



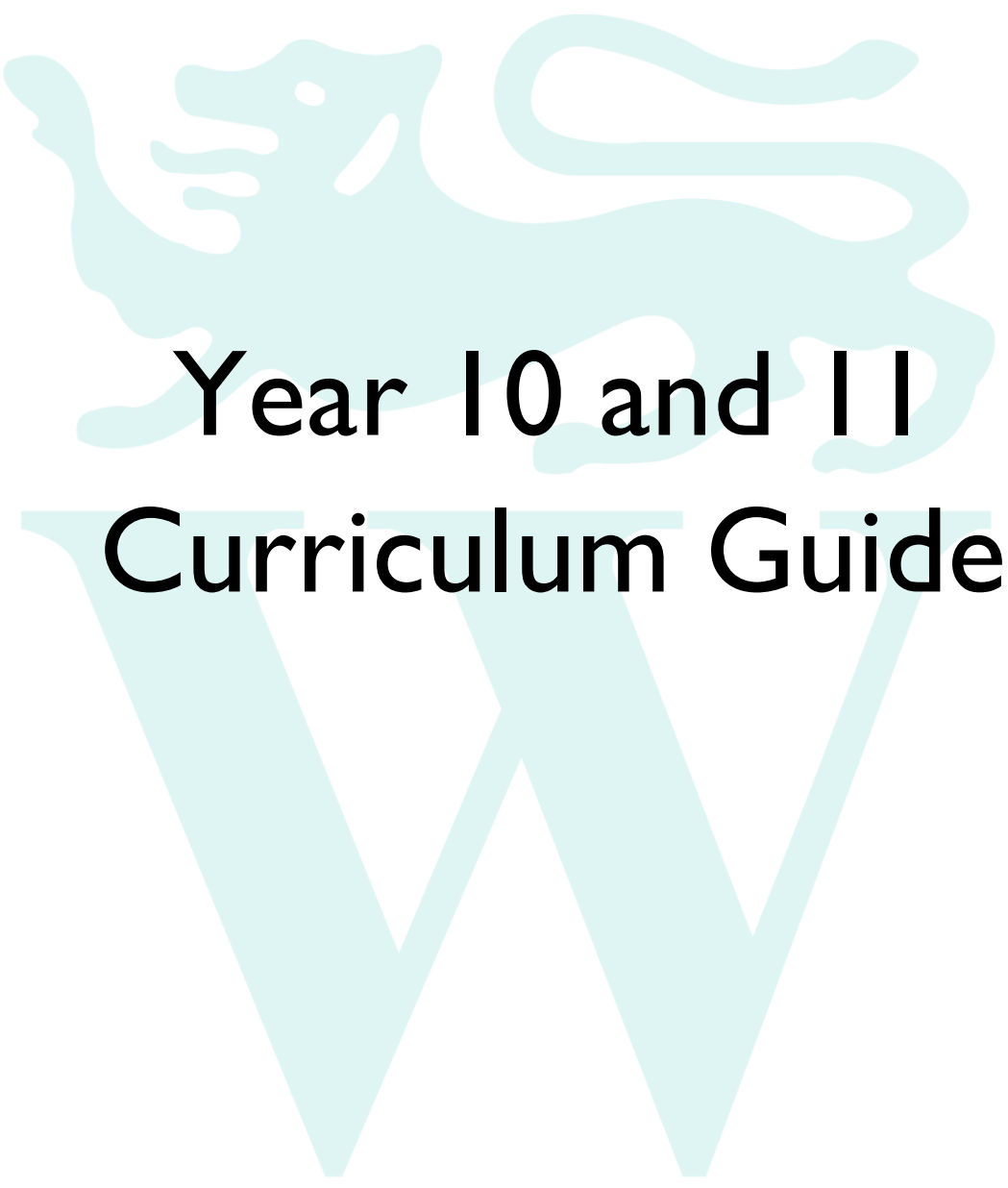
Honesty

Excellence

Fairness

Community

Endeavour



Year 10 and 11 Curriculum Guide

2018-2020

Introduction

Every school year is an important one; but Year 10 and 11 take on extra significance. It is when your son/daughter 'officially' starts the journey towards the qualifications they will see as they open their results envelopes on 20th August 2020.

Many changes have taken place to qualifications in recent years – new GCSE's with new curriculum and new grading systems. This can make the start of the journey even more mystifying. Our job is not only to support your son/daughter over the next two years, but also to support you. We want to make this journey understandable, let you know how your son/daughter is progressing and finally to give you practical advice on how you can help your child. We aim to do this in a way which is not condescending or patronising. However, please be aware that some of you will be well versed in the secondary education sector, whilst others will have little experience.

The next couple of years will be challenging for your son/daughter, after all, if these qualifications were easy to attain then they wouldn't be worth having. They need to appreciate that hard work and effort will be required. Equally none of us want your son/daughter getting anxious and worried – no one performs well in these situations. Striking the balance is key and if we all work together this will happen.

This booklet aims to demystify some of what you will come across in the next couple of years, as well as giving you some tips on revision and study skills. Hopefully you will take something from it, even if it is the reassurance that what you are doing already is enough. Finally, please do get in touch if you have any questions or concerns at any time.

Key Dates

| Year 10 | |
|---------------------|---------------------------------------|
| 05/11/18 | Year 10 Interim 1 |
| 13/12/18 | Year 10 Parents Evening 4:30-7:30pm |
| 21/03/19 | Year 10 Skills Northwest (Event City) |
| 25/03/19 | Year 10 Interim 2 |
| 01/05/19 - 02/05/19 | Year 10 Practice Interviews |
| 10/06/19 - 14/06/19 | Year 10 MFL Speaking Exams |
| 17/06/19 – 28/06/19 | Year 10 Exams |
| 09/07/19 | Year 10 Enterprise Challenge |
| 12/07/19 | Year 10 End of Year Reports |

The dates below are for current Year 11. They will be slightly different for the current Year 10. However, they do give a guide as to the events likely to take place

| Year 11 | |
|----------------------------|--|
| 01/10/18 | Year 11 Mentoring Week |
| 03/10/18 | Year 11 Careers Fair |
| 11/10/18 | Sixth Form Open Evening |
| 19/10/18 | Year 11 Maths Pre-Mock Exam |
| 29/10/18 | Year 11 English Pre-Mock Exam |
| | Year 11 Interim 1 |
| 05/11/18 | Year 11 Science Pre-Mock Exam |
| 12/11/18 | Year 11 Monitoring Meeting |
| 19/11/18 - 23/11/19 | Year 11 MFL Mock Speaking Exams |
| 03/12/18 - 13/12/19 | Year 11 Mock Exams 1 |
| 19/12/18 | Year 11 Financial Awareness Day |
| 14/01/19 | Year 11 Mentoring Week |
| 17/01/19 | Year 11 Parents Evening 4:30-7:30pm |
| 28/01/19 | Year 11 English Pre-Mock Exam |
| 04/02/19 | Year 11 Science Pre-Mock Exam |
| 18/02/19 - 21/02/19 | Year 11 MFL Second Mock Speaking Exams |
| 25/02/19 - 08/03/19 | Year 11 Second Mock Exams |
| 11/03/19 | Year 11 Report to Parents |
| 25/03/19 | Year 11 Mentoring Week |
| 28/03/19 | GCSE Preparation Evening 6pm |
| 16/04/19 - 24/04/19 | MFL GCSE Speaking Exams |
| 25/04/19 - 26/04/19 | GCSE Art Exam |
| 13/05/19 - 28/06/19 | GCSE Exams |
| 28/06/19 | Year 11 Prom |
| 23/08/19 | GCSE RESULTS DAY |

Practical Study Tips

The terms 'actively think', 'revisit' and 'revise' are used often when discussing study. In essence they mean the same thing – going back over work that has been taught in class. Below are the best ways (and ways not) to do this.

How NOT TO Study

Rereading

Take a situation where a student has been given a handout, it is used in class for work but also taken home. Studies show that simply rereading the sheet will do little to help the student learn the information on it.

Highlighting

Reading through work and highlighting key points is a common method used. Research shows that it has limited impact. It is only useful when the highlighted information is used for self-testing (see below).

How TO Study

Self-testing

Sometimes called self-quizzing. Mention the word test and most people get nervous. This is mainly because the test usually results in a judgment (score). Few people like being judged, particularly if the score is low! Self-testing takes this away as only the student knows if they have got it correct or incorrect.

The most common method is flash cards. Students write a question on one side and the answer on the other. They can be used at future study times as a retest. One way of using them is to put the correct answers in one pile, the incorrect in another. The student can retest straight away on the incorrect pile. Thus they spend more time focussing on the things they don't know. Each time they test themselves the incorrect pile will get smaller. The student will have a visible sign of the progress they are making and that is motivating.

Self-testing can be done in other ways, for example answering the questions at the back of a revision guide. Basically anything which involves a question and answer.

Spaced Study

This is often called distributed practice. It is not ground breaking to tell you that we forget things. If we are taught something new and don't actively think about it again we remember about 20% of it. If we actively think about it once more we then retain 30-40% of the information. Revisit it again and you remember about 50% of the stuff you were taught. The message is that new information learned in class needs to be revisited (revised) regularly. You can make this even more effective by considering the time to leave before revisiting. Studies show that if you want to remember something for two years (length of a GCSE course) then space the study by about 6 weeks. For a year the gap would be about 4 weeks. In a nutshell, as you get closer to the exam you increase the frequency of your revision.

Interleaving

This is just a posh way of saying mix up what you study or revise. Instead of doing two hours on one subject it is better to do 3 subjects for 40 minutes each. No one is quite sure why this helps you to retain the information better. It could be a more motivating way to revise, also it helps to 'space' the study.

SUBJECT

Art and Design

HEAD OF DEPARTMENT

Miss C Grey

TITLE OF COURSE & SYLLABUS

AQA: GCSE Art, Craft & Design

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

Throughout Year 10 Non-Examined Assessment is undertaken, with mini projects covering all the assessment objectives and a broad range of materials, styles and exploration of artist's techniques. In Year 11 Non-Examined Assessment is work revisited and extended with the exam being taken in April 2019 following a preparatory period of a minimum of 6 weeks.

ASSESSMENT:

| | |
|--|--|
| Unit 1: Portfolio of work (Non-Examined Assessment) | 60% of final mark – Portfolio of work & studies including final outcomes |
| Unit 2: Externally set task (Exam) | 40% of final mark – 10 hours |

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Ensure images for research are of good quality – help them research large scale images. Get them to use our department resources on our Pinterest page.
- Project themes can be enhanced with their photography, so encourage them to photograph things for their own resource.
- Students have access to basic equipment like colouring pencils, glue etc. at home.

USEFUL WEBSITES

www.pinterest.com – the department has its own **Pinterest** page with many boards for inspiration & guidance at GCSE – **Wellington School Art Department**

Instagram – the department has its own Instagram feed, where reminders, inspiration and celebrations of achievement go up – **wellingtonschool_artdepartment**

www.britishmuseum.org

www.prm.ox.ac.uk

www.ashmolean.org

www.museum.manchester.ac.uk

www.nhm.ac.uk

www.vam.ac.uk

www.tate.org.uk

www.nationalgallery.org.uk

SUBJECT Business and Enterprise

HEAD OF DEPARTMENT Mrs Clarke

TITLE OF COURSE & SYLLABUS VCert Level 1/2 Technical Award in Business and Enterprise

TIERING N/A

HOW IS THE COURSE BROKEN DOWN?

There are 2 topics.

| Module of Study | What will be covered |
|--|--|
| Introduction to Business and Enterprise | What it means to be an entrepreneur and how businesses are organised. Students develop knowledge of marketing, operations management and the influences that affect a business. |
| Understanding resources for business and enterprise planning | Understanding business planning, including research, resource planning and growth, develop knowledge of human resources and finance and how they support business and enterprise planning. |

ASSESSMENT:

There is 1 exam. It was worth 40% and lasts for 1 hour and 30 minutes. It is sat in the Summer of Year 10. Unit 2 is a synoptic project worth 60% and is completed in Spring & Summer terms of Year 11.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage your son/daughter to meet the deadlines when completing their synoptic project
- Encourage your son/daughter to carry out regular revision.
- Revise with your son/daughter.

USEFUL WEBSITES

www.ncfe.org.uk

SUBJECT

Computer Science

HEAD OF DEPARTMENT

Mr M Little

TITLE OF COURSE & SYLLABUS

AQA GCSE Computer Science (8520)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

Unit 1. This focuses on students' practical problem solving and computational thinking skills. The subject content is algorithms, programming, data representation and computer systems.

Unit 2. This develops students' theoretical knowledge in data representation, computer systems, computer networks, cyber security, models of software development and the impacts of digital technology on society.

Programming project. This 20-hour project under controlled conditions give students experience of undertaking a large project to solve a practical programming problem. Although this work is not assessed, it is a requirement of the course that it is completed.

ASSESSMENT:

Paper 1 (50%). The paper is 1.5 hours long and sat in June 2019.

Paper 2 (50%). This paper is also 1.5 hours long and sat in June 2019

Students must complete the programming project in order to achieve the qualification.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Install Python (programming language) at home and ask your child to show you some of their programming skills. The link is below. Perhaps learn some of the language with them!
- Look through the list of topics on the syllabus and ask your child to explain some of them.

USEFUL WEBSITES

- www.python.org/getit to download Python
- Search for 'python for absolute beginners' for a free e-book
- Search for 'AQA computer science GCSE specification' to find list of topics on the syllabus
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/z34k7ty>
- www.cambridgegcsecomputing.org/
- www.teach-ict.com/gcse_computing.html

SUBJECT

Design & Technology: (Graphic Products, Product Design & Textiles)

HEAD OF DEPARTMENT

Mrs M Booth

TITLE OF COURSE & SYLLABUS

AQA GCSE Design & Technology

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

During the course students learn general principles around new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.

In addition, students study further elements in depth, for example, specialist techniques and process, and surface treatments and finishes. This is done through one material or system, e.g. timber based products, textiles or electronic and mechanical systems.

Students undertake a substantial design and make task where they will identify needs and requirements through investigation. A design solution will be created to meet those needs and prototype product manufactured and evaluated. All work is will be presented in a digital design portfolio.

ASSESSMENT:

The exam is 50% of the final mark. It is 2 hours long and covers core technical knowledge of Design & Technology, specialist subject principles and key designing and making principles within a range of contexts. Non Examination Assessment is 50% of the mark. It will commence in Year 10 from Friday 1st June 2019. The final deadline for submission will be March 2020.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

Purchase a USB drive

Regularly discuss your child's learning and support them by purchasing materials or components required for their practical work.

For Product Design download the free 3D drawing package Sketchup Make (see the link below)

For Graphic Products purchase a copy of the drawing package Serif DrawPlus X5.

USEFUL WEBSITES

www.technologystudent.com

www.dtonline.org

www.bbc.co.uk/gcsebitesize/design&technology

www.textiles4u.wikispaces.com/

www.sketchup.com/products/sketchup-make

SUBJECT

Drama

HEAD OF DEPARTMENT

Miss Z. Hitchens

TITLE OF COURSE & SYLLABUS

Pearson Edexcel GCSE in Drama (1DR0)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

Students will develop key drama strategies and techniques whilst also learning key terminology. Through the study of key pieces of work, they will progress their understanding of characters and plots. Students will be taken to see a live piece of theatre and will practically explore whole text, chosen by the exam board. They will be taught about different roles in the theatre such as the director, actor or designer. Students will work in groups, pairs or individually when performing. In addition to the actual performance, they will reflect, analyse and evaluate their own and others' performance.

ASSESSMENT:

40% of this qualification is based on written examination of 1h 30 minutes. Section A of the exam, students will be given one question, consisting of 6 parts, which will be based on an unseen extract from the text which students will have studied in depth. For section B, students will be given two questions which will ask them to analyse and evaluate a piece of live theatre

60% is assessed through Non Examined Assessment which is both performance-based and inclusive of reflective written work throughout the duration of the course. The two performance takes place in front of an audience.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Support students when learning lines and understanding characters for AO1 and AO2.
- Attend performances your child is involved in.
- Try to take students to the theatre when and where possible and encourage them to have guided conversations on what they have seen.
- Encourage and support lunchtime and after school exam rehearsals, these will be particularly intense at certain times in the year.

USEFUL WEBSITEwww.bbcbitessize/drama

SUBJECT

Drama

HEAD OF DEPARTMENT

Miss Z. Hitchens

TITLE OF COURSE & SYLLABUS

AQA Technical Award in Performing Arts

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?**Unit 1: Unlocking creativity**

Learners will be asked to come up with a performance idea based on guidance from a range of practitioner DVDs. Learners will understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. Learners will produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.

Unit 2: The production/performance

Learners will work towards producing a performance to an audience based on a list of five briefs.

Unit 3: The performing arts experience

Learners will draw on knowledge and understanding from units 1 and 2 and also from:

- roles and responsibilities within the performing arts industry
- the role of performing arts in society
- approaches to rehearsal
- working as a deviser/performer/director
- marketing and public relations

ASSESSMENT:

40% of this qualification is based on written examination (Unit 3). 60% (Split equally between Unit 1 and 2) is assessed through brief-driven study where pupils develop a repertoire of performance, devising, rehearsal and evaluation skills.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Support students when learning lines and understanding characters
- Attend performances your child is involved in.
- Try to take students to the theatre when and where possible and encourage them to have guided conversations on what they have seen.
- Encourage and support lunchtime and after school exam rehearsals, these will be particularly intense at certain times in the year.

USEFUL WEBSITE

www.bbcbitessize/drama

SUBJECT

English Language

HEAD OF DEPARTMENT

Miss Z. Hitchens

TITLE OF GCSE COURSE & SYLLABUS

GCSE English Language (AQA, 8700)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

This qualification is linear and all assessment is completed in examinations; there is no non-examined assessment.

The programme of study runs alongside the GCSE English Literature programme with the two qualifications influencing and supporting students' understanding of the other. During Year 10, students will be introduced to all of the English Language exam sections. The course is split into two key topic areas. The first is where they explore creative writing and reading. Set texts will be used to identify and then use creative writing techniques in their own work. The second topic builds on the first by looking at writers' viewpoints and perspectives.

Students also develop their own spoken language skills through discussion and presentations. As part of the course students have to be assessed in a presentation. While this is acknowledged on each student's GCSE certificate, it does not contribute to their overall grade.

ASSESSMENT:

This qualification is 100% written examination. There are two exams covering the two topics and both papers feature a reading and writing section. They are both 1 hour, 45 minutes in length.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage your child to read as regularly as possible; the English department are happy to suggest appropriate texts.
- Ensure your child is using a range of SPaG skills in extended writing.
- Ensure that your child has addressed all targets and prompts from staff in their books, has presented their work neatly and has completed all work to a consistently high standard.

USEFUL WEBSITES

Informative Podcasts and Presentations: GCSE Pod

General: BBC Bitesize

Non-Fiction Writing Examples: Online content for the major broadsheet newspapers

SUBJECT

English Literature

HEAD OF DEPARTMENT

Miss Z. Hitchens

TITLE OF COURSE & SYLLABUS

GCSE English Literature (AQA, 8702)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

This qualification is linear and all assessment is completed in examinations; there is no non-examined assessment.

The programme of study runs alongside the GCSE English Language programme with the two qualifications influencing and supporting students' understanding of the other. During Year 10, students will be introduced to all of the English Literature exam sections. During the course students will study different types of literature from different periods of time. This includes the works of Shakespeare, 19th century novels and modern texts. Poetry is also studied. Through the medium of literature students will look at the techniques and styles of writing used to engage the reader.

ASSESSMENT:

This qualification is 100% written examination. There are two exams:

Paper One: Shakespeare and the 19th Century Novel (1 hour, 45 minutes)

Paper Two: Modern Texts and Poetry (2 hours, 15 minutes)

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage your child to read as regularly as possible; the English department are happy to suggest appropriate texts.
- Students' familiarity with exam texts is imperative, especially when both exams are 'closed book'. Ensuring students re-read texts and keep lists of key quotes will be important.
- Ensure that your child has addressed all targets and prompts from staff in their books, has presented their work neatly and has completed all work to a consistently high standard.

USEFUL WEBSITES

Sparknotes

BBC Bitesize

You Tube revision videos

PiXL English App

GCSE Pod

SUBJECT

Food Preparation & Nutrition

HEAD OF DEPARTMENT

Mrs M Booth

TITLE OF GCSE COURSE & SYLLABUSGCSE Food Preparation & Nutrition
AQA Full Course**TIERING**

N/A

HOW IS THE COURSE BROKEN DOWN?

This course covers the theoretical knowledge of food preparation and nutrition; food, nutrition and health; food science; food safety; food choice and food provenance. In addition, students complete a practical investigation to show their understanding of the working characteristics, functional and chemical properties of ingredients.

Finally, students will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. There will be plenty of opportunities to practice culminating in a final menu of three dishes within a single period of no more than 3 hours.

ASSESSMENT:**Exam**

There is one exam lasting for 1 hour, 45 minutes

Non Examination Assessment

This is split into two parts: Food Investigation (Task 1): Details released by AQA September 2019 to be completed by November 2019 and Food Preparation (Task 2): Details released by AQA November 2019 and completed March 2020.

The exam and non-examined assessment are both worth 50% of the final mark

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

Buy your child an A4 Flip folder for project work.

Regularly discuss your child's learning and support them by purchasing ingredients for their dishes and encourage them practise their skills and recipes at home.

Ensure excellent attendance especially during the year 11 Assessment period.

USEFUL WEBSITES

www.foodsafety.gov

www.foodfactoflife.org.uk

www.bbc.co.uk/gcsebitesize/design&technology

SUBJECT

Geography

HEAD OF DEPARTMENT

Miss Hennessey

TITLE OF COURSE & SYLLABUS

AQA GCSE Geography

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

The course is divided into three sections:

Section 1: Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK including coasts and rivers. Finally, we look at the living world which includes ecosystems such as tropical rainforests and hot deserts or cold environments.

Section 2: Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for food resources globally are also a focus.

Section 3: Geographical applications and skills

This section involves the undertaking of two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Students will also receive a pre-release booklet 12 weeks prior to the examination. This will be studied in lesson time and assessed as part of paper 3.

ASSESSMENT:

Paper 1: 1 hour 30 minutes, 35%

Paper 2: 1 hour 30 minutes, 35%

Paper 3: 1 hour 15 minutes, 30%

FIELDTRIPS

There will be a range of different fieldwork opportunities for all students. Two trips are compulsory and students will sit an exam based on their fieldwork tasks.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Highlight relevant media articles about geography from newspapers, magazines or the internet. Encourage students to watch the news and take an interest in the world around them.

USEFUL WEBSITES

<http://www.bbc.co.uk/schools/gcsebitesize/geography>

There is also some relevant reading in the LRC – the Geography department subscribe to a magazine called 'Wider World'.

Students also have suggested additional tasks to further their understanding on the topic front cover sheets.

SUBJECT

History

HEAD OF DEPARTMENT

Mr A Gerschler

TITLE OF COURSE & SYLLABUS

AQA: GCSE History Specification A

TIERING

There is no tiering in History

HOW IS THE COURSE BROKEN DOWN?

The course is split into two units, roughly the same amount of time is spent on each unit over the two year course and they have equal weighting in the exams.

Unit 1 – Understanding the Modern World'**Section A****America 1840-1895: Expansion & Consolidation**

Taught from February 2019

Section B**Conflict & Tension, 1918-1939**

Taught from September 2019

Unit 2 – 'Shaping the Nation'**Section A****Britain: Health & the People from c.1000AD**

Taught from September 2018

Section B**British Depth study on the Historic Environment: Norman England**

Taught from February 2019

ASSESSMENT

All units examined in the Summer of 2020. There is an exam for each unit and both papers are 1 hour and 45 minutes long. Each exam contributes 50% of the final mark.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Discuss with your child the development of medicine and public health over time, and developments in medicine featured on news programmes and documentaries.
- Discuss the way minorities have been treated by other races throughout history to support our study of the treatment of the Plains Indians by the white settlers.
- Visit castles and cathedrals dating back to Norman times!
- Visit local sites of interest such as the Imperial War Museum North, especially useful for the conflict and tension module.

USEFUL WEBSITES:

www.bbc.co.uk/schools/gcsebitesize/history/

www.schoolhistory.co.uk

www.spartacus-educational.com

www.sciencemuseum.org.uk/broughttolife (good for the health course)

SUBJECT

Information Technology

HEAD OF DEPARTMENT

Mr M Little

TITLE OF COURSE & SYLLABUS

OCR Cambridge National in Information Technologies (J808)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?**Unit 1**

- Understand the tools and techniques that can be used to initiate and plan solutions.
- Understand how data and information can be collected, stored and used.
- Understand the factors to be considered when collecting and processing data and storing data/information.
- Understand the different methods of processing data and presenting information.

Unit 2

- To be able to initiate and plan a solution to meet an identified need.
- To be able to import and manipulate data to develop a solution to meet an identified need.
- To be able to select and present information in the development of the solution to meet an identified need.
- To be able to iteratively review and evaluate the development of the solution.

ASSESSMENT:

Unit one (50%) is assessed by a **written examination** of one hour and 45 minutes. Units two (50%) is a project of approximately 20 hours set by OCR. Both units can be assessed in January or June of 2020.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Look through the list of topics on the syllabus and ask your child to explain some of them.
- If possible, install Microsoft Office on a home computer.
- Encourage your child to use a computer for homework whenever feasible.
- Learn Microsoft Access and Excel with your child by following tutorials together.

USEFUL WEBSITES

- <https://edu.gcfglobal.org/en/subjects/tech/> has great tutorials for Office products. Search for "GCF global Office".
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/information-technologies-level-1-2-j808/> is the home page for the specification. Search for "Cambridge National Information Technologies".
- BBC Bitesize in ICT: <https://www.bbc.com/bitesize/subjects/zqmtsbk>

SUBJECT

Mathematics

HEAD OF DEPARTMENT

Mrs G Heaton

TITLE OF COURSE & SYLLABUS

GCSE Mathematics (AQA course code 8300)

TIERING

Examinations are tiered at Higher and Foundation. The grades available on the Higher Tier are from 9-4; for Foundation Tier they are 5-1. The final decision about the tier of entry is made by the subject teacher.

HOW IS THE COURSE BROKEN DOWN?

There are three components:

- Assessment Objective 1:** Use and apply standard techniques;
Assessment Objective 2: Reason, interpret and communicate mathematically;
Assessment Objective 3: Solve problems within mathematics in other contexts.

The programme of study includes work on number and algebra, geometry and measures, statistics and probability, and ratio and proportion.

ASSESSMENT:

All the assessment is by means of three written papers, taken at the end of Year 11 (two of which are calculator papers), each worth $33\frac{1}{3}\%$ and each 1 hour and 30 minutes long. Each of the papers is designed to cover all components of the course.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Parents can help by ensuring students meet all homework deadlines and arrive at lessons with the correct equipment – including a scientific calculator. They should also have a Mathematics GCSE Revision Guide (which, as well as the calculator, can be purchased at a heavily discounted price from the school).
- Look for mathematics in a range of situations (for example working out a sale price, or the change due, when you're out shopping; helping with measurements when you're working on a DIY task, or checking the details on a bill or a bank statement) could help with the functional skills aspect of the subject.
- Encourage the students to revise regularly. This is extremely beneficial in retrieving previous learnt concepts and skills. It is also good practice for the students to revisit marked assessments and work on corrections and further practice of their areas for development.

USEFUL WEBSITES

For information about the AQA specification...

www.aqa.org.uk/subjects/mathematics

For students who want a revision guide on their smart-phone, go to...

www.mathscard.co.uk/apps (free app for iPhone, Android etc)

Other useful sites...

www.hegartymaths.com

www.corbettmaths.com

www.keshmaths.com

SUBJECT

Media Studies

HEAD OF DEPARTMENT

Miss Z. Hitchens

TITLE OF COURSE & SYLLABUS

OCR GCSE Media Studies

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

Unit 1: Television and Promoting Media

Section A: Television: Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

Section B: Promoting Media: Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Unit 2: Music and News

Section A: Music: Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.

Section B: The News: Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.

Non Examined Assessment: Creating Media

Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

ASSESSMENT:

Unit 1 contributes 35% of the final mark and is assessed through a exam of 1hour, 45 minutes. Unit 2 is also 35% of the final mark with an exam of 1hour, 15 minutes. The NEA makes up the remaining 30% and assesses practical production work.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Support homework and coursework preparation with positive comments and take an interest in what your child is doing. Originality and independent work are rewarded in media coursework.
- Please understand that work in Media Studies often involves 'unusual' homework! For example, it is not uncommon for us to set watching a particular programme/film or listening to the charts as necessary research alongside more traditional essay writing.

USEFUL WEBSITES:

<http://www.mediaknowall.com/gcse/gcse.php>

<http://www.bbc.co.uk/education/subjects/media>

SUBJECT

Modern Foreign Languages

HEAD OF DEPARTMENT

Mrs J Williams

TITLE OF COURSE & SYLLABUS

AQA GCSE in French (8658) / AQA GCSE in German (8668)

TIERING

Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

HOW IS THE COURSE BROKEN DOWN?

Three themes are covered over years 10 and 11:

Theme 1: “Identity and Culture” including: Relationships, technology in everyday life, free-time activities

Theme 2: “Local, National, International and Global areas of interest” including: Home town, environmental and social issues.

Theme 3: “Current and future study and employment”

ASSESSMENT:

Speaking exam in April of year 11. All other papers in May /June of year 11:

Paper 1 – Listening 25% of GCSE

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2 – Speaking 25% of GCSE

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)

Paper 3 – Reading 25% of GCSE

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

Paper 4 – Writing 25% of GCSE

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

Test your son/daughter frequently on vocabulary and questions by using the booklets provided. your son/daughter to know present, past and future tenses and opinions. Students must be able to **justify** their opinions. Encourage your son/daughter to use language learning websites.

USEFUL WEBSITES

<http://www.bbc.co.uk/schools/gcsebitesize/french/> (or German)

www.lingusacope.com (ask your teacher for the login details)

www.languagesonline.org.uk

www.quizlet.com

SUBJECT

Music

HEAD OF DEPARTMENT

Mrs N W Moorhouse

TITLE OF COURSE & SYLLABUS

GCSE Music (Eduqas)

TIERING

N/A

HOW IS THE COURSE BROKEN DOWN?

Within the specification there are 4 different areas of study which focus on music written with different audiences and purpose in mind. Students complete performing, composing, listening and appraising activities tasks whilst learning about different musical genres and style.

The first half term of the course will focus on improving musical knowledge of key features, for which we use the heading MR T SMITH (Metre & Rhythm; Texture; Structure; Melody; Instrumentation; Tonality; Harmony). This will then lead to analysis of music from the 4 areas of study.

The areas of study are: Forms and Devices; Music for Ensemble; Film Music; Popular Music.

For the performing component we would encourage your son/daughter to receive specialist instrumental tuition to support their progress for this component.

ASSESSMENT:

Component 1: Performing 30%: Students complete a 4 minute performance which must consist of a minimum of two pieces, of which one must be an ensemble performance which lasts for a minimum of 1 minute.

Component 2: Composing 30%: Students complete 2 compositions, one to a brief set by the examining board and the other is a free composition.

Component 3: Appraising 40%: 1 hour, 15 minutes examination based on 2 prepared extracts and unfamiliar

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage your child to come to after school help sessions. Composition will be difficult to complete at home.
- Students should be practising their performances for 10 minutes x 5 times a week as a minimum.
- If your child does not have specialist tuition on an instrument, then they would benefit from starting in order to receive specialist guidance on their chosen instrument.
- Encourage your child to get involved in an extra-curricular music activity. Students who participate in these activities are more likely to achieve a higher grade than students of the same ability who do not participate.

USEFUL WEBSITES

www.bbc.co.uk/schools/gcsebitesize/music/

www.musictheory.net

SUBJECT Physical Education

HEAD OF DEPARTMENT Mr N Morgan

TITLE OF GCSE COURSE & SYLLABUS Eduqas GCSE PE: Full Course

TIERING N/A

HOW IS THE COURSE BROKEN DOWN?

The course is broken into two distinct areas, though each complements the other.

Introduction to Physical Education

This is predominantly taught in the classroom. Over the two years of the course it covers the following topics: Healthy active lifestyles, body systems, influences on participation, exercise and training, nutrition, drugs, injury, risk assessment, fitness testing.

Active Participation in Physical Education

Students will develop their skills and techniques in a number of different sports and practical activities. In addition, students will learn fitness testing methods and plan and execute activities to improve fitness

ASSESSMENT:

Introduction to Physical Education

60% - This is assessed through a written exam (2 hours) at the end of Year 11

Active Participation in Physical Education

30% - Practical assessment in 3 activities including at least one individual and one team sport.

10% - A personal training programme to improve performance in one of the three above sports

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Ensure kit (full kit) is brought to every lesson to maintain participating and set standards. Encourage students to take part in regular activity outside of school.
- Make full use of revision guides prepared by the PE department.

USEFUL WEBSITES

www.bbc.co.uk/schools/gcse/bitesize/pe

www.brianmac.co.uk/gcse.htm

www.thefa.com and other governing bodies will help students research rules, tactics and skills

SUBJECT Physical Education

HEAD OF DEPARTMENT Mr N Morgan

TITLE OF COURSE & SYLLABUS OCR Cambridge National – Sports Studies

TIERING N/A

HOW IS THE COURSE BROKEN DOWN?

Unit 1 – Contemporary Issues in Sport

Topics include barriers and solutions to participation, hosting the Olympic Games, Olympic values, cheating in sport and the development and structure of sport within the UK.

Unit 2 - Developing Sports Skills

Students take part in physical activity. It will include one team and one individual sport, plus officiating

Unit 3 - Sports Leadership

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions.

Unit 4 – There is a choice of units, ‘working in the sports industry’ and ‘developing knowledge and skills in outdoor activities’. We have yet to decide which we will do.

Assessment

Each unit contributes 25% of the final mark. Unit 1 is assessed by a 1 hour exam. The remaining three unit are non-examined assessment.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

Ensure kit (full kit) is brought to every lesson to maintain participating and set standards. Encourage students to take part in regular activity outside of school, including leadership and officiating opportunities. Frequently discuss your child’s learning with them and support them in preparation for the exam.

Make full use of revision guides prepared by the PE department and OCR.

USEFUL WEBSITES

www.bbc.co.uk/schools/gcse/bitesize/pe

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

www.brianmac.co.uk/gcse.htm

www.thefa.com and other governing bodies will help students research rules, tactics and skills

SUBJECT Psychology

HEAD OF DEPARTMENT Mrs Taylor-Crooke

TITLE OF GCSE COURSE & SYLLABUS OCR Psychology

TIERING There is no tiering for the GCSE Psychology course.

HOW IS THE COURSE BROKEN DOWN?

There are 2 examination papers.

| Module of Study | What will be covered |
|--|---|
| Studies and applications in Psychology 1 | Criminal Psychology, Development, Psychological Problems and Research Methods |
| Studies and applications in Psychology 2 | Social Influence, Memory, Sleep and Dreaming and Research Methods |

ASSESSMENT:

There are 2 exams. Both are worth 50%, have a total of 90 marks and last for 1 hour and 30 minutes. They are both sat in the Summer of Year 11 and are typically 1 week apart.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- I will give your child a reading list; I would encourage you to purchase these on their behalf, it allows them to do independent study.
- Encourage your son/daughter to carry out regular revision.
- Revise with your son/daughter.

USEFUL WEBSITES

www.ocr.org.uk
www.resourcd.com/@psychexchange
www.holah.co.uk

SUBJECT

Religious Studies (Full Course)

HEAD OF DEPARTMENT

Mr G Harrison

TITLE OF COURSE & SYLLABUSAQA RE Full Course
GCSE Religious Studies A**TIERING**

N/A

HOW IS THE COURSE BROKEN DOWN?

Two Modules of Study – **TWO** examinations at the end of Year 11

Module One-Beliefs, teachings and practices of two world religions (Christianity and Islam)

Module Two- Thematic Studies- religious, philosophical and ethical studies of four themes.

- Relationships and families
- Religion and life
- Peace and conflict
- Crime and punishment

ASSESSMENT:

There is **NO** Controlled Assessment in this subject. Full Course pupils will sit two 1 hour 45 minute papers at the end of Year 11. One paper will focus on module one and the other on module two.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage wider research of the religions and themes studied.
- Discuss the GCSE topics and issues studied with your child at home. This will deepen their understanding and enable them to evaluate/analyse more effectively.
- Practising exam questions, particularly evaluative questions is the key to consistently strong marks.

USEFUL WEBSITES

Recommended websites – please note that although these websites include topics that will help your child revise, the most crucial resource for revision is your son/daughters exercise books and school resources. These materials will cover all the required areas.

YOUTUBE- TYPE O6CLARED and the topic you wish to revise and revision slideshows will appear that are very useful.

e.g. O6CLARED ABORTION

www.bbc.co.uk/schools/gcsebitesize/rs/

www.revisioncentre.co.uk/gcse/re/

<http://www.gcse.org.uk/> through to revision and then the Christian Perspectives section

www.rsrevision.com/GCSE/

SUBJECT

Religious Studies (Short Course)

HEAD OF DEPARTMENT

Mr G Harrison

TITLE OF COURSE & SYLLABUSAQA Short Course
GCSE Religious Studies A**TIERING**

N/A

HOW IS THE COURSE BROKEN DOWN?

Two Modules of Study

Module One - Beliefs and Teachings of two world religions (Christianity and Islam)

Module Two - Thematic Studies- religious, philosophical and ethical studies of two themes:

- Relationships and Families (Year 10)
- Peace and Conflict (Year 11)

ASSESSMENT:

One 1 hour 45 minute examination at the end of Year 11.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

- Encourage wider research of the religions and themes studied.
- Discuss the GCSE topics and issues studied with your child at home. This will deepen their understanding and enable them to evaluate/analyse more effectively.
- Practising exam questions, particularly the longer evaluative questions, will be the key to success in this subject.

USEFUL WEBSITES

Recommended websites – please note that although these websites include topics that will help your child revise, the most crucial resource for revision is your son/daughters exercise books and school resources. These materials will cover all the required areas.

www.bbc.co.uk/schools/gcsebitesize/rs/

www.revisioncentre.co.uk/gcse/re

<http://www.gcserg.org.uk/> link through to revision and then the Christian perspective section

www.rsrevision.com/GCSE/

| | |
|---------|---------|
| SUBJECT | Science |
|---------|---------|

| | |
|--------------------|--------------|
| HEAD OF DEPARTMENT | Miss E Tyrer |
|--------------------|--------------|

| | |
|----------------------------|---|
| TITLE OF COURSE & SYLLABUS | GCSE Combined Science/ Separate Sciences Edexcel 1SCO, 1BIO, 1CHO,1PHO |
|----------------------------|---|

| | |
|---------|-----------------|
| TIERING | |
| 4-9 | Higher Tier |
| 1-5 | Foundation Tier |

Outline of the Course

Students are awarded 2 GCSE's in the Combined Science course and three separate GCSE's if studying the separate sciences at the end of the two-year course.

All GCSE Science courses are now linear in nature, meaning that all examinations will be terminal. This means that current Year 10 students will be examined at the end of their studies in May 2020.

Every student studying either combined science or separate sciences will cover the same base content however, in the separate sciences students cover the topics in more depth; deepening their conceptual understanding of each of the scientific disciplines.

ASSESSMENT:

Examinations and Assessment – Each pupil will sit **six** exams at the end of the course.

It is 100% examination – there is no controlled assessment aspect of the course.

Combined Science

| | | |
|-------------------|--------------------------|--|
| Biology modules | External Assessment 100% | 2 x 60 mark written examinations (70 minutes each) |
| Chemistry modules | External Assessment 100% | 2 x 60 mark written examinations (70 minutes each) |
| Physics modules | External Assessment 100% | 2 x 60 mark written examinations (70 minutes each) |

Separate Sciences

| | | |
|----------------|--------------------------|--|
| GCSE Chemistry | External Assessment 100% | 2 x 100 mark written examinations (105 minutes each) |
| GCSE Biology | External Assessment 100% | 2 x 100 mark written examinations (105 minutes each) |
| GCSE Physics | External Assessment 100% | 2 x 100 mark written examinations (105 minutes each) |

Practical skills are also assessed through these written examinations. Practical style examination questions will make up **15% of each paper**.

Mathematical skills are also incorporated into the papers with the following weightings per paper – **Biology: 10%, Chemistry: 20% and Physics: 40%**.

HOW CAN PARENTS SUPPORT STUDENTS IN THIS SUBJECT?

To learn the meaning and spellings of the key words and definitions for each science module.

Ensure students have bought the specified revision guide and are using them frequently to recap the vast amount of content–available in school directly from Miss Tyrer in Room 31.

Complete the activities on BBC Bitesize GCSE Science/ Doodle/ GCSEpod to support with the knowledge and understanding of the science topics being studied.

USEFUL WEBSITES

- www.my-gcse-science.com
- www.bbc.co.uk › Bitesize › GCSE
- revisionworld.com/gcse-revision
- <http://www.s-cool.co.uk/gcse>