

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:**

Tuesday 5th November 2019	Open Evening for prospective 6th Form Students
By end of November	Y11 First report sent home
Monday 25th November to Friday 6th December 2019	Y11 Mock GCSE Examinations (Dates of practical and oral examinations to be advised as applicable)
Wednesday 8th January	Y11 Parents' Evening (Subject conversation with teachers)
By end of February	Y11 Second report sent home
Tuesday 25th February	
To Thursday 27th February	English and Maths second Mock GCSE Examinations
By end of April	Y11 Third report sent home
Monday 11th May 2020	GCSE written Examinations commence
Wednesday 24th June 2020	GCSE Examinations End

**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: Students are placed in sets across the year group.

W ½ year.

Option subjects and Core 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 be 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>	Autumn	<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 'Freedom'.</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> <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> </ul>
	Spring	<ul style="list-style-type: none"> <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> <li>Learning in depth about the Assessment Objectives in which moderation of work will take place.</li> <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> </ul>
	Summer	<ul style="list-style-type: none"> <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><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  <a href="http://www.nationalgallery.org.uk">http://www.nationalgallery.org.uk</a> – National Galleries  <a href="http://www.tate.org.uk">http://www.tate.org.uk</a> – Tate Galleries  <a href="http://www.designmuseum.org">http://www.designmuseum.org</a> – Design Museum  <a href="http://www.axisartists.org.uk">http://www.axisartists.org.uk</a> – Database of contemporary artists in the UK  <a href="http://www.bfi.org.uk">http://www.bfi.org.uk</a> – The British Film Institute  <a href="http://www.craftscouncil.org.uk">http://www.craftscouncil.org.uk</a> – The Crafts Council  <a href="http://www.design-council.org.uk">http://www.design-council.org.uk</a> – The Design Council  <a href="http://www.iniva.org">http://www.iniva.org</a> – The Institute of International Visual Arts  <a href="http://www.nmpft.org.uk">http://www.nmpft.org.uk</a> – The National Museum of Photography, Film and Television.  <a href="http://www.vam.ac.uk">http://www.vam.ac.uk</a> – Victoria and Albert Museum  <a href="http://www.thebritishmuseum.ac.uk">http://www.thebritishmuseum.ac.uk</a> – The British Museum  <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	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 2: Computational Thinking, Algorithms and Programming</b> Programming Techniques Producing Robust Programs Computational Logic
	Spring	<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 50% of final grade Unit 2: 1½ hour paper-based exam worth 50% of final grade  <b>Controlled Assessment</b> 20 hours controlled assessment project. Not worth a percentage of the grade but must be completed to a satisfactory standard to pass the course.	
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 Design and Technology – New Specification	
Main topics/areas studied this year	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>
Assessment Headlines	<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>	
Useful websites or resources	<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 per fortnight.</p>
<p><b>How much home learning is expected per week?</b></p>	<p>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.</p>



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 of theatre 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-sJT6w88CFUUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg</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	

<p><b>How much Home Learning is expected per week?</b></p>	<p>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. Students will be completing written tasks on their set texts.</p>
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Subject	GCSE English	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<p>19th Century Novel – <i>The Strange Case of Doctor Jekyll and Mr Hyde</i> and <i>A Christmas Carol</i> English Literature Paper 1</p> <p>English Language Paper 2</p>
	<p>Spring</p>	<p>Shakespeare text <i>Romeo and Juliet</i></p>
	<p>Summer</p>	<p>Revision Final Exams</p>
<p><b>Assessment Headlines</b></p>	<p>Year 11 mock exam</p> <ul style="list-style-type: none"> <li>• English Language Paper 1</li> <li>• English Literature Paper 2</li> </ul> <p>There will be in-class timed essay practice on all exam texts and topics.</p> <p>In March, we will sit further mock exams on all 4 papers:</p> <ul style="list-style-type: none"> <li>• English Language Paper 1 &amp; 2</li> <li>• English Literature Paper 1</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p><a href="https://senecalearning.com/">https://senecalearning.com/</a> – a great online resource to revise Literature units</p> <p><a href="http://www.bcbitesize.co.uk">www.bcbitesize.co.uk</a></p> <p><a href="http://www.sparknotes.com">www.sparknotes.com</a></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <ul style="list-style-type: none"> <li>• York Notes for GCSE on the texts your child is studying</li> <li>• AQA English Language revision guides (a variety of publications are available in book shops or on Amazon)</li> <li>• There are numerous revision resources on Moodle</li> </ul>	
<p><b>What parents can do to support learning</b></p>	<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: -Learn the conventions of different writing styles e.g. writing to inform, explain, describe, persuade, argue, advise... And practice using them!</li> </ul>	

	<ul style="list-style-type: none"> <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> <p>It is a myth that you can't revise for English!</p>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>8 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 Film Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Completion of coursework component</li> <li>• US film comparative study</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• US film comparative study</li> <li>• US independent film</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</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.edugas.co.uk/qualifications/film-studies/gcse/">https://www.edugas.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 wider reading around the subject, with a focus on the history of film</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. The media suite is available during lunchtimes for completion of homework.</p>	

Subject	<b>GCSE Food Preparation and Nutrition</b>	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	<p>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>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>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.foodfactoflife.org.uk/">www.foodfactoflife.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.foodfactoflife.org.uk/">http://explorefood.foodfactoflife.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>	Autumn	<p><b>Health &amp; Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Shopping</li> <li>• Revision of clothes</li> <li>• Use of <i>ce, cette, ces</i></li> <li>• Well-being, including stress and mental health</li> <li>• Healthy eating, Alcohol, drugs and smoking</li> <li>• Using <i>qui, que</i></li> <li>• Imperatives</li> <li>• Reflexive verbs</li> <li>• Si clauses – combining the imperfect &amp; conditional tenses</li> </ul>
	Spring	<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 <i>à</i> and <i>de</i></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>• <i>Il faut, il ne faut pas</i></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>
	Summer	<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>• Assessments on each Unit over the year testing skills from Reading, Writing, Listening, Speaking and Translation.</li> <li>• Regular testing on vocabulary and grammar throughout the year.</li> <li>• All students will be following the AQA French syllabus for first examination in 2018.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Mock exam: A Past Paper including listening, reading, speaking and writing.</li> <li>• Students' predicted levels will be based on the Mock examination.</li> <li>• Exam style questions once the course has been completed.</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 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.</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 evening</i> 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>	<p>Autumn</p>	<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>
	<p>Spring</p>	<p>Paper 3:</p> <ul style="list-style-type: none"> <li>• People and the Biosphere – A detailed look at how humans use the biosphere and the services the biosphere provides for the planet on a global and local scale.</li> <li>• Forests under threat – A in depth investigation into the value of the Taiga and tropical rainforests that cover the globe, including a look at the services that these environments provide for our planet, and how these environments can be sustainably managed for future generations.</li> <li>• Consuming energy resources – The final topic draws together themes from all topics covered to investigate how increasing global population is causing greater demand for goods and services and how this increase in demand is impacting on our planet and whether a sustainable future can be guaranteed</li> </ul>
	<p>Summer</p>	<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/physical_landscapes.php">http://www.coolgeography.co.uk/gcsen/physical_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> </ul>	

	<ul style="list-style-type: none"> <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>• Health and the People in Britain c1000-Present Day</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Health and the People in Britain c1000-Present Day</li> <li>• Norman England</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Norman England</li> </ul>
Assessment Headlines	At the end of every section – mock exam questions Mock examination in the Autumn Term Students will be assessed using examination mark schemes.	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></li> <li>• <a href="http://www.Johndclare.net">www.Johndclare.net</a></li> <li>• <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> <li>• <a href="http://www.bbc.com/history">www.bbc.com/history</a> / history</li> <li>• Oxford AQA GCSE History range</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> </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	<b>GCSE Jewish Education</b>	
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 and Life</b></p> <ul style="list-style-type: none"> <li>• The Origins of the Universe</li> <li>• The environment</li> <li>• Evolution</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Death and afterlife</li> </ul>
	Spring	<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> <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>
	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>	
<b>Main topics/areas studied this year</b>	Autumn	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• The Justice System</li> <li>• International Relations</li> <li>• Conflict</li> <li>• International Law</li> </ul> <p><b>Careers and Employability</b></p> <ul style="list-style-type: none"> <li>• Future Choices</li> <li>• CV Writing</li> <li>• Interview Skills</li> <li>• Communication Skills</li> </ul>
	Spring	<p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Healthy Relationships and LGBT+ Inclusion</li> <li>• STIs</li> <li>• Contraception</li> <li>• Problem Solving</li> <li>• Consent and Domestic Abuse</li> <li>• Pornography</li> <li>• Debate on Parenting</li> </ul>
<b>Assessment Headlines</b>	<ul style="list-style-type: none"> <li>• Assessments take place at the end of each unit</li> <li>• Kvutzah (PSHCE) is delivered by a team of PSHCE Specialist Teachers and they will be evaluating the impact of learning over time.</li> </ul>	
<b>What parents can do to support learning</b>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah (PSHCE). There may be questions that they may only feel comfortable asking parents or they may wish to discuss a particularly interesting topic.</li> <li>• Encourage students to engage with current affairs.</li> </ul>	
<b>Number of lessons per fortnight in this subject</b>	1 lesson per fortnight. There will be a number of informal opportunities outside of lesson for students to take part in.	
<b>How much Home Learning is expected per week?</b>	Home learning will be minimal however project work may be set.	

Subject	GCSE Latin	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<p>Cambridge Latin Course Book IV: Stages 31-34</p> <p>Main language features:</p> <ul style="list-style-type: none"> <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>
	Spring	<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 Amphitheatre</li> <li>• Dinner Parties</li> <li>• Recitationes</li> </ul>
	Summer	Revision and Past Papers
<p><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><b>Useful websites or resources</b></p>	<p>Apps</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> <li>• Lexidum</li> <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	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>• Number work (eg BiDMAS)</li> <li>• Converting measures</li> <li>• Indices and surds</li> <li>• Algebraic manipulation</li> <li>• Fractions, decimals and percentages</li> <li>• Approximation</li> <li>• Circle Theorems</li> <li>• Collecting and interpreting data</li> <li>• Sequences and graphs</li> <li>• Proportion</li> <li>• Shape properties</li> <li>• Transformations</li> <li>• Probability</li> <li>• Triangles and construction</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Circles</li> <li>• Proportion 2 (direct and indirect)</li> <li>• Solving equations and inequalities</li> <li>• Plotting and sketching graphs</li> <li>• Vectors</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Past paper practice</li> </ul>
<p><b>Assessment Headlines</b></p>	<p>Students will sit a mock GCSE paper in December and March and the GCSE paper in June. These exams will consist of three papers, one non-calculator paper and two calculator papers.</p>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a></li> <li>• <a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/">http://www.bbc.co.uk/schools/gcsebitesize/maths/</a></li> <li>• <a href="http://emaths.co.uk">http://emaths.co.uk</a></li> <li>• <a href="http://nrich.maths.org/secondary-lower">http://nrich.maths.org/secondary-lower</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to complete Home learning on the day it is set, to use notes provided, Moodle or the websites above to support learning.</li> <li>• Encourage students to log onto MyMaths 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>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>8 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Home Learning is set twice a week</p>	

Subject	GCSE Media Studies	
Main topics/areas studied this year	Autumn	Promoting Media - Study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games
	Spring	News - one in-depth study covering online, social and participatory media. Students will also engage with newspapers and three set historic front covers.
	Summer	Revision for the summer GCSE Exam
Assessment Headlines	<p>Students will be externally assessed at the end of year 11, however there will be end of unit tests throughout year 11.</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>• The Lego Move Advertisement - <a href="https://www.youtube.com/watch?v=HSbYBzUEQlc&amp;t=22s">https://www.youtube.com/watch?v=HSbYBzUEQlc&amp;t=22s</a></li> <li>• The Observer Website - <a href="https://www.theguardian.com/observer">https://www.theguardian.com/observer</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> <p>Ensure that students are up to date with blog posts and set exam questions.</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	Y11 Cambridge Nationals in Creative imedia	
Main topics/areas studied this year	Autumn	Media Audiences and products
	Spring	Improving previous coursework and Video Game Proposals
	Summer	Video Game Proposals
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	<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>• PEP</li> <li>• Health, Fitness and Well-being</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Sport Psychology</li> <li>• Socio-cultural Influences</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Socio-cultural Influences</li> <li>• Exam Practice</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	GCSE Science												
<p><b>Exam Board and GCSE Courses Studied</b></p>	<p>Exam Board: AQA            Separate (formerly known as 'Triple') Science:</p> <ul style="list-style-type: none"> <li>• <b>GCSE Biology (8461)</b></li> <li>• <b>GCSE Chemistry (8462)</b></li> <li>• <b>GCSE Physics (8463)</b></li> </ul> <p>Trilogy (formerly known as 'Double') Science:            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="478 555 646 584">Subject</th> <th data-bbox="654 555 954 584">Content</th> <th data-bbox="962 555 1177 584">Triple Exams</th> <th data-bbox="1185 555 1417 584">Double Exams</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 584 646 1312">Biology</td> <td data-bbox="654 584 954 1312"> <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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	<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. In Year 11, the rest of the units are to 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>  <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>• Crime and Deviance</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Social Stratification</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Examination preparation and practice</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="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) <b>from £7.04 at Amazon.co.uk.</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• 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. In addition, students are expected to consolidate work in class with regular recapping and revision of Y10 work in preparation for the summer 2019 exams.</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> <li>•</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</li> </ul> <p>Speaking assessments in the Autumn term and writing in the Spring term</p>	

	<ul style="list-style-type: none"> <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>