <li>• Interview Skills</li> <li>• Morrisby Testing</li> <li>• Drugs and the Law</li> <li>• Mental Health and Wellbeing</li> <li>• Depression</li> <li>• Eating Disorders</li> <li>• Body Image</li> <li>• Cancer Awareness</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Propaganda</li> <li>• Community, Culture and Identity</li> <li>• Discrimination</li> <li>• Human Rights</li> <li>• Anti-Semitism</li> <li>• Sexual Orientation</li> <li>• Underage Sex</li> <li>• Making Informed Choices – Peer Pressure</li> <li>• Contraception</li> <li>• STIs</li> <li>• Pregnancy and Abortion</li> <li>• Consent</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	1 lesson 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 end of Book II and beginning of Book III: Stage 19-23</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• hic and ille</li> <li>• Imperative; noli, nolite</li> <li>• Vocative</li> <li>• Present participle</li> <li>• is and ea in accusative, genitive and dative</li> <li>• Perfect passive participle</li> <li>• Perfect active participle</li> <li>• Genitive: partitive and descriptive</li> <li>• Summary of participles</li> <li>• Neuter nouns, nominative and accusative plural</li> </ul> <p>Cultural background:</p> <ul style="list-style-type: none"> <li>• The worship of the goddess Isis</li> <li>• Alexandria: medicine, mathematics, astronomy, inventions</li> <li>• Aquae Sulis (a.k.a. Bath) and its baths</li> <li>• Magic and curses</li> <li>• Roman religion and romanisation</li> </ul>
	<p style="text-align: center;">Spring</p>	<p>Cambridge Latin Course Book III: Stage 24-27</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• cum (when) + pluperfect and imperfect subjunctive</li> <li>• Indirect questions</li> <li>• Conjugation of imperfect and pluperfect subjunctive</li> <li>• Purpose clauses</li> <li>• Gerundives of obligation</li> <li>• Indirect commands</li> <li>• Result clauses</li> </ul> <p>Cultural background:</p> <ul style="list-style-type: none"> <li>• Travel and communication</li> <li>• The legionary soldier</li> <li>• Senior army officers and the career of Agricola</li> <li>• The legionary fortress</li> </ul>
	<p style="text-align: center;">Summer</p>	<p>Cambridge Latin Course Book III: Stage 28 Latin Literature and Sources: 'A Day at the Races'</p> <p>Main language features:</p> <ul style="list-style-type: none"> <li>• Ablative case</li> <li>• Expressions of time</li> <li>• Prepositions</li> </ul>

	<p>Cultural background:</p> <ul style="list-style-type: none"> <li>The evidence for our knowledge of Roman Britain</li> </ul> <p>Literature:</p> <ul style="list-style-type: none"> <li>Pliny <i>'Not at the races'</i></li> <li>Martial <i>'Lament for a Dead Charioteer'</i></li> </ul>
<b>Assessment Headlines</b>	<ul style="list-style-type: none"> <li>Four assessments over the year testing three skills from Translation (Latin-English), Comprehension, Literary Analysis, Understanding of Grammar</li> <li>Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.</li> <li>All students will be following the WJEC Eduqas Latin syllabus for first examination in 2018.</li> </ul>
<b>Useful websites or resources</b>	<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> <li>Quizlet</li> <li>Memrise – good vocab learning app!</li> </ul>
<b>What parents can do to support learning</b>	<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>
<b>Number of lessons per fortnight in this subject</b>	6 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	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.



Subject	GCSE Maths	
Main topics/areas studied this year	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>
Assessment Headlines	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.	
Useful websites or resources	<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>	
What parents can do to support learning	<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>	
Number of lessons per fortnight in this subject	8 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning is set twice a week	

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. Media Language</li> <li>2. Audience</li> <li>3. Representation</li> <li>4. Institution</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	5 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	Graphic Design and Comic Strips
	Summer	Comic Strips
Assessment Headlines	Students are assessed continuously throughout the year with 3 coursework based units and an exam. There are resit opportunities for the exam, and resubmission opportunities for the coursework elements.	
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, comics	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	2-3 Home Learning tasks 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	Y10 Cambridge Nationals in Creative i media	
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. e.g. 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>• Me, my family and friends</li> <li>• Technology in everyday life</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Customs and festivals</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Home, town, neighborhood &amp; region</li> <li>• Social issues: Healthy/unhealthy lifestyles, visiting the Doctor, symptoms and prescriptions.</li> <li>• Global issues: Charity / voluntary work, the environment, poverty/ homelessness</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 examination</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• AQA- GCSE Specification-Modern Hebrew <b>(8678)</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></li> <li>• Memrise – vocabulary revision</li> </ul>	
What parents can do to support learning	<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>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	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	GCSE Music	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances</li> <li>• Composition skills – students will create a group composition that explores the key elements of music</li> <li>• Analysis – students will look at two pieces from the Areas of study (Star Wars/Defying Gravity)</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances.</li> <li>• Composition skills – students will create a composition based around one of the areas of study</li> <li>• Analysis – students will look at two pieces from the Areas of study (Killer Queen/Music for a While)</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances.</li> <li>• Composition skills – students will create a composition based around one of the areas of study</li> <li>• Analysis – students will look at two pieces from the Areas of study (Brandenburg Concerto No.5/Sonata Pathetique)</li> </ul>
Assessment Headlines	Two performances, one solo and one group, lasting for a minimum of 4 minutes (combined) Two compositions lasting for a minimum of 4 minutes (combined)	
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> Score writing software <a href="https://musescore.org/en">https://musescore.org/en</a>	
What parents can do to support learning	Ensure that students regularly practice on their instrument and join a school ensemble. Listen to a wide variety of music.	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much home learning is expected per week?	Students are expected to spend most of their home learning time practising for their performances (solo and ensemble). This should be 15 minutes each day wherever possible	

Subject	GCSE Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology</li> <li>• Movement Analysis</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Physical training</li> <li>• PEP</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>• Personal Exercise Programme (PEP) – 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.bbc.co.uk/academy">www.bbc.co.uk/academy</a></li> <li>• <a href="http://www.theeverlearner.com">www.theeverlearner.com</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>• Encouraging students to read sports books and magazines</li> <li>• Encourage students to use The Ever learner to revise and to complete quizzes</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	Physical Education - Core
<p><b>Main topics/areas studied this year</b></p>	<p>Sports</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Dance</li> <li>• Dodge ball</li> <li>• Fitness Training</li> <li>• Football</li> <li>• Netball</li> <li>• Rounders</li> <li>• Softball</li> <li>• Table Tennis</li> <li>• Trampolineing</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students continue to learn how to lead healthy active lifestyles</li> <li>• Students are assessed on their physical effort in Core PE lessons</li> <li>• Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>
<p><b>Useful websites or resources</b></p>	<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> </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 Sciences												
Exam Board and GCSE Courses Studied	Exam Board: AQA Separate (formerly known as 'Triple') Science: <ul style="list-style-type: none"> <li>• GCSE Biology (8461)</li> <li>• GCSE Chemistry (8462)</li> <li>• GCSE Physics (8463)</li> </ul> Trilogy (formerly known as 'Double') Science: GCSE Combined Science: Trilogy (8464)												
	Further detail on content of GCSE Courses	<table border="1"> <thead> <tr> <th data-bbox="480 539 647 577">Subject</th> <th data-bbox="647 539 959 577">Content</th> <th data-bbox="959 539 1182 577">Triple Exams</th> <th data-bbox="1182 539 1430 577">Double Exams</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 577 647 1308">Biology</td> <td data-bbox="647 577 959 1308"> <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> </td> <td data-bbox="959 577 1182 1308">           Paper 1:           <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>           Paper 2:           <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> </td> <td data-bbox="1182 577 1430 1308">           Paper 1:           <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>           Paper 2:           <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> </td> </tr> <tr> <td data-bbox="480 1308 647 2033">Chemistry</td> <td data-bbox="647 1308 959 2033"> <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> </td> <td data-bbox="959 1308 1182 2033">           Paper 1:           <ul style="list-style-type: none"> <li>• Topics 1-5</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>           Paper 2:           <ul style="list-style-type: none"> <li>• Topics 6 – 10</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> </td> <td data-bbox="1182 1308 1430 2033">           Paper 1:           <ul style="list-style-type: none"> <li>• Topics 1-5</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>           Paper 2:           <ul style="list-style-type: none"> <li>• Topics 6 – 10</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> </td> </tr> </tbody> </table>	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>	Paper 1: <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> Paper 2: <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>	Paper 1: <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> Paper 2: <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>	Paper 1: <ul style="list-style-type: none"> <li>• Topics 1-5</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> Paper 2: <ul style="list-style-type: none"> <li>• Topics 6 – 10</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>
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>	Paper 1: <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> Paper 2: <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>	Paper 1: <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> Paper 2: <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>	Paper 1: <ul style="list-style-type: none"> <li>• Topics 1-5</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> Paper 2: <ul style="list-style-type: none"> <li>• Topics 6 – 10</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>	Paper 1: <ul style="list-style-type: none"> <li>• Topics 1-5</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> Paper 2: <ul style="list-style-type: none"> <li>• Topics 6 – 10</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>Physics</p>	<ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Energy</li> <li>3. Waves</li> <li>4. Electricity</li> <li>5. Magnetism and Electromagnetism</li> <li>6. Particle model of matter</li> <li>7. Atomic Structure</li> <li>8. Space Physics</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 – 8</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>
	<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. Therefore, the topics still maintain the same the names etc.</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.</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. Internal assessments will be run throughout the year, when it is appropriate based on the timeline of each individual class. 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>  <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><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 Sociology	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>The sociological approach: <i>What is Sociology? Key issues in Sociology.</i></li> <li>Sociological research methods: <i>How do sociologists study society? How do sociologists go about their research?</i></li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Families: <i>What is a family? What different family types are there in the UK?</i></li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Education</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>The Sociological Approach research project: Students acquire the skills of sociological research through their own enquiry into a social issue of their choice.</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="https://www.tutor2u.net/sociology/store/selections/aqa-gcse-sociology-teaching-revision-resources">https://www.tutor2u.net/sociology/store/selections/aqa-gcse-sociology-teaching-revision-resources</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="https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources</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: AQA GCSE Sociology All-in-One Revision and Practice (Collins GCSE 9-1 Revision) (ISBN: 978-0008227456) from <b>£7.04 at Amazon.co.uk.</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• This Sociology Revision and Practice guide contains clear and accessible explanations of all the GCSE content, with lots of practice opportunities for each topic throughout the book. There are clear and concise revision notes for every topic covered in the curriculum, plus seven practice opportunities to ensure the best results.</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. During their own investigation, students will self-manage their Home Learning, using a checklist to ensure all aspects of their research has been covered.</p>

Subject	GCSE Spanish	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p style="text-align: center;">Autumn</p>	<p><b>Theme: Local, national, international and global areas of interest:</b> Travel and tourism:</p> <ul style="list-style-type: none"> <li>• Talking about holiday preferences</li> <li>• Talking about a past holiday</li> <li>• Describing a trip to Barcelona</li> <li>• Booking accommodation and dealing with problems</li> <li>• Giving an account of a holiday in the past</li> </ul> <p><i>Grammar: using three tenses together (present, preterite and imperfect); Using verbs with <i>usted</i>, using opinions</i></p>
	<p style="text-align: center;">Spring</p>	<p><b>Theme: Current and future study and employment:</b> Life at school/college:</p> <ul style="list-style-type: none"> <li>• Describing school uniform and the school day</li> <li>• Describing your school</li> <li>• Talking about school rules and problems</li> <li>• Talking about plans for a school exchange</li> <li>• Talking about activities and achievements</li> </ul> <p><b>Grammar:</b> Using negatives and comparatives/superlatives, Using phrases followed by the infinitive, Using the near future tense, <i>Desde hace</i> + present tense Using direct object pronouns</p> <p><b>Theme: Identity and culture:</b> Me, my family and friends:</p> <ul style="list-style-type: none"> <li>• Talking about socialising and family</li> <li>• Describing people</li> <li>• Technology in everyday life: Talking about social networks</li> <li>• Free-time activities and making arrangements</li> <li>• Talking about reading preferences</li> <li>• Describing relationships</li> </ul> <p><b>Grammar:</b> Possessive adjectives , Present tense, Stem changing verbs <i>(poder, querer)</i> , Using adjectival agreement, Using <i>para</i> with infinitives, Using the present continuous, Using a range of connectives, Using reflexive verbs for relationships Using <i>ser</i> and <i>estar</i> , Referring to present and past together</p>
	<p style="text-align: center;">Summer</p>	<p><b>Theme: Identity and culture:</b> Free-time activities:</p> <ul style="list-style-type: none"> <li>• Talking about free-time activities</li> <li>• Talking about TV programmes and films</li> <li>• Talking about what you usually do</li> <li>• Talking about sports</li> </ul>

	<ul style="list-style-type: none"> <li>• Technology in everyday life: Talking about what's trending</li> <li>• Discussing different types of entertainment</li> <li>• Talking about who inspires you</li> </ul> <p>Grammar: Using stem-changing verbs , definite and indefinite articles, Using <i>soler</i> + infinitive, perfect tense and revision on imperfect to say what you used to do, Using <i>algunos/otros/muchos/ demasiados</i> , Using <i>tener ganas de</i> + infinitive</p> <p><b>Theme: Local, national, international and global areas of interest:</b> Home, town, neighbourhood and region, Travel and tourism:</p> <ul style="list-style-type: none"> <li>• Talking about places in a town</li> <li>• Talking about shops</li> <li>• Describing the features of a region</li> <li>• Planning what to do</li> <li>• Shopping for clothes and presents</li> </ul> <p>Grammar: Using <i>se puede</i> and <i>se pueden</i>, Using the future tense <i>Si</i> + present, + future, Using demonstrative adjectives, Using <i>tan</i> and <i>tanto</i>, Using three tenses together,</p> <p><b>Mock Exams preparation</b></p> <ul style="list-style-type: none"> <li>• Speaking preparation and skills</li> <li>• Reading practice and skills</li> <li>• Listening practice and skills</li> <li>• Writing practice and skills</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</li> <li>• Speaking assessments in the Spring term and writing in the Summer 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 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 Spanish 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>