

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:

Thursday 10th November 2022	Open Evening for prospective 6th Form Students
By end of November	Y11 First report sent home
Monday 28 <sup>th</sup> November -	Y11 Mock GCSE Examinations
Friday 9 <sup>th</sup> December	(Dates of practical and oral examinations to be advised as applicable)
Thursday 5th January 2022	Y11 Parents' Evening (Subject conversation with teachers)
By end of February	Y11 Second report sent home
Tuesday 28 <sup>th</sup> February –	
Thursday 2nd March 2023	English and Maths second Mock GCSE Examinations
By end of April	Y11 Third report sent home
To be confirmed	GCSE written Examinations commence
To be confirmed	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	
Examination Board	Edexcel	
Main topics/areas studied this year	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>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/folder throughout the duration.</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 the Externally Set Assessment (ESA) theme issued by the Exam Board – Edexcel. Students will have 30 hours of supervised preparation time followed by a 10-hour timed examination (2 Days).</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 of the Exam Unit of Work.</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 (2 Days).</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>
Assessment Headlines	<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/folders with targets given on how to achieve target grades and feedback given on how to improve upon existing grade.</li> <li>External Moderation of all Coursework and Exam units.</li> </ul>	
Useful websites or resources	<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. <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.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 <a href="https://www.pinterest.co.uk">https://www.pinterest.co.uk</a> – Online mood board for research and inspiration. <a href="https://www.thisiscolossal.com">https://www.thisiscolossal.com</a> – Current Art, Design and visual arts.
<b>What parents can do to support learning</b>	<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>
<b>Number of lessons per fortnight in this subject</b>	5 lessons per fortnight
<b>How much home learning is expected per week?</b>	<p>Normally one task each week, taking 60 minutes on average.</p> <p>Some pieces may run over more than one Home Learning slot.</p> <p>Sometimes there may be multiple tasks that will be combined into one home learning - for example, presenting work, taking photos, printing etc.</p>
<b>End of year exam will assess:</b>	<p>Year 11 will do a trial exam in the Autumn Term where they will work on a final piece of work. This will give them practice at working under exam conditions and will become part of their personal portfolio.</p> <p>At the end of the year, students will sit their externally set assignment as described above.</p>

Subject	GCSE Business Studies	
Examination Board	Edexcel – 1BS0	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Growing the Business</li> <li>• Making Marketing Decisions</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Making Operational Decisions</li> <li>• Making Financial Decisions</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Making Human Resource Decisions</li> <li>• Revision</li> </ul>
Assessment Headlines	Paper 1: 1½ hour exam worth 50% of final grade Paper 2: 1½ hour exam worth 50% of 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.	

<b>Subject</b>	<b>Cambridge National Certificate in Child Development</b>
<b>Examination Board</b>	<b>OCR</b>
<b>Main topics/areas studied this year</b>	<p>The Cambridge National Certificate in Child Development is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.</p> <p><u>Health and well-being for child development</u> Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.</p> <p><u>Equipment and nutritional needs of children from birth to five years</u> Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.</p> <p><u>Understand the development norms of a child from birth to five years</u> Students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.</p> <p>A Cambridge National Certificate is equivalent to one GCSE but is assessed differently. There is one exam and the rest of the course is assessed through coursework. Students should choose a vocational course if they are highly organised and are able to meet deadlines, enjoy coursework and are considering a career in the Child Care/Education sectors.</p>
<b>Assessment Headlines</b>	<ul style="list-style-type: none"> <li>• One exam</li> <li>• Two coursework units. Deadlines for coursework are very strict so you must be prepared for this.</li> </ul>
<b>Useful websites or resources</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></li> </ul>

Subject	GCSE in Computing	
Examination Board	OCR (J277)	
Main topics/areas studied this year	Autumn	<b>Unit 1: Computer Systems</b> Ethical, legal, cultural and environmental impacts of digital technology  <b>Unit 2: Computational Thinking, Algorithms and Programming</b> Algorithms Programming languages and Integrated Development Environments
	Spring	<b>Unit 2: Computational Thinking, Algorithms and Programming</b> Boolean Logic Algorithms
	Summer	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	
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 Drama	
Examination Board	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, DNA by Dennis Kelly. Live theatre evaluation.</p>	
Useful websites or resources	<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=CIIn-sJT6w88CFUUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=CIIn-sJT6w88CFUUq0wodizoIEg</a>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to discuss the work completed in class regarding understanding of the drama process.</li> <li>• Ensure students complete the evaluation of class work.</li> <li>• Accompany students on theatre visits. In addition to the National, Barbican and West End theatres, local theatres offer extensive and varied theatre productions.</li> <li>• Encourage students to read theatre reviews</li> <li>• Encourage students to discuss their experience of live theatre</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Students are expected to complete their portfolios at home after each lesson, as the evaluation and analysis of the work in class informs the Portfolio assessment. Students should spend at least half an hour on this work. Students will be completing written tasks on their set texts.	
End of year exam will assess	Edexcel GCSE drama exam assessing DNA by Dennis Kelly and Live Theatre evaluation.	

Subject	GCSE English Language and English Literature	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	19th Century Novel – <i>The Strange Case of Doctor Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i> (English Literature Paper 1)  English Language Paper 2
	Spring	Finish English Language Paper 2 Shakespeare text <i>Romeo and Juliet</i> (English Literature Paper 1)
	Summer	Revision Final Exams
Assessment Headlines	<p>Year 11 November mock exams assess Year 10 content</p> <ul style="list-style-type: none"> <li>• English Language Paper 1</li> <li>• English Literature Paper 2</li> </ul> <p>In March, we will sit further mock exams in English covering Year 11 content:</p> <ul style="list-style-type: none"> <li>• English Language Paper 1 &amp; 2</li> <li>• English Literature Paper 1</li> </ul> <p>There will be ongoing in-class timed essay practice on exam texts and topics.</p>	
Useful websites or resources	<p><a href="https://senecalearning.com/">https://senecalearning.com/</a> – a great online resource to revise Literature units</p> <p><a href="http://www.bbcbitessize.co.uk">www.bbcbitessize.co.uk</a>  <a href="http://www.sparknotes.com">www.sparknotes.com</a>  <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <ul style="list-style-type: none"> <li>• York Notes for GCSE on the texts your child is studying</li> <li>• AQA English Language revision guides (a variety of publications are available in book shops or on Amazon)</li> <li>• There are numerous revision resources shared with classes on their Teams page</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:</li> </ul> <p>-Learn the conventions of different writing styles e.g. writing to inform, explain, describe, persuade, argue, advise... And practice using them!</p> <p>-Complete past papers (available on the AQA website and class Teams pages)</p> <p>-Plan answers to past questions</p> <p>-Work through revision guides/textbooks</p> <p>-Mindmap ideas and quotations about characters, themes, settings, structures and plot in texts studied.</p> <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>3- 4 pieces per fortnight</p> <p>Work will include a fortnightly reading exercise, 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	
Examination Board	WJEC/Eduqas	
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.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 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.</p> <p>The media suite is available during lunchtimes for completion of homework.</p>	
End of year exam will assess:	Paper 1: Component 1 - <i>E.T.</i> , <i>Invasion of the Body Snatchers</i> & <i>Little Miss Sunshine</i>	

Subject	GCSE Food Preparation and Nutrition	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<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>
	Spring	<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>
	Summer	<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>
Assessment Headlines	<b>Paper 1 – Food Preparation and Nutrition – 50%</b> <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> <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>
Useful websites or resources	<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>
What parents can do to support learning	<ul style="list-style-type: none"> <li>Help students fully prepare for food practical lessons by ensuring an apron, 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>
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	Two pieces of home learning per week each lasting 30 minutes. Preparation for practical lessons is also expected.

<b>Subject</b>	<b>French</b>
<b>Examination Board:</b>	<b>AQA</b>
<b>Why should I choose this course?</b>  <b>What will I gain from it?</b>	<p>Languages are an invaluable skill to have and is also a pre-requisite for lots of university courses. Languages can be combined with almost every subject at university from Law to Maths, Fashion to Computer Science and taking a language means spending a year abroad while at university.</p> <p>The study of French, in particular, will open up a world of experiences and allow you to access cultures across the globe, from Canada to the Ivory Coast. French is one of the official languages of the United Nations, the European Union, the Olympic Committee and the International Red Cross and is spoken by 79 million native speakers and 190 million secondary speakers in over 24 countries. French is the largest donor of foreign words in English and the impact of Francophone literature, fashion, food, cinema and history on the United Kingdom is enormous.</p> <p>What skills will I need? Learning a language requires a certain amount of drive, patience and enthusiasm. So here's a quick reminder about how great languages are to keep you motivated:</p> <ul style="list-style-type: none"> <li>• They increase your memory.</li> <li>• They make you and your CV stand out from the crowd when applying for jobs.</li> <li>• People who speak more than one language earn more money.</li> <li>• Languages enable you to travel all over the world and meet some really amazing people.</li> </ul>
<b>What will I learn on this course?</b>	<p>The topics on the course cover the following areas, some of which you have met at a less complex level during Year 9:</p> <p>Theme 1: Identity and culture  Theme 2: Local, national, international and global areas of interest  Theme 3 : Current and future study &amp; employment</p> <p>You will be learning how to talk about these themes in relation to your own experiences and those of other people, including people in countries/communities where French is spoken.</p>
<b>Do I have to have prior knowledge?</b>	<p>In order to take GCSE French you will need to have studied French in Key Stage 3 or will need to have experience of speaking &amp; learning French in another context. You will need to have a good understanding of the past, present &amp; future tenses.</p>

<b>How will I be examined?</b>	<p>GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier. Combinations of tiers across the skills will not be possible.</p> <p>All question papers must be taken in the same series. There will be an assessment of each of the four skills: Listening, Speaking, Reading &amp; Writing.</p> <ul style="list-style-type: none"> <li>• Paper 1 – Listening 25 % of GCSE. Section A questions will be in English to be answered in English. Section B questions will be in French to be answered in French</li> <li>• Paper 2 – Speaking 25% of GCSE. Non-exam assessment 7-9 minutes (Foundation), 10-12 minutes (Higher). The assessment will be split into three parts: Role Play, Photo Card and General Conversation.</li> <li>• Paper 3 – Reading 25%. Section A questions will be in English to be answered in English. Section B questions will be in French to be answered in French. Section C translation from French to English.</li> <li>• Paper 4 – Writing 25%. Students will be required to produce a written response in French to a variety of tasks including structured writing in which students respond to four compulsory detailed bullet points, producing between 90 or 150 words depending on the Tier. At the Higher Tier students will also be expected to translate from English into French.</li> </ul>
<b>More information can be found at:</b>	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
<b>Contact:</b>	Mrs Armon– Head of Languages
<b>End of year exam will assess</b>	2 skills will be assessed. This will cover a range of topics learnt throughout the academic year.

Subject	GCSE Geography	
Examination Board	Edexcel B	
Main topics/areas studied this year	Autumn	<p>Hazardous Earth:</p> <ul style="list-style-type: none"> <li>• A study of hazardous weather and changing global climate with case studies.</li> <li>• A study of the distribution and causes of tectonic hazards including a seismic and volcanic case study.</li> </ul> <p>Challenges of an urbanising world</p> <ul style="list-style-type: none"> <li>• Studying the challenges faced by megacities in an emerging country.</li> <li>• Includes a case study of a mega city in an emerging country.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• People and the Biosphere</li> <li>• Rainforests under threat</li> <li>• Consuming energy resources</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• One mock mini exam at the end of each unit.</li> <li>• Regular short and longer answer essays throughout the course.</li> <li>• Mock examinations</li> <li>• Final exams taken in summer term of Y11.</li> </ul>	
Useful websites or resources	<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>  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials</a>            Please see the Y10 Curriculum booklet and/or <b>Edexcel B Geography</b> specification for the full list of modules across all three papers.         </p>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to watch the news and extract contemporary case studies.</li> <li>• Buy an atlas for use at home as well as a textbook to cover the course (Edexcel GCSE 9-1 Geography B - ISBN 9781446927762).</li> <li>• Encourage students to use the Edexcel website to make use of exam papers, mark schemes and examiner's reports to consolidate their exam technique(see link below)</li> <li>• <a href="http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html">http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html</a></li> <li>• Encourage students to make notes and flash cards after each unit using specification to guide note taking (see link below)</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	

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

Normally 3 pieces each fortnight, taking 30 minutes on average. Some pieces may span more than 1 Home learning slot and some may be shorter or longer, depending on the nature of the lessons.

Subject	GCSE History	
Examination Board	AQA	
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>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 summer 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.co.uk/bitesize">www.bbc.co.uk/bitesize</a> / history</li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>Use the recommended revision books to help their children to create little revision aids after every section</li> <li>Test their children before an assessment and help them gauge the depth of their knowledge</li> <li>Help their child join a library so they can request books to read around the subject</li> <li>Look at the resources and extend section of the Year 10 History page of Fronter with their children</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Approximately 1 ½ hours per week – this may vary depending on revision, and Controlled Assessments	
End of year exam will assess:	Mocks will cover Britain: Health and the People, The Cold War	

Subject	GCSE Jewish Education	
Examination Board	AQA (A8062)	
Main topics/areas studied this year	Autumn	<b>Relationships and Lifestyle</b> <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> <b>Religion, Peace and Conflict</b> <ul style="list-style-type: none"> <li>• Violent protest and terrorism</li> <li>• Reasons for war</li> <li>• Nuclear war and Weapons of Mass Destruction</li> <li>• The Just War</li> <li>• Holy War</li> <li>• Pacifism and Peacemaking</li> <li>• Religious responses to victims of war</li> </ul>
	Spring	<b>Religion, Crime and Punishment</b> <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> <b>Religion, Crime and Punishment</b> <ul style="list-style-type: none"> <li>• Causes of Crime</li> <li>• Jewish responses to law breakers</li> <li>• Jewish attitudes towards suffering</li> <li>• Types of punishment</li> <li>• Forgiveness</li> <li>• The Death Penalty</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>Students will complete an end of unit test at the end of each unit that is modelled on the exam paper. Students will also complete a keywords test.</p>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> <li>• <a href="http://jewfaq.org/index.htm">jewfaq.org/index.htm</a></li> <li>• <a href="http://maven.co.il">maven.co.il</a></li> <li>• <a href="http://g-dcast.com">g-dcast.com</a></li> </ul>	

	<ul style="list-style-type: none"> <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>
<b>What parents can do to support learning</b>	<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 museum s 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>
<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 2 pieces each week, each taking 1 hour on average.

Subject	<b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>	
<b>Main topics/areas studied this year</b>	Autumn	<b>Healthy Living</b> <ul style="list-style-type: none"> <li>• Vaccinations and HPV</li> <li>• Organ and Tissue Donation</li> <li>• Intro to First Aid</li> </ul> <b>Careers and Employability</b> <ul style="list-style-type: none"> <li>• Future Choices</li> <li>• CV Writing</li> <li>• Communication Skills</li> <li>• Interview Skills</li> </ul>
	Spring	<b>Relationships and Sex Education</b> <ul style="list-style-type: none"> <li>• Gender, Coming Out and Allyship</li> <li>• STIs</li> <li>• Contraception</li> <li>• Pregnancy</li> <li>• Domestic Abuse, Power and Law</li> <li>• Pornography</li> </ul>
<b>Assessment Headlines</b>	<ul style="list-style-type: none"> <li>• Kvutzah (PSHCE) is delivered by a team of PSHCE specialist teachers and they will be evaluating the impact of learning over time. Teachers regularly monitor students and interventions are put in place for students that teachers have concerns about.</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	
Examination Board	Eduqas	
Main topics/areas studied this year	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
Assessment Headlines	<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>	
Useful websites or resources	Apps	<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>

<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>	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 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		
Examination Board	Edexcel		
Main topics/areas studied this year		Higher	Foundation
	Autumn	<ul style="list-style-type: none"> <li>• Vectors and geometric proof</li> <li>• Proportion and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions, indices and standard form</li> <li>• Congruence, similarity and vectors</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Similarity and congruence</li> <li>• Further Trigonometry</li> <li>• Further Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Further Trigonometry</li> <li>• Further Algebra</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Mini assessments are set after each topic; this will be in the form of a class test or home learning.</li> <li>• 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.</li> </ul>		
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a> (login details are provided by JCoSS)</li> <li>• <a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a> (login details are provided by JCoSS)</li> <li>• <a href="https://hegartymaths.com/">https://hegartymaths.com/</a> (login details are provided by JCoSS)</li> <li>• <a href="http://www.bbc.co.uk/bitesize/ks3/maths/">http://www.bbc.co.uk/bitesize/ks3/maths/</a></li> <li>• <a href="http://nrich.maths.org/secondary-lower">http://nrich.maths.org/secondary-lower</a></li> <li>• <a href="http://www.ukmt-resources.org.uk/index-tr.html">http://www.ukmt-resources.org.uk/index-tr.html</a></li> <li>• <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></li> <li>• <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a></li> <li>• <a href="https://www.piximaths.co.uk/ks2-ks3-ks4-resource-index">https://www.piximaths.co.uk/ks2-ks3-ks4-resource-index</a></li> <li>• <a href="https://www.emaths.co.uk/index.php/student-resources/past-papers/key-stage-3-ks3-sat-past-papers">https://www.emaths.co.uk/index.php/student-resources/past-papers/key-stage-3-ks3-sat-past-papers</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, Mathswatch or Hegarty Maths (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills.</li> <li>• When it comes to revision in the summer, print off past papers and work through at home under timed conditions.</li> </ul>		
Number of lessons per fortnight in this subject	8 lessons per fortnight		
How much Home Learning is expected per week?	Students are set home learning tasks twice a week		

Subject	GCSE Media Studies	
Examination Board	OCR	
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 Movie 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	
Examination Board	OCR	
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	GCSE Modern Hebrew	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Travel and tourism</li> <li>• My studies</li> <li>• Life in school and College and Future Plans</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Education post age of 16</li> <li>• Jobs, careers choices and ambitions</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Revision on all the topics</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	<p>AQA- GCSE Specification-Modern Hebrew <b>(8678)</b></p> <p><a href="https://www.aqa.org.uk/subjects/languages/gcse/modern-hebrew-8678">https://www.aqa.org.uk/subjects/languages/gcse/modern-hebrew-8678</a></p>	
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?	<p>Two Home Learning tasks are set each week taking about 40-60 minutes each. In addition students may also be given vocabulary to learn on a regular basis.</p>	

Subject	GCSE Music	
Examination Board	Edexcel	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>Performance skills – Solo or Group Performance</li> <li>Composition skills – Set brief composition from Edexcel</li> <li>Analysis – Unfamiliar listening and dictation practice</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Performance skills – <b>Final recordings (Solo and Group)</b></li> <li>Composition skills – <b>Final composition deadline (Free and Brief piece)</b></li> <li>Analysis – Set Work revision for all four AoS/Practice Exam Papers</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Unfamiliar listening</li> <li>Set Works revision of all four AoS</li> <li>Practice Exam Papers</li> </ul>
Assessment Headlines	<p><u>Mock Exam:</u>  <b>Performance</b> (Solo and Group)  <b>Composition</b> (One finished composition)  <b>Listening Exam</b></p> <p><u>Final Coursework:</u>  Solo and Group performance recording by 31/3/23  Two compositions completed by 31/3/23  Final listening exam (1hr 30 mins) June 2023 date tbc  Weighting: Listening 40%, Performing 30%, Composing 30%</p>	
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 & Dictation Practice <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	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 as directed by teacher	
End of year exam will assess	Culminated skills in performance, composition and analysis.	

Subject	Physical Education - Core
Main topics/areas studied this year	Sports <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>• Trampolining</li> </ul>
Assessment Headlines	<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>
Useful websites or resources	<ul style="list-style-type: none"> <li>• BBC Sports Academy - <a href="http://news.bbc.co.uk/sport1/hi/academy/default.stm">http://news.bbc.co.uk/sport1/hi/academy/default.stm</a></li> <li>• Youth Sport Trust – <a href="http://www.youthsporttrust.org/">http://www.youthsporttrust.org/</a></li> <li>• JCoSS football results – <a href="http://www.football.mitoo.co.uk">www.football.mitoo.co.uk</a></li> <li>• Maccabi GB – <a href="http://www.maccabigb.org">www.maccabigb.org</a></li> </ul>
What parents can do to support learning	<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>
Number of lessons per fortnight in this subject	2 lessons per fortnight
How much Home Learning is expected per week?	Not applicable

Subject	GCSE Physical Education	
Examination Board	Edexcel	
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 Design & Technology	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<p>Course Name: <b><u>GCSE Design and Technology 8552</u></b></p> <p>Students continue with Assessment Objective 2 of their NEA projects.</p> <p><b><u>AO1</u></b></p> <ul style="list-style-type: none"> <li>Identifying and Investigating Design possibilities</li> <li>Producing a Design Brief and Specification</li> </ul> <p><b><u>AO2</u></b></p> <ul style="list-style-type: none"> <li>Generating Design Ideas</li> <li>Developing Design Ideas</li> <li>Realizing Design Ideas</li> </ul> <p><b><u>AO3</u></b></p> <ul style="list-style-type: none"> <li>Analyzing &amp; Evaluating</li> </ul> <ul style="list-style-type: none"> <li>NEA counts for 50% of their final grade for DT. They will be given a set context from the AQA board which they must work to. They will find their own client and independently research, design, plan and make a final product to be submitted for assessment along with an E-Portfolio.</li> </ul> <p><b>NEA (Non Exam Assessment) = 50% of the final grade.</b>  <b>Final Exam (2 hours) = 50% of the final grade.</b></p> <p>NEA will continue through to <b><u>25<sup>th</sup> March 2022</u></b> which is the final deadline.</p> <p>There will also be a full exam paper during the mock exam period in November 2021.</p> <ul style="list-style-type: none"> <li>Students will be focusing on '<b>AO2 – Generating design ideas and Developing design ideas. Students will be working on the Development of their Design Proposals (including modelling)</b>'</li> <li>Developing an understanding of how to select and use materials and manufacturing methods with full regard to their working properties.</li> <li>Developing and understanding the implications of a wide range of issues including social, moral, environmental and sustainability</li> <li>Carrying out detailed testing and evaluation throughout the iterative process, designing, modelling and making of their ideas.</li> <li>Evaluating the design ideas against the requirements of the design criteria</li> <li>Students will develop their chosen idea through experimentation with a wide variety of techniques and modelling in order to produce a final design solution</li> </ul>

		<ul style="list-style-type: none"> <li>Students will be required to produce 20 A3 or the equivalent of 40 A4 pages for their E Portfolio.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>During this term students will be continuing to work on Assessment Objective 2 and begin Assessment Objective 3 in their NEA Projects.</li> <li>Students will be focusing on <b>'AO2 – Developing design ideas and Realizing Ideas. Students will be working on their Manufacturing specifications and planning the final making. They will make their final working prototypes in this term and go on to AO3 - Analyzing &amp; Evaluating their finished products.'</b></li> <li>A fully detailed and justified product/manufacturing specification will be produced</li> <li>Students will produce their final outcome. This should show a high level of making, modelling, finishing skills and accuracy</li> <li>Students will test and fully evaluate their final outcome.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>During this term students will be preparing for their written examination</li> <li>Due to the effects of the pandemic on the students' education a preliminary list of topics to focus on for the exam will be given to students no later than the 7<sup>th</sup> Feb 2022.</li> <li>The list of topics will be used to focus their revision and will be better prepare students for their exam.</li> <li>Revising topics covered in Year 10</li> <li>Completing practice questions and papers, along with looking at examination paper mark schemes.</li> </ul>
Assessment Headlines	<p><b><u>Written Exam:</u></b></p> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>100 marks</li> <li>50% of GCSE</li> </ul> <p><b><u>Questions</u></b></p> <p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>	

	<p><b>NEA:</b> Non-exam assessment (NEA): 30–35 hours approx</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Identifying and Investigating Design possibilities (10 marks)</li> <li>• Producing a Design Brief and Specification (10 marks)</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Generating Design Ideas (20 marks)</li> <li>• Developing Design Ideas (20 marks)</li> <li>• Realizing Design Ideas (20 marks)</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Analyzing &amp; Evaluating (20 marks)</li> </ul>
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> <ul style="list-style-type: none"> <li>• The CGP Revision Textbook covers all knowledge needed for the exam and for completion of the NEA.</li> </ul>
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Ensure students remain up to date with their controlled assessment and meet the deadlines for each Criterion</li> <li>• Encourage students to visit exhibitions and museums.</li> <li>• Encourage students to be independent learners.</li> <li>• Encourage students to research and investigate existing products, designers and manufacturing methods, relevant to their chosen design task.</li> <li>• Encourage students to attend lunchtime and after school booster sessions.</li> <li>• Ensure all Home Learning and Coursework deadlines are met.</li> </ul>
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	2 pieces of Home Learning per week each lasting 30 minutes.



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>• <b>GCSE Biology (8461)</b></li><li>• <b>GCSE Chemistry (8462)</b></li><li>• <b>GCSE Physics (8463)</b></li></ul> Trilogy (formerly known as ‘Double’) Science: <b>GCSE Combined Science: Trilogy (8464)</b>			
	Subject	Content	GCSE Exams	Trilogy GCSE Exams
Further detail on content of GCSE Courses	Biology	<ol style="list-style-type: none"><li>1. Cell Biology</li><li>2. Principles of Organisation</li><li>3. Infection and Response</li><li>4. Bioenergetics</li><li>5. The Bodies Control</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<p>Paper 1:</p> <ul style="list-style-type: none"><li>• Topics 1-4</li><li>• Written exam (1 Hour 45 mins)</li><li>• Foundation or Higher Tier</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul> <p>Paper 2:</p> <ul style="list-style-type: none"><li>• Topics 5 – 7</li><li>• Written exam (1 Hour 45 mins)</li><li>• Foundation or Higher Tier</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>	<p>Paper 1:</p> <ul style="list-style-type: none"><li>• Topics 1-4</li><li>• Written exam (1 Hour 15 mins)</li><li>• Foundation or Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul> <p>Paper 2:</p> <ul style="list-style-type: none"><li>• Topics 5 – 7</li><li>• Written exam (1 Hour 15 mins)</li><li>• Foundation or Higher Tier</li><li>• 70 marks</li><li>• 16.7% of GCSE</li></ul>
	Chemistry	<ol style="list-style-type: none"><li>1. Atomic Structure and the periodic table</li><li>2. Bonding, Structure, and the Properties of Matter</li><li>3. Quantitative Chemistry</li><li>4. Chemical Changes</li><li>5. Energy Changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li></ol>	<p>Paper 1:</p> <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> <p>Paper 2:</p> <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>	<p>Paper 1:</p> <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> <p>Paper 2:</p> <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>

		8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources		
	Physics	1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and Electromagnetism 6. Particle model of matter 7. Atomic Structure 8. Space Physics	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 – 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>	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>
Both Trilogy Science and the separate GCSEs cover the same topics in their learning. However, there is more content in each section for the separate courses. This extra content will equate to an extra GCSE's worth of learning. Therefore, the topics still maintain the same the names etc.				
Main topics/areas studied this year	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.			
Assessment Headlines	Students are assessed continuously throughout the course of KS4 by: 1. Monitoring and feedback from Classwork including mini quizzes/ Home Learning / assessed Hinge Questions / Practice GCSE questions 2. End of unit tests (GCSE questions) 4. Mock examinations			
Assessment Key Dates	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.  All external exams will take place in the summer of Year 11			
Useful websites or resources	<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>  <b>Seneca 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. <a href="http://www.senecalearning.com">www.senecalearning.com</a> <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>
What parents can do to support learning	<p><b>Encourage students to Think Pink:</b>  Students are issued a mini pink book to practise recall of key knowledge as defined as question and answers on pink sheets for all topics. Make it fun-quiz them, let them quiz you, maybe build in some rewards if you can. There is a lot of information that has to be retained to be successful in GCSE Science. The more automatic this recall is the easier they will find the subjects. Learning by rote seems old fashioned but it is absolutely vital and is something parents can really help with and encourage.</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>
Number of lessons per fortnight in this subject	<p>9 lessons for Trilogy science (3 lessons of each of biology, chemistry and physics)</p> <p>14 lessons for the separate sciences (5 of Physics &amp; Chemistry and 4 of Biology)</p>
How much home learning is expected per week?	<p>Two to three home learning tasks are set each week taking about 40 - 60 minutes each. Self quizzing using Carousel online platform will be a standing requirement.</p>

Subject	GCSE Sociology	
Examination Board	AQA	
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. There are clear and concise revision notes for every topic covered in the curriculum, plus seven practice opportunities to ensure the best results.</li> </ul>	

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

Subject	GCSE Spanish	
Main topics/areas studied this year	Autumn	<p><b>Unit 1: Ciudades</b> (Theme: Local, national, international and global areas of interest)</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> <li>talking about problems in a town</li> <li>Describing a visit in the past</li> <li>Describing your home</li> <li>GRAMMAR CONSOLIDATION</li> </ul> <p><b>Unit 2 : De costumbre</b> (Theme: Identity and culture / Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> <li>Describing mealtimes</li> <li>Talking about illnesses and injuries</li> <li>Talking about typical foods</li> <li>Comparing different festivals</li> <li>Describing a special day</li> <li>Ordering in a restaurant</li> <li>Talking about a music festival</li> <li>GRAMMAR CONSOLIDATION</li> </ul>
	Spring	<p><b>Unit 3: ¡A currar!</b> (Theme: Current and future study and employment)</p> <ul style="list-style-type: none"> <li>Talking about different jobs</li> <li>Talking about how you earn money</li> <li>Talking about work experience</li> <li>Talking about languages and travel</li> <li>Applying for a summer job</li> <li>Education post 16: Discussing plans for the future</li> <li>Grammar consolidation</li> </ul> <p><b>Unit 4: Hacia un mundo mejor</b> (Theme: Identity and culture / Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> <li>Describing types of houses</li> <li>Talking about healthy eating</li> <li>Considering global issues</li> <li>Talking about local action</li> <li>Discussing healthy lifestyles</li> <li>Talking about international sporting events</li> <li>Speaking preparation (throughout year)</li> </ul>

	Summer	<ul style="list-style-type: none"> <li>• Revision skills</li> <li>• Exam technique</li> <li>• Vocab testing</li> <li>• Past papers</li> </ul>
<b>Assessment Headlines</b>		<ul style="list-style-type: none"> <li>• Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year.</li> <li>• Mock exam: listening, Reading, Writing and Speaking Speaking assessments in the Autumn term and writing in the Spring term</li> <li>• Students' overall report card levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>
<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">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>
<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 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>
<b>Number of lessons per fortnight in this subject</b>		5 lessons per fortnight
<b>How much home learning is expected per week?</b>		<p>Normally 1 piece each week plus vocab learning, 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>