

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.

The Parental Guide to Study Skills & Revision at JCoSS can be found [here](#)

JCQ guidance for parents, carers and students about access arrangements can be found [here](#)

Ofqual's toolkit for understanding marking and grading for exams can be found [here](#)

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

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

Curriculum organisation for Y10 students:

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

Science: On each side of the year group there is one mixed ability separate Sciences class and three mixed ability trilogy classes as well as a smaller foundation class.

English and Jewish Education are taught in top set and mixed ability groupings.

Option subjects: All students are taught in mixed ability groups.

Kvutzah: Students are taught in their tutor 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.

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 or presenting AI generated work as one's own. 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"> Starting the first Coursework Unit for the Personal Portfolio (5FA01) which is 60% of the total GCSE. Investigate a theme over the summer prior to starting the course. Use summer work as a starting point for the first coursework unit. Learning to actively engage with Art and Design in order to develop as an effective and independent student. Developing creative skills through a range of media and processes, through learning to use imagination when exploring and creating images. Experimenting with a broad range of media, materials and techniques, including traditional and new media. Developing cultural knowledge, understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures. The focus will be on observational drawing and contextual research. Students will be required to keep a sketchbook/folder throughout the duration.
	Spring	<ul style="list-style-type: none"> The continuation of the first Coursework Unit. The focus will be on developing ideas and following a personal line of enquiry within the theme. Producing a final outcome for the first Coursework Unit that is a culmination of work produced in this unit. Learning in depth about the Assessment Objectives in which moderation of work will take place. Students will be required to continue working on their sketchbook/folder throughout the duration. Completed paintings/sculptures/prints with supporting studies to show the development of ideas leading to the final outcome.
	Summer	<ul style="list-style-type: none"> Introduction to the second Coursework Unit within Component 1 of the GCSE course. Students will be given their second Coursework Unit theme and will continue their exploration of media to complete a sketchbook and portfolio work based on this unit. Sheets of drawings/studies in a variety of media. Sketchbooks/folders on a theme showing detailed studies/ideas for future developments including in-depth critical study of the work of Artists and Designers. Summer work will be given as a continuation to the second Coursework Unit.

Assessment Headlines	<ul style="list-style-type: none"> All assessment of coursework produced will be marked according to the exam board assessment objectives. 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.
Useful websites or resources	<p>http://www.wga.hu/frames-e.html/welcome.html - Online Gallery search for an artist.</p> <p>http://www.artmovements.co.uk/home.htm - Art Movements</p> <p>http://www.nationalgallery.org.uk – National Galleries</p> <p>http://www.tate.org.uk – Tate Galleries</p> <p>http://www.designmuseum.org – Design Museum</p> <p>http://www.axisartists.org.uk – Database of contemporary artists in the UK</p> <p>http://www.bfi.org.uk – The British Film Institute</p> <p>http://www.craftscouncil.org.uk – The Crafts Council</p> <p>http://www.design-council.org.uk – The Design Council</p> <p>http://www.iniva.org – The Institute of International Visual Arts</p> <p>http://www.vam.ac.uk – Victoria and Albert Museum</p> <p>http://www.thebritishmuseum.ac.uk – The British Museum</p> <p>http://www.saatchi-gallery.co.uk – The Saatchi Gallery</p> <p>https://www.pinterest.co.uk – Online mood board for research and inspiration.</p> <p>https://www.thisiscolossal.com – Current Art, Design and visual arts.</p>
What parents can do to support learning	<ul style="list-style-type: none"> 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. Discussion about techniques, materials and processes and consolidating learning in class by stressing the importance of completing home learning. Encouraging students to visit galleries, exhibitions and museums to put art into context. Encourage students to take pictures and collect images of things that inspire them.
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	<p>Minimum of 1 hours per week, however most students spend an average of 2 hours per week.</p> <p>Initially HL will be set by the teacher.</p> <p>As students gain independence they will begin to identify their own HL tasks that fit with their projects.</p>
End of year exam will assess:	The end of year exam will give students the opportunity to work for five hours under exam conditions. They will use this time to work on their final piece which will be part of their personal portfolio.

Subject	Cambridge National Certificate in Child Development
Examination Board	OCR
Main topics/areas studied this year	<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> Working as a health or childcare professional needs an understanding of the care needs for children of all ages, starting right from the pre-conception stage. It's important to understand the key factors that impact on becoming pregnant, having a healthy pregnancy and creating a safe and healthy environment for the baby when it is born so that you can help and support those in your care.</p> <p><u>Create a safe environment and understand the nutritional needs of children from birth to five years</u> In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.</p> <p><u>Understand the development of a child from one to five years</u> To work with children in nursery and education settings, it's vital to have a good understanding of how they develop. As well as developing physically, children develop socially and intellectually over time. Play is a key factor in a child's development process, so being able to plan and complete appropriate play activities with them is essential for working in these settings.</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>
Assessment Headlines	<ul style="list-style-type: none"> • One exam • Two coursework units. Deadlines for coursework are very strict so you must be prepared for this.
Useful websites or resources	<ul style="list-style-type: none"> • www.ocr.org.uk
For further information contact:	Mr Abram – Head of Child Development

Subject	GCSE in Computing	
Examination Board	OCR (J277)	
Main topics/areas studied this year	Autumn	Unit 1: Computer Systems Systems Architecture Memory and Storage Unit 2: Computational Thinking, Algorithms and Programming Programming Fundamentals
	Spring	Unit 1: Computer Systems Networks Network Security Unit 2: Computational Thinking, Algorithms and Programming Producing Robust Programs
	Summer	Unit 1: Computer Systems Systems Software Unit 2: Computational Thinking, Algorithms and Programming Producing Robust Programs
Assessment Headlines	Assessment Week 1 1-hour exam	
Useful websites or resources	Computing GCSE Page on JCoSS Moodle Website http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/ http://www.teach-ict.com/ http://cscircles.cemc.uwaterloo.ca/ http://www.codecademy.com/learn http://www.bbc.co.uk/bitesize/intermediate2/computing/ http://www.bbc.co.uk/news/technology/ http://www.codeavengers.com/	
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.	
End of year exam will assess	Content covered in Year 10 from both Units 1 and 2. Students will be expected to write at least one algorithm as part of their exam.	

Subject	GCSE Design and Technology	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Introduction to Creativity and Design - 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. • Ergonomics & anthropometrics Handheld Product Project – 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 model a product that focuses on the principles of good ergonomics and anthropometric data. The brief will be to design and model a developed design for a small hand held device. It must be comfortable to use by the intended user. They will research, design, and model their product independently while also learning about the working properties of polystyrene foam.
	Spring	<ul style="list-style-type: none"> • Clock Project – Context is 21st century home, mini NEA project. Students will be researching, designing, modeling and making a clock for their home. They must use a range of Resistant Materials. .Re-using Project – • Theory - Core technical principles, Specialist technical principles & Designing and making principles In preparation for Exams, students will learn about a range of theoretical topics needed for their exams. They will focus on their chosen specialist technical areas which are woods and plastics learning about materials, their working properties, manufacturing processes, Environmental, Social, Ethical, Moral, and Cultural issues. They will be practicing exam techniques, learning how to answer different types of exam questions.
	Summer	<p>Introduction to NEA (Non Exam Assessment) – AQA contextual challenges released on the 1st June 2023. Students begin Assessment Objective 1 of their NEA.</p> <p>AO1</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification <p>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 context from the AQA board which they must work to.</p> <ul style="list-style-type: none"> • 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. • This will continue through to March in Year 11.
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> www.technologystudent.com www.bbc.co.uk/schools/gcsebitesize/design/ www.designmuseum.org www.robives.com </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>	

What parents can do to support learning	<p>Encourage students to visit exhibitions and museums.</p> <p>Encourage wider reading around the subject.</p> <p>Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind.</p> <p>Encourage students to be independent learners.</p> <p>Monitor that deadlines are being met.</p>
Number of lessons per fortnight in this subject	5 hours
How much home learning is expected per week?	1 hour minimum although this is approximate and some students may enjoy spending longer practising their skills. Booster sessions are available in school to enable students to access resources.
End of year exam will assess	<p>Core technical principles, Specialist technical principles & Designing and making principles</p> <p>The focus will be on their chosen specialist technical areas which are woods and plastics, materials, their working properties, manufacturing processes, Environmental, Social, Ethical, Moral, and Cultural issues.</p>

Subject	GCSE Drama	
Examination Board	Edexcel	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Mock Component 1 Devising
	Spring	<ul style="list-style-type: none"> Mock Component 2 Performance from a Text
	Summer	<ul style="list-style-type: none"> Mock Theatre Makers in Practice Mock Live theatre Review
Assessment Headlines	<p><u>Component 1 Devising.</u> Create and develop a devised piece from a stimulus. Analyse and evaluate the devising process and performance creating a written portfolio.</p> <p><u>Component 2 Performance from a Text.</u> Students will perform two key extracts from a performance text.</p> <p><u>Component 3 Theatre Makers in Practice.</u> Practical exploration and study of one complete performance text, DNA by Dennis Kelly. Live theatre evaluation.</p>	
Useful websites or resources	http://www.digitaltheatre.com/ http://www.digitaltheatre.com/education https://www.unicorntheatre.com/ https://www.chickenshed.org.uk/ http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have 'booked' rehearsal time in the theatre space when preparing their work for assessment. Students to visit local and West End theatres.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Weekly home learning - throughout the year students will be asked to learn lines and rehearse practical performances for homework. Students will also be asked to complete written work.	
End of year exam will assess	Students will be assessed on their knowledge of DNA by Dennis Kelly and Live Theatre.	

Subject	GCSE English Language and GCSE English Literature	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<i>An Inspector Calls</i> (Literature Paper 2) Language Paper 1 – fiction reading skills
	Spring	Language Paper 1 – fiction reading skills Poetry anthology (Literature Paper 2)
	Summer	Creative writing – drafting and editing both descriptive and narrative pieces. Unseen Poetry (Literature Paper 2) Spoken Language
Assessment Headlines	Year 10 June mock exams assess all content covered throughout the year <ul style="list-style-type: none"> English Language Paper 1 English Literature Paper 2 	
Useful websites or resources	https://www.physicsandmathstutor.com/english-revision/gcse-aqa/ www.bbcbitesize.co.uk www.sparknotes.com www.aqa.org.uk <ul style="list-style-type: none"> York Notes for GCSE on the texts your child is studying AQA English Language revision guides (a variety of publications are available in book shops or on Amazon) There are numerous revision resources shared with classes on their Teams page	
What parents can do to support learning	<ul style="list-style-type: none"> Ensure that students read regularly from a wide range of genres of fiction and non-fiction, including quality press and journals. Discuss the texts studied with students, considering different possible interpretations of them. Discuss ideas for writing with students and encourage them to plan their work before writing. Ensure that students proof read their work. Ensure students revise for English exams effectively. Some ideas as follows: <ul style="list-style-type: none"> -Learn the conventions of different writing styles e.g. writing to inform, explain, describe, persuade, argue, advise... And practice using them! -Complete past papers (available on the AQA website and class Teams pages) -Plan answers to past questions -Work through revision guides/textbooks -Mindmap ideas and quotations about characters, themes, settings, structures and plot in texts studied. <p>It is a myth that you can't revise for English!</p>	
Number of lessons per fortnight in this subject	8 lessons per fortnight	

How much Home Learning is expected per week?	3- 4 pieces per fortnight 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.
End of year exam will assess	Topics as listed above

Subject	GCSE Film Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Film Form Component 2: Global Film: Narrative, Representation and Film Style: English language film - <i>District 9</i>
	Spring	<ul style="list-style-type: none"> Component 2: Global Film: Narrative, Representation and Film Style: Global non-English film - <i>Tsotsi</i> Component 2: Global Film: Narrative, Representation and Film Style: Contemporary film - <i>Skyfall</i>
	Summer	<ul style="list-style-type: none"> Revision Component 3: NEA (coursework)
Assessment Headlines	Year 10 mock: Component 2: <i>District 9</i> , <i>Tsotsi</i> , <i>Skyfall</i>	
Useful websites or resources	Websites: <ul style="list-style-type: none"> Eduqas film GCSE website: https://www.eduqas.co.uk/qualifications/film-studies/gcse/ The BFI's <i>Sight and Sound</i> magazine Scriptwriting software: https://www.celtx.com/index.html 	
What parents can do to support learning	<ul style="list-style-type: none"> Encourage wider reading around the subject, with a focus on the history of film 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	2-3 Home Learnings are set a fortnight. The majority of these will take 45 minutes to complete and will not be required for the next day. The media suite is available during lunchtimes for completion of homework.	

Subject	GCSE Food Preparation and Nutrition	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> During this term students will be building upon their prior learning and will enhance their knowledge and understanding of what constitutes a healthy, balanced diet. Students will be taught how and when to use different food preparation skills to achieve a range of different outcomes. Students will gain knowledge and understanding of food nutrition and health. Areas covered are: <ul style="list-style-type: none"> Macronutrients Micronutrients Making informed choices for a varied and balanced diet Energy needs Carrying out nutritional analysis Technological developments associated with better health
	Spring	<ul style="list-style-type: none"> During this term students will be developing their knowledge and understanding of food science and food safety. Content will include: <ul style="list-style-type: none"> Cooking of food and heat transfer Functional and chemical properties of food Food spoilage and contamination Principles of food safety Students will be taught investigation skills in preparation for their non-exam assessment task and complete mini tasks to prepare them for this
	Summer	<ul style="list-style-type: none"> During this term students will be developing their knowledge and understanding food choice and food provenance. Content will include: <ul style="list-style-type: none"> Factors which may influence food choice Food choice related to religion, culture, ethical and medical conditions British and international cuisines Environmental impact and sustainability of food Students will apply their knowledge and understanding gained throughout the year by completing a mini non-examined assessment task.
Assessment Headlines	Paper 1 – Food Preparation and Nutrition – 50% <ul style="list-style-type: none"> Demonstrate knowledge and understanding of nutrition, food, cooking and preparation Apply knowledge and understanding of nutrition, food, cooking and preparation Analyse and evaluate different aspects of nutrition food, cooking and preparation Non-exam assessment – 50% <ul style="list-style-type: none"> Task 1 – 15%: Food Investigation. Students are assessed on their understanding of the working characteristics, functional and chemical properties of ingredients. Students will produce a written report (1,500-2,000) words including photographic evidence. 	

	<ul style="list-style-type: none"> • Task 2 – 35%: 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. Within this NEA task students are required to make 3 dishes in a 3 hour practical session
Useful websites or resources	<p> www.bbc.co.uk/food/recipes www.bbc.co.uk/iplayer/ www.bbc.co.uk/schools/gcsebitesize/design/foodtech www.dianasdesserts.com/ www.nutrition.org.uk/healthyliving/basics/what-are-nutrients www.nutrition.org.uk/healthyliving/healthyeating www.nutrition.org.uk/healthyliving/seasons/why-eat-seasonally www.nutrition.org.uk/nutritionscience/allergy www.foodafactoflife.org.uk/ www.bbc.co.uk/schools/gcsebitesize/design/foodtech/systemspracticesrev6.shtml www.s-cool.co.uk/gcse/food-technology www.videojug.com/film/how-to-make-fresh-pasta http://explorefood.foodafactoflife.org.uk/ </p> <ul style="list-style-type: none"> • The Food Technology Room has a range of recipe books that you can use to source recipes • Explore Food (an online program) is excellent for calculating and analysing the nutritional composition of food products that you design and make – Modelling • TV programmes such as Master Chef, The Great British Menu and The Great British Bake Off are excellent sources for inspiring and creating original ideas.
What parents can do to support learning	<ul style="list-style-type: none"> • Help students fully prepare for food practical lessons by ensuring they have a large container, apron and T Towel. • Ensure the only ingredients brought into school are fresh fruit and vegetables and kosher fish. • Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind; • Encourage students to be independent learners; • 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; • Ensure all Home Learning and Coursework deadlines are met. • Encourage students to revise through topics covered during lessons to help prepare for the written exam.
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 or one lasting 1 hour. Preparation for practical lessons is also expected.
End of year exam will assess	Knowledge, understanding and application of the theoretical content via written examination paper.

Subject	GCSE French	
Examination Board	Edexcel / Pearson	
Main topics/areas studied this year	Autumn	<p><u>Module 1: Tu as du temps à perdre?</u></p> <ul style="list-style-type: none"> Talking about Francophone events Talking about pros and cons of being online Talking about having an active life and various sports Talking about what you watch on TV Making plans to go out and introduction to role play. Revision of the present tense, including irregulars Revision of the perfect tense including irregulars. Use of negatives Use of depuis with the present tense Revision of the near future. Meanings of il y a and different time expressions. <p><u>Module 2: Mon clan ma tribu</u></p> <ul style="list-style-type: none"> Talking about your identity Talking about weekend routines. Discussing friends and friendships Physical descriptions and describing a photo Positive role models Talking about celebrations and birthdays Adjective agreements Possessive adjectives Using « après avoir » and « après être » Use of direct and indirect object pronouns Revising reflexive verbs. Emphatic pronouns (moi, toi, elle, lui, etc)
	Spring	<p><u>Module 3: Ma vie scolaire</u></p> <ul style="list-style-type: none"> School life in Francophone countries The school building and routines Favourite subjects and opinions School rules How school used to be in the past Languages in the future. Impersonal expressions Comparisons and the Superlative Imperfect tense Using the Perfect and Imperfect Tenses together.

		<p><u>Unit Module 4: En pleine forme</u></p> <ul style="list-style-type: none"> • Discussion of different meals and routines • Revision of food and quantities • Talking about feeling well in oneself • Revising body parts and doing role plays at the doctors • Discussing how to improve one's life in the future. • Revision of Le Futur Simple • Modal verbs in all three time frames • The Imperative
	Summer	<p><u>Module 5: Numéro vacances.</u></p> <ul style="list-style-type: none"> • Talking about holidays and types of accommodation • Saying what you would like to do for your ideal holiday • Describing holiday activities. • Booking holiday accommodation with the pros and cons of various holidays. • Talking about staycation activities • Using the Conditional tense • Giving advice using valoir mieux que in all tenses. • Relative pronouns: qui, que, ce qui, ce que, dont. • If clauses
		<p>Mock Exams preparation</p> <ul style="list-style-type: none"> • Speaking preparation and skills • Reading practice and skills • Listening practice and skills • Writing practice and skills
Assessment Headlines		<ul style="list-style-type: none"> • Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year. • Students' overall progress is assessed through a mixture of assessments and their work throughout the term.
Useful websites or resources		<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • Revision guide for home revision and support in lessons

What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. Test them using the EdExcel official list and the lists in their textbook. • 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. • 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. •
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much home learning is expected per week?	<p>Normally 1 piece each week, taking 1 hour on average.</p> <p>Students will be given spellings to learn on a regular basis. Sometimes extended learning pieces will be set but these will never be due in for the next day.</p> <p>Worksheets and grammar exercises may be required to be completed over night.</p>
End of year exam will assess:	<ul style="list-style-type: none"> • Mock exam: Listening, Reading, Writing and Speaking • Topics: see above unit titles • Grammar: See above.

Subject	GCSE Geography	
Examination Board	Edexcel B	
Main topics/areas studied over the two years	Autumn	<u>Paper 1: Global Geographical Issues</u> Hazardous Earth <ul style="list-style-type: none"> Climate change and the impact of human activity Natural hazards and the impact on humans
	Spring	Development dynamics <ul style="list-style-type: none"> Measuring development and the development gap Bottom up and top down development strategies Case study of developed country Global trends and patterns of urbanisation Case study of a megacity
	Summer	<u>Paper 2: UK Geographical Issues</u> <ul style="list-style-type: none"> Geology and landscape of UK Coastal landscapes and processes Impact of human activity on coasts Challenges of managing coastal landscapes River landscapes and processes Challenges of managing river landscapes Study of UK demographic Case study of changing city in UK <u>Paper 3: People and Environment Issues</u> <ul style="list-style-type: none"> Global distribution of biomes The Biosphere and its importance to humans Threats to forest biomes Sustainable management of rainforest Growing importance of energy and sustainable management
Assessment Headlines	All to be taken in the Summer term of Y11 (usually May-July) <ul style="list-style-type: none"> Paper 1: Global Geographical Issues 37.5% (94 marks; 1 hour 30 minutes) Paper 2: UK Geographical Issues 37.5% (94 marks; 1 hour 30 minutes) Paper 3: People and Environment Issues 25% (64 marks; 1 hour 30 minutes) 	
Useful websites or resources	https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf http://www.bbc.co.uk/schools/gcsebitesize/geography/ http://www.geography.learnontheinternet.co.uk/gcse/revision_step1.html#aqab http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials	

What parents can do to support learning	<ul style="list-style-type: none"> • Buy an atlas for use at home as well as a textbook to cover the course • Download and use the maths support guide for Geography (See link below) • Buy Edexcel textbook GCSE (9-1) Geography specification B: Investigating Geographical Issues ISBN 9781446927762 • Encourage students to use the Edexcel website to make use of exam papers, mark schemes and examiner's reports to consolidate their exam technique. • Encourage students to make notes and flash cards after each unit using specification and textbook to guide note taking. Specification can be found here: • http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
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.
End of GCSE exam will assess:	Everything in the curriculum.

Subject	GCSE History	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Britain: Health and the People
	Spring	<ul style="list-style-type: none"> Britain: Health and the People Conflict between East and West 1945-1972 (Paper 1)
	Summer	<ul style="list-style-type: none"> Conflict between East and West 1945-1972 (Paper 1) America 1920-1973
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	www.schoolhistory.co.uk www.Johndclare.net www.bbcbitesize.co.uk/history www.bbc.co.uk/history	
What parents can do to support learning	<ul style="list-style-type: none"> Use the recommended revision books to help their children to create little revision aids after every section. Test their children before an assessment and help them gauge the depth of their knowledge. Help their child join a library so they can request books to read around the subject. Look at the resources and extend section of the Year 10 History page of Moodle with their children. 	
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	
End of year exam will assess:	Britain: Health and the People and Cold War (1940s and 1950s)	

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
Main topics/areas studied this year	Autumn	Managing Money <ul style="list-style-type: none"> • Money, Income, Tax and Pensions • Insurance and Financial Futures • Budgeting Game Personal and Internet Safety <ul style="list-style-type: none"> • Gambling Education • Internet Safety • Fraud Education • Run, Hide, Tell • Antisemitism
	Spring	Relationships and Sex Education <ul style="list-style-type: none"> • Consent and Communication • Healthy Behaviours and Abuse • Sexting and Online Safety • Pregnancy and Fertility • Reporting and Disclosure
	Summer	Substance Misuse <ul style="list-style-type: none"> • Drugs and their Effects • The Law and Drug Users • Alcohol, Drink Spiking and Risk Reduction Healthy Living <ul style="list-style-type: none"> • First Aid – Bleeding and Shock • Stress Management
Assessment Headlines	<ul style="list-style-type: none"> • Kvutzah (PSHCE) is delivered by a team of PSHCE specialist teachers and they will be evaluating the impact of learning over time. Students also assess themselves on their knowledge and skills related to curriculum content. Teachers regularly monitor students and interventions are put in place for students that teachers have concerns about. 	
What parents can do to support learning	<ul style="list-style-type: none"> • 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. • Encourage students to engage with current affairs. 	
Number of lessons per fortnight in this subject	1 lesson per fortnight. There will be a number of informal opportunities outside of lesson for students to take part in.	
How much Home Learning is expected per week?	Home learning will be minimal however project work may be set.	

Subject	GCSE Maths		
Examination Board	Edexcel		
Main topics/areas studied this year		Higher	Foundation
	Autumn	<ul style="list-style-type: none"> Equations and inequalities Probability Multiplicative reasoning 	<ul style="list-style-type: none"> Graphs Transformations Ratio and proportion
	Spring	<ul style="list-style-type: none"> Similarity and congruence Trigonometry Further statistics 	<ul style="list-style-type: none"> Trigonometry Probability Multiplicative reasoning
	Summer	<ul style="list-style-type: none"> Equations and Graphs Circle theorems Further Algebra 	<ul style="list-style-type: none"> Construction, Loci and bearings Quadratic equations and graphs Perimeter, area and volume
Assessment Headlines	<ul style="list-style-type: none"> Unit test assessments are set after each topic; this will be in the form of a class test. Students will then have the opportunity to improve through retest questions. Students will sit an actual GCSE exam paper in June. Just like the actual GCSE there will be three papers; one non-calculator paper and two calculator papers. 		
Useful websites or resources	<ul style="list-style-type: none"> www.sparx-learning.com (login details are provided by JCoSS) https://mathsbot.com/gcseMenu http://www.ukmt-resources.org.uk/index-tr.html https://corbettmaths.com/ https://www.mathsgenie.co.uk/gcse.html https://www.piximaths.co.uk/ks2-ks3-ks4-resource-index https://mathsmadeeasy.co.uk/gcse-maths-revision/ 		
What parents can do to support learning	<ul style="list-style-type: none"> Encourage students to complete Home learning on the day it is set, to use notes provided or the websites above to support learning. Encourage students to log onto Sparx Maths (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills. Encourage students to revise by completing practise questions for any upcoming unit tests. When it comes to revision in the summer, print off past papers and work through at home using corbettmaths or Sparx Maths videos to aid them in topics they do not yet understand. 		
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 in the form of 3 or 4 Sparx Maths tasks online.		
End of year exam will assess:	Every unit in the entire GCSE scheme of work for Maths.		

Subject	GCSE Media Studies	
Examination Board	OCR	
Main topics/areas studied this year	Autumn	Television – contemporary and historic programmes
	Spring	Music – one major music magazine, music videos and radio
	Summer	Externally set brief (coursework unit)
Assessment Headlines	<p>Students will be externally assessed at the end of year 11, however there will be end of unit tests throughout year 10.</p> <p>These assessments focus on the four key concepts of Media Studies:</p> <ol style="list-style-type: none"> 1. Media Language 2. Audience 3. Representation 4. Institution 	
Useful websites or resources	<p>Websites:</p> <ul style="list-style-type: none"> • <i>Vigil</i>, Series 1, Episode 1, BBC 1 https://www.bbc.co.uk/iplayer/episode/p09pm8b0/vigil-series-1-episode-1 • <i>The Avengers</i>, Series 4, Episode 8 'The Gravediggers', ITV https://www.amazon.co.uk/The-Avengers-Season-4/dp/B01IUDZ1XY • BBC Live Lounge http://www.bbc.co.uk/programmes/p01029mq 	
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, online news.</p> <p>Encourage students to watch/listen to the TV set texts.</p> <p>Encourage students to ensure that blog work is up to date and published.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	<p>2 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:	<p>The TV Unit (Q1-5) and the Music Unit (only Q1-4)</p> <p>It will assess the theoretical framework across these units, with the appropriate set texts.</p>	

Subject	GCSE Modern Hebrew	
Examination Board	AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Me, my family and friends Technology in everyday life
	Spring	<ul style="list-style-type: none"> Free time activities Customs and festivals
	Summer	<ul style="list-style-type: none"> Home, town, neighborhood & region Social issues: Healthy/unhealthy lifestyles, visiting the Doctor, symptoms and prescriptions. Global issues: Charity / voluntary work, the environment, poverty/ homelessness
Assessment Headlines	<p>Students are assessed continuously throughout the course of Key Stage Four through:</p> <ul style="list-style-type: none"> Monitoring and feedback from classwork , home learning, practice GCSE questions End of unit tests (GCSE questions) – Reading, Speaking, Listening & Writing Tests on new vocabulary and grammatical patterns Mock examination 	
Useful websites or resources	<ul style="list-style-type: none"> AQA- GCSE Specification-Modern Hebrew (8678) https://www.aqa.org.uk/subjects/languages/gcse/modern-hebrew-8678 Memrise – vocabulary revision 	
What parents can do to support learning	<ul style="list-style-type: none"> Encourage students to spend time learning vocabulary for spelling tests. 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. 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. Encouraging students to revise well for their Speaking assessments putting an emphasis on pace, accuracy and content. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	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.	

**End of year exam will
assess:**

Theme 1 (GCSE) topics: Me, my family & friends; technology in
everyday life; free time activities

Subject	Music	
Examination Board	Edexcel	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances Composition skills – students will create a group composition that explores the key elements of music Analysis – students will look at three pieces from Areas of study (Killer Queen/Music For a While/Samba Em Preludio)
	Spring	<ul style="list-style-type: none"> Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances. Composition skills – students will create a composition based around one of the areas of study Analysis – students will look at three pieces from the Areas of study (Defying Gravity, Release, Brandenburg Concerto No.5)
	Summer	<ul style="list-style-type: none"> Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances. Composition skills – students will create a composition based around one of the areas of study Analysis – students will look at two pieces from the Areas of study (Star Wars/Sonata Pathetique)
Assessment Headlines	<p>Two performances: one solo and one group, lasting for a minimum of 4 minutes (combined)</p> <p>Two compositions lasting for a minimum of 4 minutes (combined)</p>	
Useful websites or resources	<p>BBC Bitesize GCSE Music http://www.bbc.co.uk/education/subjects/zpf3cdm</p> <p>Music Theory & Dictation Practice https://www.teoria.com/</p> <p>Music Theory https://www.musictheory.net/</p> <p>Edexcel GCSE Site https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</p> <p>Score writing software https://musescore.org/en</p>	
What parents can do to support learning	<p>Ensure that students regularly practice on their instrument and take part in a school ensemble/school productions.</p> <p>Listen to a wide variety of music.</p> <p>Students should be encouraged to attend as many concerts and performances as possible.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much home learning is expected per week?	Students are expected to spend most of their home learning time practising for their performances (solo and ensemble). This should be at least 15 minutes each day wherever possible	

<p>End of year exam will assess</p>	<p>Culminated skills in performance, composition and analysis.</p>
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Subject	GCSE Physical Education	
Examination Board	Edexcel	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Applied Anatomy and Physiology
	Spring	<ul style="list-style-type: none"> Applied Anatomy and Physiology Movement Analysis
	Summer	<ul style="list-style-type: none"> Physical training PEP
Assessment Headlines	<ul style="list-style-type: none"> Written Examination 1 – 80 marks – 1 hour 45 mins = 36% of qualification Written Examination 2 – 70 marks – 1 hour 15 mins = 24% of qualification Practical Assessment (3 sports)– 105 marks = 30% of qualification Personal Exercise Programme (PEP) – 20 marks = 10% of qualification 	
Useful websites or resources	<ul style="list-style-type: none"> www.bbc.co.uk/schools/gcsebitesize/pe www.teachpe.com/gcse.php www.bbc.co.uk/academy www.theeverlearner.com 	
What parents can do to support learning	<ul style="list-style-type: none"> Encourage students to discuss the work completed in class Ensure students complete the evaluation of class work and any home learning Encouraging students to read sports books and magazines Encourage students to use The Ever learner to revise and to complete quizzes 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	1 hour per week.	
End of year exam will assess	Not applicable	

Subject	Physical Education - Core
Main topics/areas studied this year	Sports <ul style="list-style-type: none"> • Badminton • Basketball • Dance • Dodge ball • Fitness Training • Football • Netball • Rounders • Softball • Table Tennis • Trampolining
Assessment Headlines	<ul style="list-style-type: none"> • Students continue to learn how to lead healthy active lifestyles • Students are assessed on their physical effort in Core PE lessons • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
Useful websites or resources	<ul style="list-style-type: none"> • BBC Sports Academy - http://news.bbc.co.uk/sport1/hi/academy/default.stm • Youth Sport Trust – http://www.youthsporttrust.org/ • JCoSS football results – www.football.mitoo.co.uk • Maccabi GB – www.maccabigb.org
What parents can do to support learning	<ul style="list-style-type: none"> • Aid participation in clubs outside of school • Watching sporting events/ competitions on the television and at stadium events
Number of lessons per fortnight in this subject	2 lessons per fortnight
How much Home Learning is expected per week?	Not applicable

Subject	GCSE Religious Studies	
Examination Board	AQA (A8062)	
Main topics/areas studied this year	Autumn	<p>Judaism: Key Beliefs and Teachings Within this topic, candidates should show understanding of the key beliefs and sources of authority that underpin the Jewish way of life and influence their behaviour and attitudes.</p> <ul style="list-style-type: none"> • Jewish concepts of God: • the unity of God; the Shema • God as creator and sustainer; • God as law-giver and judge • God as redeemer and sanctifier. • The Covenant: • Israel as God's chosen people; • the Covenant and the land – Covenant with Abraham; • the centrality of the Torah (written and oral) to the Covenant; • the Messianic Age and life after death • Key Moral principles <p>Judaism: Practices In this topic, candidates should show understanding of Jewish views on relationships and family life.</p> <ul style="list-style-type: none"> • Ceremonies associated with birth and brit milah; • Bar/bat mitzvah and bat chayil; • The importance of the family; • Contribution of the synagogue to family life; • Marriage ceremony and its significance; • Ceremonies associated with heath and mourning. • Shabbat; • Rosh Hashanah and Yom Kippur; • Pesach; • Dietary laws – kosher and treifah, separation of milk and meat;
	Spring	<p>Islam: Key Beliefs and teachings</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences • The Oneness of God (Tawhid), Qur'an Surah 112 • The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), • Different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il • Predestination and human freedom and its relationship to the Day of Judgement • Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell

		<ul style="list-style-type: none"> • Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad • The holy books (Qur'an, The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority) • Revelation and authority • The imamate in Shi'a Islam: its role and significance •
	Summer	<p>Islam Practices</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam) • Shahadah: declaration of faith and its place in Muslim practice • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah) • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1–5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, and the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura
HPQ		<p>For those students in the HPQ class, they will have one lesson dedicated to HPQ once every two weeks where they will brainstorm, research, begin writing/creating.</p> <p>The aim is that the HPQ project is completed by the April of Year 11.</p>
Assessment Headlines		<p>Two exams at the end of Year 11, made up of short medium and long answers. Each exam is worth 50% of the total GCSE.</p> <p>At the end of each unit, students will sit an assessment modelled on the exam paper. Students will also complete a keywords test for each unit.</p>
Useful websites or resources		<ul style="list-style-type: none"> • jewishvirtuallibrary.org • jewfaq.org/index.htm • www.chabad.org/ • www.masorti.org.uk/ • www.reformjudaism.org/

	<ul style="list-style-type: none"> • www.theus.org/ • www.unpackededucation.com • www.aqa.com • www.quizlet.com • www.magicschoolai.com
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage the students to read up on the topics covered. • Encourage discussion about topics of Jewish interest. • Encouraging students to visit museums, theatre etc to engage them in topics studied. • Know where to locate exam resources so you can engage in your child's learning • Use the revision strategies deployed by the school so we are working in tandem.
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	Normally 1 piece each week, each taking 1 hour on average
End of year exam will assess:	Islam Beliefs Islam Practices Judaism Beliefs Judaism Practices

Subject	GCSE Sciences			
Exam Board and GCSE Courses Studied	Exam Board: AQA Separate (formerly known as ‘Triple’) Science: <ul style="list-style-type: none">• GCSE Biology (8461)• GCSE Chemistry (8462)• GCSE Physics (8463) Trilogy (formerly known as ‘Double’) Science: GCSE Combined Science: Trilogy (8464)			
	Subject	Content	GCSE Exams	Trilogy GCSE Exams
Further detail on content of GCSE Courses	Biology	<ol style="list-style-type: none">1. Cell Biology2. Principles of Organisation3. Infection and Response4. Bioenergetics5. The Bodies Control6. Inheritance, variation and evolution7. Ecology	Paper 1: <ul style="list-style-type: none">• Topics 1-4• Written exam (1 Hour 45 mins)• Foundation or Higher Tier• 100 marks• 50% of GCSE Paper 2: <ul style="list-style-type: none">• Topics 5 – 7• Written exam (1 Hour 45 mins)• Foundation or Higher Tier• 100 marks• 50% of GCSE	Paper 1: <ul style="list-style-type: none">• Topics 1-4• Written exam (1 Hour 15 mins)• Foundation or Higher Tier• 70 marks• 16.7% of GCSE Paper 2: <ul style="list-style-type: none">• Topics 5 – 7• Written exam (1 Hour 15 mins)• Foundation or Higher Tier• 70 marks• 16.7% of GCSE
	Chemistry	<ol style="list-style-type: none">1. Atomic Structure and the periodic table2. Bonding, Structure, and the Properties of Matter3. Quantitative Chemistry4. Chemical Changes5. Energy Changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	Paper 1: <ul style="list-style-type: none">• Topics 1-5• Written exam (1 Hour 45 mins)• Foundation or Higher Tier• 100 marks• 50% of GCSE Paper 2: <ul style="list-style-type: none">• Topics 6 – 10• Written exam (1 Hour 45 mins)• Foundation or Higher Tier• 100 marks50% of GCSE	Paper 1: <ul style="list-style-type: none">• Topics 1-5• Written exam (1 Hour 15 mins)• Foundation or Higher Tier• 70 marks• 16.7% of GCSE Paper 2: <ul style="list-style-type: none">• Topics 6 – 10• Written exam (1 Hour 15 mins)• Foundation or Higher Tier• 70 marks16.7% of GCSE

	<p>Physics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and Electromagnetism 6. Particle model of matter 7. Atomic Structure 8. Space Physics <p>Paper 1:</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam (1 Hour 45 mins) • Foundation or Higher Tier • 100 marks • 50% of GCSE <p>Paper 2:</p> <ul style="list-style-type: none"> • Topics 5 – 8 • Written exam (1 Hour 45 mins) • Foundation or Higher Tier • 100 marks • 50% of GCSE <p>Paper 1:</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam (1 Hour 15 mins) • Foundation or Higher Tier • 70 marks • 16.7% of GCSE <p>Paper 2:</p> <ul style="list-style-type: none"> • Topics 5 – 7 • Written exam (1 Hour 15 mins) • Foundation or Higher Tier • 70 marks • 16.7% of GCSE
	<p>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.</p>
Main topics/areas studied this year	<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>
Assessment Headlines	<p>Students are assessed continuously throughout the course of KS4 by:</p> <ol style="list-style-type: none"> 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	<p>There is no coursework in the Science GCSE courses.</p> <p>Internal assessments will be run throughout the year, when it is appropriate based on the timeline of each individual class.</p> <p>There will be mock examinations during the school exam periods in the Summer Term and during Year 11 in preparation for the final GCSE exams.</p> <p>All external exams will take place in the summer of Year 11</p>
Useful websites or resources	<p>BBC Bitesize (Trilogy) http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/ BBC Bitesize (Biology) https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 BBC Bitesize (Chemistry) https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb BBC Bitesize (Physics) https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm</p>
What parents can do to support learning	<p>Revision for end of topic tests: Students should use knowledge organisers, BBC Bitesize and Educake to consolidate their knowledge and understanding of recent lessons.</p> <p>Parents can support by</p> <ul style="list-style-type: none"> • testing students on key questions (from the knowledge organisers) • Asking students to define key words. • Asking students to describe differences between concepts (e.g.

	<p>plant/animal cells, ionic/covalent bonding)</p> <ul style="list-style-type: none"> Encouraging students to use the Revision Wizard feature on Educake which will test them on the topics they need to work on.
Number of lessons per fortnight in this subject	<p>9 lessons for Trilogy science to be taught on a rotation basis where students will study approximately half a term of each subject with a specialist teacher. Foundation classes will have two teachers on a 5:4 lesson per fortnight split. 14 lessons for the separate sciences (e.g. 5 of Physics & Chemistry and 4 of Biology)</p>
How much home learning is expected per week?	<p>One home learning tasks is set each week taking about 40 - 60 minutes each. This will either be an Educake Quiz or revision for end of topic tests. 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"> The sociological approach: <i>What is Sociology? Key issues in Sociology.</i> Sociological research methods: <i>How do sociologists study society? How do sociologists go about their research?</i>
	Spring	<ul style="list-style-type: none"> Families: <i>What is a family? What different family types are there in the UK?</i>
	Summer	<ul style="list-style-type: none"> Education
Assessment Headlines	<ul style="list-style-type: none"> One mock mini exam at the end of each unit – real past paper questions. Regular short and longer answer essays/exam questions throughout the course. Key words tests and quizzes after each subtopic. The Sociological Approach research project: Students acquire the skills of sociological research through their own enquiry into a social issue of their choice. 	
Useful websites or resources	<p>Get Revising: http://getrevising.co.uk/ Useful for ready-made revision guides, flashcards and PowerPoint presentations.</p> <p>Tutor2U: https://www.tutor2u.net/sociology/store/selections/aqa-gcse-sociology-teaching-revision-resources Great for revision notes.</p> <p>Soc Images: https://twitter.com/SocImages Twitter page featuring topical sociological images and discussion.</p> <p>BBC News: http://www.bbc.co.uk/news/ Use the search bar and tabs at the top to search for Sociology related issues/pages and articles.</p> <p>The Guardian: https://www.theguardian.com/uk This website enables students to read articles on key contemporary issues.</p> <p>The Independent: http://www.independent.co.uk/ This website features a wide range of thought-provoking articles that cover key sociological issues in the family, education, crime, workplace.</p> <p>UK Parliament Website: http://www.parliament.uk/ Great website to follow the latest news in government.</p> <p>AQA Website: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources 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"> 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. Encourage students to watch the news e.g. The BBC, Prime Minister's Questions. Bookmark relevant online news articles/stories. Stress the importance of using evidence and examples to link their learning and real world events. 	

	<ul style="list-style-type: none"> Invest in an affordable and useful revision guide: AQA GCSE Sociology All-in-One Revision and Practice (Collins GCSE 9-1 Revision) (ISBN: 978-0008227456) from £7.04 at Amazon.co.uk. 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. AQA Website: Make use of the AQA website to make use of free exam papers, mark schemes and examiner's reports.
Number of lessons per fortnight in this subject	5 lessons per fortnight.
How much Home Learning is expected per week?	Normally 2 pieces each fortnight, taking 30-45 minutes on average. During their own investigation, students will self-manage their Home Learning, using a checklist to ensure all aspects of their research has been covered.
End of year exam will assess:	Family and Households unit with half of a full paper.

Subject	GCSE Spanish	
Examination Board	Edexcel	
Main topics/areas studied this year	Autumn	<p>Unit 1: Diviértete</p> <ul style="list-style-type: none"> • Zona de cultura: Talking about hispanic culture • Mi vida digital - Talking about life online ; revising the present tense ; using expressions of frequency • ¡Disfrutamos al máximo! - Talking about sports and free-time activities; revising irregular present tense verbs; using opinion verbs and expressions • Nos juntamos - Arranging to go out; using the near future tense; planning a cinema visit • El fin de semana pasado - Saying what you did at the weekend; using the preterite tense; phonics focus on the letter “c” • Un día fatal - Talking about days that went wrong; using direct object pronouns; recognising and using three tenses <p>Unit 2: Viajes</p> <ul style="list-style-type: none"> • Zona de cultura: Descubre Andalucía - Using <i>me gusta(n) / me gustaría</i> + infinitive; describing a photo • En ruta - Discussing travel plans; using comparatives; using <i>se puede(n)</i> + infinitive • La cultura en la calle - Talking about festivals in the Spanish-speaking world; using the superlative; using <i>if</i> clauses in the present tense • Mis últimas vacaciones - Saying what you did on holiday using the preterite; using <i>acabar de</i> + infinitive; using a range of structures to give opinions in the past • Alojamientos - Describing where you stayed; using the imperfect tense; giving and spotting positive/negative opinions • Mi aventura por Latinoamérica - Talking about holidays using different tenses; using <i>suelo</i> + infinitive; using strategies to work out meaning
	Spring	<p>Unit 3 Mi Gente, mi mundo</p> <ul style="list-style-type: none"> • Zona de cultura: • Esta es mi gente – Learning about different families revising <i>tener</i> and <i>ser</i> and using possessive adjectives to describe relationships • A quien sigues – Describing who you admire and follow for inspiration using the verb <i>Siguir</i>, revising <i>para</i> plus

		<p>infinitive structure and learning how to say how long you have known someone.</p> <ul style="list-style-type: none"> • Amigos para siempre – talking about friendships and relationships and who we get on with and who we don't and why using reflexives verbs in the present tense • Asi soy yo – Describing your identity and what matters to you using adjectives to describe personality and physical description. Learning for gist. • Necesito ayuda – Discussing problems and giving advice using <i>estar</i> to express moods and <i>podrías</i> and <i>deberías</i> + infinitive <p>Unit 4: Mi estilo de vida</p> <ul style="list-style-type: none"> • Zona de cultura - ¡Qué rico! - Learning about typical foods in Spanish-speaking countries; using adjectives of nationality • Rutinas y costumbres sanas - Describing healthy daily routines; using indefinite adjectives; using <i>tener</i> + noun • ¿Somos lo que comemos? - Talking about mealtimes and food trends; using direct object pronouns; practising listening skills • ¡Los tiempos cambian! - Comparing old and new habits; using the imperfect tense to say what you used to do; using <i>ya no</i> + verb • ¡Qué mal estoy! - Talking about illnesses and injuries; using reflexive verbs in the preterite tense; giving advice using <i>debes</i>, <i>tienes que</i> and <i>necesitas</i> • Cuerpo sano, mente santa - Talking about future plans to improve health and wellbeing; using the future tense; using 'if' clauses
	Summer	<p>Unit 5: ¡A clase!</p> <ul style="list-style-type: none"> • Zona de cultura:La vida escolar en España - Learning about schools in Spain; using absolute superlatives • Un día en el insti - Talking about a typical day at school; using the relative pronouns <i>que</i>, <i>donde</i>, <i>cuando</i>; translating into English effectively • ¿Qué tal tus estudios? - Talking about my studies; using <i>lo que</i>; talking about the opinions of others • ¿Cómo cambiarías tu instituto? - Talking about how I would change my school; using the conditional tense; using impersonal verbs with an infinitive • La gente de mi insti - Talking about students and teachers in my school; using negatives; forming questions

	<p>El viaje de fin de curso - Describing a school trip in the past; using adjectives and adverbs; identifying false friends</p> <p>Mock Exams preparation</p> <ul style="list-style-type: none"> • Speaking preparation and skills • Reading practice and skills • Listening practice and skills • Writing practice and skills
Assessment Headlines	<ul style="list-style-type: none"> • Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year. • Students' overall report card levels are a mixture of the level in the assessment and their work throughout the term.
Useful websites or resources	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.languagesonline.org • www.kerboodle.com (your child will have a username and password) • www.activeteachonline.com (your child will have a username and password) • Revision guide for home revision and support in lessons
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • 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. • 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. • Checking progress using the Spanish guide as a resources for home testing of vocabulary and grammar
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much home learning is expected per week?	<p>Normally 1 piece each week, taking 1 hour on average.</p> <p>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.</p> <p>Worksheets and grammar exercises may be required to be completed over night.</p>
End of year exam will assess:	<ul style="list-style-type: none"> • Mock exam: listening, Reading, Writing and Speaking • Topics: see above unit titles • Grammar: Focus on using present tense, present continuous, preteriet, imperfect and perfect, both futures and conditional as well

	<p>as using complex language such as infinitive structures (para plus infinitive).</p>
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