

# Parents' guide to the Year 10 & 11 Curriculum

## 2019 - 2020

Comprehensive Excellence



October 2019

Dear Parent/Carer,

Thank you for taking the time to read this booklet, it has been designed to provide you with information about the courses your child will be following this academic year. We hope that it will give you a greater understanding of our curriculum and allow you to support your child's education even more effectively.

It must be emphasised that the booklet is no more than a guide. As circumstances change, (for example, the publication and purchase of new text books), the information contained in it may become less accurate. Nevertheless, we expect the booklet to provide you with a source of useful information that will enable you to help your child fulfil their potential.

We have no expectation that any parent will purchase any of the books/resources mentioned in the booklet. Work will never be set with this assumption. However, every year several parents request information about courses and text books. We believe it best if all parents are provided with such information.

If you require further information, please initially contact either you child's tutor or subject teacher.

Yours sincerely,



Mr P Beale  
Deputy Headteacher

# Reepham High School & College Aims

These aims have been formulated by a group comprising : teachers, pupils, parents, governors.

## **All students are entitled to**

- ◆ A teaching and learning experience which allows them to achieve the highest possible standards
  
- ◆ The opportunity to develop the skills necessary for life
  
- ◆ Be supported by the school, parents and community in partnership
  
- ◆ A school environment which is stimulating and enjoyable
  
- ◆ Be valued and treated with respect
  
- ◆ A school which is orderly, tolerant, fair and caring
  
- ◆ Equal opportunities to the services the school provides

## THE YEAR 10 AND 11 CURRICULUM

- ♦ 50 one hour lessons a fortnight
- ♦ Additional after school lessons for those that choose
- ♦ About 120 minutes homework a night

	<b>Y10</b>	<b>Y11</b>
Maths	9	7
English	8	8
PE	4	4
Science	9	10
Geog/History	5	5
Option 1	5	5
Option 2	5	5
Option 3	5	5
Period 50*	0	1
<b>Total</b>	<b>50</b>	<b>50</b>

PSHE will be covered through a series of impact days

\*Period 50 will provide a time for pupils to receive careers and PSHE guidance as well as developing independent study techniques

# HOMEWORK

## 1. The purpose of homework

Homework is given for the following reasons:

- to help pupils develop independent habits of study
- to develop perseverance and self discipline
- to consolidate and reinforce skills and understanding developed at school
- to involve parents and carers in pupils' work
- to permit more ground to be covered and more rapid progress to be made
- to enable our pupils to achieve the highest possible results in public examinations

## 2. How homework is organised

- Pupils are given a journal to record all homework in. This can be a challenge for new students and support from parents and teachers is important to promote routine and accurate recording.
- All departments have their own individual homework policies. A copy of the homework policy can be found on our website. However an approximation of expected time to spend on homework is listed below.

	Subjects per night	<u>Approx</u> time per subject	<u>Approx</u> time per evening
YEAR 7	2	30 minutes	60 minutes
YEAR 8	2	35 minutes	70 minutes
YEAR 9	2	40 minutes	80 minutes
YEAR 10	1-2	60 minutes	120 minutes
YEAR 11	1-2	60 minutes	120 minutes

Please recognise that these timings are approximate and will depend on the ability of each pupil.

## 3. Types of homework

A range of different exercises could be set as homework :

- ◆ writing a formal essay
- ◆ questions to answer
- ◆ making notes
- ◆ drafting an essay
- ◆ learning spellings/vocabulary
- ◆ researching a topic
- ◆ reading
- ◆ practising a particular skill
- ◆ revision
- ◆ preparing a presentation

#### 4. The responsibilities of the pupil

Pupils are expected to:

- ◆ always write down a summary of their homework in their homework journal.
- ◆ always have their journal with them and get it signed at home by a parent/carer every week.
- ◆ complete homework tasks to the best of their ability within the appropriate length of time.
- ◆ submit homework at the time requested.

It is recommended that pupils get into the habit of doing homework on the night it is set and designating a regular homework time.

#### 5. How you can help your son/daughter with homework

- ◆ Talk about homework tasks with them.
- ◆ Look at their homework and offer praise and encouragement.
- ◆ Check their homework journal (and write down a note for the tutor if you have a concern).
- ◆ Help your son/daughter to develop study habits and organise themselves. Fix regular times for them to work and make sure they stick to them. A routine (say 4.30-5.30 pm every night), will do much to ensure your son/daughter achieves his/her academic potential.
- ◆ Help your son/daughter meet deadlines by reminding them of them.
- ◆ Give plenty of praise for hard work.
- ◆ Provide a quiet place for your son/daughter to work and/or use the school homework club.
- ◆ A year 10/11 homework in most subjects should last about 60 minutes per subject. Pupils write it in their planner on the day set. It will be set according to the homework policy.

If pupils have a problem with meeting a homework deadline they should have a **quiet word** with the teacher **well before the deadline**. If there is a good reason, the deadline will be extended a little. If your son/daughter is having difficulties in submitting homework on time, or difficulties with homework in general, then he/she should see his/her tutor.

#### 6. Homework clubs

If your son/daughter finds it difficult to work at home they might want to work at the school homework club. This takes place between 3.30 and 4.30 pm on Monday to Thursday in the library. A member of staff will be available to supervise.

### **IMPORTANT DATES - YEAR 10**

<b>17th October 2019</b>	<b>Work Experience evening</b>
<b>2nd December 2019</b>	<b>Interim Report 1</b>
<b>2nd March 2020</b>	<b>Interim Report 2</b>
<b>12th March 2020</b>	<b>Parents' Evening</b>
<b>5th June 2020</b>	<b>Full Report</b>
<b>6th July 2020</b>	<b>Work Experience begins</b>

### **IMPORTANT DATES - YEAR 11**

<b>3rd October 2019</b>	<b>Sixth Form Open Evening</b>
<b>9th October 2019</b>	<b>Interim Report</b>
<b>31st October 2019</b>	<b>Careers Day</b>
<b>7th November 2019</b>	<b>Careers Fair</b>
<b>8th November 2019</b>	<b>Sixth Form Taster Day</b>
<b>25th November 2019</b>	<b>GCSE Mocks</b>
<b>10th January 2020</b>	<b>Mock Results Issued</b>
<b>29th January 2020</b>	<b>Full Report</b>
<b>13th February 2020</b>	<b>Parents' Evening</b>
<b>11th May 2020</b>	<b>GCSE Written Exams Start</b>



## GCSE COURSES

The GCSE examination board award the following grades in all subjects

Child Development is not a GCSE but is an equivalent qualification\*

9	8	7	6	5	4	3	2	1	Fail
Required level for most 'A' level courses and entry into university.						Qualifications for other college courses and certain jobs.			Fail
9-1 are <b>all</b> pass grades Different colleges will have different entry criteria based on these grades.									Fail

All numbered grades are a pass and will provide pupils with a qualification. Sometimes pupils do not realise the value of GCSE grades at 4 and below. Such grades can qualify 16 year olds for many college courses, training schemes and certain jobs.

Officially a grade 4 is called a 'standard' pass and a grade 5 is called a 'strong' pass. These grades are commonly used as a threshold for entering more academic courses.

Much of the work in Year 11 will focus on preparing pupils for the GCSE examinations themselves. Not only will pupils practise exam questions in lessons, receive guidance on examination and revision techniques, they will also have the opportunity in many subjects to take extra revision lessons at lunchtime, or after school. There will also be the formal mock examinations for Year 11 in November/December .

\*Child Development is an OCR National with grades of Level 1 Pass, Merit and Distinction and Level 2 Pass, Merit, Distinction and Distinction\*.

## EXAMINATION TIERS

Some exams have tiered examination papers. This means pupils sit different examination papers according to their level of ability in a particular subject. The result of this system is that it limits the grade a pupil can achieve. Note that entering a pupil for too high a tier is likely to mean she/he would not achieve a grade at all.

There are two tiers in Mathematics, Science and Modern Languages. All other subjects have a single tier examination paper. When there is a single tier examination paper the full range of GCSE grades can be awarded.

When there are two tiers of examination papers, the new GCSEs on the numerical scale, grades 4 and 5 are available on both papers.

Final decisions will be made about which tier Year 11 pupils should enter in January. If you have any concerns about your child's level of entry it is wise to discuss this with your subject teacher as early as you can.

## NON EXAMINED ASSESSMENTS (NEA)

There are now new GCSE specifications for all subjects. This means that for some subjects the amount of non examined assessment has reduced or been removed altogether.

Subject Year 10	NEA % of final grade
Art, Craft and Design	60
Child Development National	50
Computer Science	20
Food	50
Design Technology	50
Media	30
Music	60
Photography	60
PE	40

The GCSE specifications for **English, English Literature, Mathematics and Science** has changed. These subjects **do not have any** non examined assessments.

It is essential that all pupils are aware of GCSE deadlines and work to them. To help them in this process we try to ensure that longer NEA tasks are broken into chunks with interim deadlines. For instance, some departments, will be using cover sheets to help pupils plan their time. We want to avoid a situation where pupils miss deadlines and incur penalties. Parental involvement could prove vital in preventing such circumstances arising. Your son/daughter should be recording deadlines in their homework diaries.

### GCSE NON EXAMINED ASSESSMENTS FOR PUPILS IN YEAR 10/11

1. Art, Art Textiles and Photography assessments are done continuously throughout Year 10 & 11. Assessments should be completed by Christmas in Year 11.
2. Child Development - three short tasks will be completed in Year 10 - approximately one per Term and one child study in Year 11.
3. Media - the assessment practical production will run from April to July in Year 10.
4. PE - Coursework will be completed within lessons throughout the two years.
5. Double science (Combined Science: Trilogy) and Triple science ( Biology, Chemistry and Physics) - A series of practical assessments throughout the year.
6. Music assessment has a deadline of completion of two compositions by December and performances by March.
7. Computer Science assessments completed September-February.

## ACHIEVEMENT: BOYS AND GIRLS

You are probably aware of the national concern that has been expressed about the academic performance of boys relative to that of girls.

The national GCSE examination results reveal boys doing significantly less well than girls at 16. Indeed, research is suggesting that girls do better than boys at school from the age of 5 to 16!

At Reepham High School & College we want all pupils to succeed and fulfil their potential no matter what their sex or background. Nevertheless, we have been working particularly hard to boost the achievement of boys, and with some success.

We believe that one of the most effective strategies is to work with parents in boosting the achievement of all, but boys in particular.

It is our experience that boys are more likely to :

- a) Help your son/daughter to establish a particular time to do homework and then encourage them to stick to it; (e.g. 4.30 to 6.20pm every night.) To reduce temptation perhaps suggest they leave their phones and other devices switched off in another room.
- b) Help your son/daughter to ensure their GCSE NEA is broken down into simple tasks eg.  
Week 1 - complete research - show teacher/parent  
Week 2 - plan out work - show teacher/parent  
Week 3 - write out introduction and first-half (draft) - show teacher/parent  
Week 4 - write out second-half (draft) - show teacher/parent  
Week 5 - write out final draft - hand in.

Parents can help their son/daughter plan out their use of time along these lines and ensure that interim deadlines are met.

- c) Give your son/daughter a positive image of reading, learning and school at home. Please discuss books, magazines, newspapers, any reading material with your son/daughter. Boys are less likely to read fiction than girls, but as long as they are reading something on a regular basis this is not necessarily a cause for concern.
- d) Check homework diaries carefully and question your son/daughter about any gaps. Feel free to write comments in the diaries for your son's/daughter's tutor to read. Please also remember that even when there appears to be no homework, (this should hardly ever happen!), there is always vocabulary to learn, tests to prepare for, practise exam questions to do, revision for prior work and preparation for exams e.g. producing a set of flash cards. Committing a regular amount of time to work, soon stops being laborious and becomes normal.
- e) Pupil attendance can slip in Years 10 and 11. Please ensure your children attend school, even if not quite fully fit.
- f) Finally, the most difficult part is to avoid excessive nagging and to try to praise as much as possible. If pupils feel that they are succeeding, that they are improving, that they are making progress, then improved motivation is likely to follow. Praise effort, be enthusiastic and build a no quitting mind-set.

## REWARDING EFFORT

Reepham High School & College expects pupils to try their hardest. When a pupil has made a particularly impressive effort he/she can be rewarded in many ways. Some examples are:

- ◆ Spoken praise from their teacher, Head of Department or Pastoral Leader.
- ◆ The issuing of a merit.
- ◆ The issue of a subject certificate for hard work in a subject over several weeks.
- ◆ The issue of badges for responsibilities.
- ◆ Letters and postcards of congratulations sent home.
- ◆ Book tokens / gift tokens.
- ◆ End of year awards, including certificates, vouchers and trophies.
- ◆ Attendance competitions, including tutor group awards, prize draws and reward days.

We recommend that all certificates, exam results and letters of recognition are kept safely to be put in a Record of Achievement in Years 10 and 11.

## LITTLE THINGS MATTER

A) In order to fulfil his/her potential at school your son/daughter needs to be organised. You can help them by:

- Checking the homework (see earlier comments).
- Ensuring that your son/daughter always comes to school with
  - a blue or black pen
  - a pencil sharpener
  - a pencil
  - a planner
  - a ruler
  - Basic geometry set
  - a scientific calculator
  - USB Pen
  - an eraser

We strongly recommend that equipment is kept in a pencil case and that it is checked and restocked regularly. Many pupils begin with the correct equipment but quickly misplace key items, while getting into a routine.

B) The presentation of work is important. We expect all formal written work to conform to the following....

1. All work should have a title that is underlined with a ruler.
2. Work should be dated and if loose a name should be on it.
3. Label homework.
4. Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
5. Check the spelling, punctuation, grammar.

C) While marking work teachers will commonly use the following symbols.

www - what went well  
Pu - punctuation error

hti - how to improve  
Sp x5 - spelling error (rewrite 5 times)

D) Praise is vitally important to build confidence and self-esteem. Try to praise the effort rather than intelligence. Praising hard work and determination encourages a good work ethic, praising a pupil's intellect can discourage them from taking risks with harder work in case they no longer look clever.

*"Well done, you worked very hard to get that grade"* is a better choice than *"you are so clever, well done!"*

## **THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Computers at school and at home can provide many opportunities to support your child's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home your child will be able to access additional school resources as well as educational websites to assist with their learning.

**Email** - Students are issued with an email account that they will have access to anywhere with internet access. The email account will provide communications between student and teacher and also access to online resources that will be subject specific.

**School website** - The school website has many useful links to various student and parental documents. It is up to date with achievements of students and trips that have taken place.

**Microsoft 365** - Using the school outlook emails, pupils can access an online cloud where departments may post resources such as digital copies of homework sheets. Sometimes pupils can also submit work through this system.

**E-Safety** - All students will be provided with E-Safety guidance in ICT lessons. This will cover:

1. Social networking
2. Digital footprints
3. Dos and don'ts on the internet

Useful websites to provide student and parental guidance on E-Safety:

[www.bbc.co.uk/cbbc/topics/stay-safe](http://www.bbc.co.uk/cbbc/topics/stay-safe)

## Thinking ahead...

Once students have completed their GCSEs they may be thinking of taking A Levels and then going on to university to study for a degree level course.

Colleges and sixth forms offer different courses and may have different entry requirements. We very much hope that our students will want to study their A Levels at Reepham College. Students can look at the current prospectus and view the current entry requirements at [www.reephamcollege.com](http://www.reephamcollege.com). Progression to some A Level subjects will require students to have studied at the 'higher tier' level at GCSE.

At Reepham College we offer Level 3 Courses in a range of subjects including; Art, Biology, Business Studies, Chemistry, Computer Science, Economics, English Language and Literature, French, Further Maths, Geography, Graphic Communication, Health & Social Care, History, Mathematics, Law, Media Studies, Music, Photography, Physical Education, Physics, Psychology, Sociology, Spanish and Textiles.

Many Reepham College students continue on to study at degree level. It is important that you ensure that your GCSE and A level choices support any future plans or if you are unsure, keep your future options open.

UCAS <http://www.ucas.ac.uk> is the organisation responsible for managing applications to higher education (degree) courses in the UK. If students have already thought of a career or degree in which they are interested, you may wish to look at the UCAS website, which has lots of useful information regarding A Levels and GCSEs required, including information on any essential A levels or GCSEs.

Members of the College team will be available to talk to during the Year 9 Options Evening, but if you require any further information regarding Reepham College or advice on using the UCAS website please contact [cdurban@reephamcollege.com](mailto:cdurban@reephamcollege.com).



**EXAM BOARD: AQA 8700**

All pupils will study for two GCSEs in English: English Language and English Literature. For English Language there are two examinations with equally weighted sections for reading and writing. Spelling, punctuation and grammar are worth 20% of the qualification so accuracy and skill in these areas is important.

**Paper 1: Explorations in Creative Reading and Writing**

- ❖ Written exam: 1 hour 45 minutes
- ❖ 80 marks
- ❖ 50% of GCSE

**Section A Reading (40 marks - 25% of GCSE)**

An extract from a fiction text for analysis

- ❖ 1 short form question (1 x 4 marks)
- ❖ 2 longer form questions (2 x 8 marks)
- ❖ 1 extended question (1 x 20 marks)

**Section B Writing (40 marks - 25% of GCSE)**

Descriptive or narrative writing

- ❖ 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Paper 2: Writers' Viewpoint and Perspectives**

- ❖ Written exam: 1 hour 45 minutes
- ❖ 80 marks
- ❖ 50% of GCSE

**Section A Reading (40 marks - 25% of GCSE)**

One non-fiction text and one literary non-fiction text for analysis (texts are linked)

- ❖ 1 short form questions (1 x 4 marks)
- ❖ 2 longer form questions (1 x 8, 1 x 12 marks)
- ❖ 1 extended question (1 x 16 marks)

**Section B Writing (40 marks - 25% of GCSE)**

Writing to present a viewpoint

- ❖ 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Spoken language is still an important element of English but it is no longer assessed as part of the GCSE. It is a requirement of the exam board that all pupils complete the speaking task and video evidence must be provided. Students will receive a separate certificate for their achievement in speaking.

The tasks will involve:

- ❖ Presenting ideas and viewpoints
- ❖ Responding to questions and feedback
- ❖ Use of Standard English

**Other resources**

Pupils will find it useful to have access at home to a dictionary, a thesaurus or an electronic spellchecker.

**EXAM BOARD: AQA 8702**

All pupils will study for two GCSEs in English: English Language and English Literature. For English Literature there are two examinations. Accuracy and skill in spelling, punctuation and grammar is rewarded, albeit in a minor way.

**Paper 1: Shakespeare and the 19th century novel (64 marks - 40% of GCSE)**

❖ Written exam: 1 hour 45 minutes

**Section A Shakespeare:**

Pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th Century novel:**

Pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Paper 2: Modern texts and poetry (96 marks - 60% of GCSE)**

❖ Written exam: 2 hour 15 minutes

**Section A Modern Texts:**

Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:**

Pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen Poetry:**

Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**◆ Texts**

Pupils will need to purchase copies of some of the texts they will study for their course in order for them to annotate and make revision notes for their examinations.

**◆ Other resources**

Pupils will find it useful to have access at home to a dictionary, a thesaurus or an electronic spellchecker.



**◆ Major topics**

- ❖ Number
- ❖ Algebra
- ❖ Geometry and Measures
- ❖ Probability and Statistics
- ❖ Ratio, Proportion and Rates of Change

**◆ Key skills being developed in Year 10**

- ❖ Indices, manipulating algebraic expressions, solving equations and sequences
- ❖ Calculating with fractions, decimals and percentages
- ❖ Probability
- ❖ Ratio and proportion
- ❖ Calculating area and perimeter of quadrilaterals, compound shapes and circles
- ❖ Collecting data, displaying data, interpreting data

**◆ Key skills being developed in Year 11**

- ❖ Understanding of rational/irrational numbers
- ❖ Solving simultaneous equations, quadratics and volume
- ❖ More complex probability including with Venn diagrams
- ❖ Direct and inverse proportion
- ❖ Trigonometry
- ❖ Vectors
- ❖ Modelling and transformation of functions
- ❖ Circle theorems
- ❖ Solving inequalities and writing formulae
- ❖ Revision and exam technique

**◆ Text books available to pupils**

- ❖ Maths for AQA GCSE by Tony Banks and David Alcorn, Causeway Press Ltd ISBN: 1-902796-25-X.
- ❖ Oxford AQA GCSE maths foundation ISBN:978-0-19-835165-1-8
- ❖ Oxford AQA GCSE maths higher ISBN:978-0-19-835166-5
- ❖ AQA Modular GCSE Foundation, ISBN: 1-405-81850-6
- ❖ AQA GCSE Mathematics for middle sets, ISBN: 978 1 408232 828
- ❖ AQA Functional Mathematics Level 1 and Level 2, ISBN: 978 1 408260 00 5
- ❖ A homework book may be issued by the teacher

**◆ Equipment pupils will need**

- ❖ Scientific calculator
- ❖ Any revision book which they can annotate
- ❖ Ruler
- ❖ Protractor
- ❖ Compasses
- ❖ Pens, Pencils and Rubber

**◆ Useful Websites**

- ❖ [www.mymaths.co.uk](http://www.mymaths.co.uk) - (individual logins will be provided for on-line homework)
- ❖ [www.emaths.co.uk](http://www.emaths.co.uk)
- ❖ [www.counon.org](http://www.counon.org)
- ❖ [www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)
- ❖ [www.projectgcse.co.uk](http://www.projectgcse.co.uk)
- ❖ [www.coolmath4kids.com](http://www.coolmath4kids.com)
- ❖ [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- ❖ [www.mathscareers.org.uk](http://www.mathscareers.org.uk)
- ❖ [www.desmos.com](http://www.desmos.com)
- ❖ [www.mrbartonmaths.com](http://www.mrbartonmaths.com)
- ❖ [www.geogebra.com](http://www.geogebra.com)
- ❖ [www.corbettmaths.com](http://www.corbettmaths.com)
- ❖ [www.transum.org](http://www.transum.org)

**GCSE AQA Biology, Chemistry and Physics****◆ Assessment**

- ❖ 100% Written examinations

**Units studied**

**Unit 1 - Biology 2**

**Unit 2 - Chemistry 2**

**Unit 3 - Physics 2**

**◆ Key skills being developed**

- ❖ Working scientifically i.e. planning, evaluating, decision making, analysis obtaining data, communication of ideas and observations, relevant use of scientific and technical vocabulary.
- ❖ Literacy and numeracy.
- ❖ ICT.
- ❖ Revision skills

**◆ Text books/programs available to pupils in lessons only**

- ❖ GCSE Science 9-1 - AQA GCSE Biology 9-1 Student Book. ISBN: 9780008158750.
- ❖ GCSE Science 9-1 - AQA GCSE Chemistry 9-1 Student Book. ISBN: 9780008158767.
- ❖ GCSE Science 9-1 - AQA GCSE Physics 9-1 Student Book. ISBN: 9780008158774.
- ❖ **NOTE** - digital copies of these textbooks are also available from the website below.

**◆ Website**

- ❖ <https://connect.collins.co.uk>

**◆ Revision materials**

- ❖ Grade 9-1 GCSE Biology AQA Complete Revision. ISBN: 978 1 78294 556 7.
- ❖ Grade 9-1 GCSE Chemistry AQA Complete Revision. ISBN: 978 1 78294 557 4.
- ❖ Grade 9-1 GCSE Physics AQA Complete Revision. ISBN: 978 1 78294 558 1.
- ❖ 9-1 GCSE Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

**GCSE AQA Combined Science: Trilogy**♦ **Assessment**

- ❖ 100% Written examinations

**Units studied**

**Unit 1 - Biology 2**

**Unit 2 - Chemistry 2**

**Unit 3 - Physics 2**

♦ **Key skills being developed**

- ❖ Working scientifically i.e. planning, evaluating, decision making, analysis obtaining data, communication of ideas and observations, relevant use of scientific and technical vocabulary.
- ❖ Revision skills
- ❖ ICT
- ❖ Literacy and numeracy

♦ **Text books/programs available to pupils in lessons only**

- ❖ AQA GCSE (9 - 1) Biology for Combined Science: Trilogy. ISBN: 978 000817 504 7
- ❖ AQA GCSE (9 - 1) Chemistry for Combined Science: Trilogy. ISBN: 978 000817 505 4
- ❖ AQA GCSE (9 - 1) Physics for Combined Science: Trilogy. ISBN: 978 000817 506 1
- ❖ **NOTE** - digital copies of these textbooks are also available from the website below.

♦ **Website**

- ❖ <https://connect.collins.co.uk>

♦ **Revision guide**

- ❖ Grade 9 - 1 GCSE Combined Science: Biology AQA Complete Revision. ISBN: 978 1 78294 586 4
- ❖ Grade 9 - 1 GCSE Combined Science: Chemistry AQA Complete Revision. ISBN: 978 1 78294 557 4.
- ❖ Grade 9 - 1 GCSE Combined Science: Physics AQA Complete Revision. ISBN: 978 1 78294 588 8
- ❖ 9-1 GCSE Combined Science: Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science: Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science: Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

**GCSE AQA Biology, Chemistry and Physics****◆ Assessment**

- ❖ 100% Written examinations

**Units Studied**

**Unit 1 - Biology 3**

**Unit 2 - Chemistry 3**

**Unit 3 - Physics 3**

**◆ Key skills being developed**

- ❖ Working scientifically i.e. planning, evaluating, decision making, analysis obtaining data, communication of ideas and observations, relevant use of scientific and technical vocabulary.
- ❖ Literacy and numeracy.
- ❖ ICT.
- ❖ Revision skills.

**◆ Text books**

- ❖ GCSE Science 9-1 - AQA GCSE Biology 9-1 Student Book. ISBN: 9780008158750.
- ❖ GCSE Science 9-1 - AQA GCSE Chemistry 9-1 Student Book. ISBN: 9780008158767.
- ❖ GCSE Science 9-1 - AQA GCSE Physics 9-1 Student Book. ISBN: 9780008158774.
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**◆ Website**

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**◆ Revision guides**

- ❖ Grade 9-1 GCSE Biology AQA Complete Revision. ISBN: 978 1 78294 583 3.
- ❖ Grade 9-1 GCSE Chemistry AQA Complete Revision. ISBN: 978 1 78294 584 0.
- ❖ Grade 9-1 GCSE Physics AQA Complete Revision. ISBN: 978 1 78294 585 7.
- ❖ 9-1 GCSE Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

**GCSE AQA Combined Science: Trilogy**♦ **Assessment**

- ❖ 100% Written examinations

**Units studied**

**Unit 1 - Biology**

**Unit 2 - Chemistry**

**Unit 3 - Physics**

♦ **Key skills being developed**

- ❖ Working scientifically i.e. planning, evaluating, decision making, analysis obtaining data, communication of ideas and observations, relevant use of scientific and technical vocabulary.
- ❖ Literacy and numeracy.
- ❖ ICT.
- ❖ Revision skills.

♦ **Text books**

- ❖ AQA GCSE (9-1) Biology for Combined Science: Trilogy. ISBN: 9780008175047.
- ❖ AQA GCSE (9-1) Chemistry for Combined Science: Trilogy. ISBN: 9780008175054.
- ❖ AQA GCSE (9-1) Physics for Combined Science: Trilogy. ISBN: 9780008175061.
- ❖ **NOTE** - digital copies of these textbooks are also available from the website below.

♦ **Website**

- ❖ <https://connect.collins.co.uk>

♦ **Revision materials**

- ❖ Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition – Higher. ISBN: 978 1 78294 559 9.
- ❖ Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition – Foundation. ISBN: 978 1 78294 560 4.
- ❖ 9-1 GCSE Combined Science: Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science: Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science: Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach appropriate in demand with the other titles such as Textiles, Photography and Fine Art.

◆ **Major topics**

- ❖ Drawing and recording from first hand observations. Traditional and expressive mark making
- ❖ Refining drawing skills and introducing new media and new challenge.
- ❖ Natural form and surfaces and approaches to recording and printing.
- ❖ Developing drawing, painting and printing skills and building the personal portfolio, exploring contrasting surface pattern and texture.
- ❖ Year 10 incorporates workshops in developing and refining recording and media experimentation, building into more sustained and personal projects.
- ❖ Year 11 will begin with the development of a more personal unit of work based on the theme "Identity". This coursework unit will lead into a more personal and independent study using a wide range of skills and the refinement of techniques from previous practice. This will encourage the interpretation of the themes used by the exam board and support students understanding further.

◆ **Key skills being developed**

- ❖ Sketchbook work
- ❖ Idea development
- ❖ Experimentation
- ❖ Technical skills in chosen media
- ❖ On this course there is the opportunity for some students to explore photography both digitally and in the dark room. Access to a digital camera would be an advantage, however a mobile phone with an advanced camera will often record a confident range of compositions.
- ❖ Drawing skills from primary and secondary sources
- ❖ Artist research and analysis

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ Sketch books A4/A3 130gsm
- ❖ Pencils 2H, HB, 2B, 4B
- ❖ Quality pencil crayons (24)
- ❖ Pens
- ❖ Biro
- ❖ Acrylic paints }
- ❖ Oil pastels } available to order from the Art department at
- ❖ Conté crayons/charcoal } greatly reduced rates.
- ❖ A1 portfolio }
- ❖ Books on any artist relevant to individual studies
- ❖ Digital camera (optional)

**♦ Major topics**

- ❖ Structures and surfaces project
- ❖ Identity project
- ❖ Sketchbook management
- ❖ Artist study and research

**♦ Key skills being developed**

- ❖ Sewing machine basics including free machining
- ❖ Drawing skills
- ❖ Painting
- ❖ Collage
- ❖ Felting
- ❖ Hand embroidery
- ❖ CAD/CAM sublimation
- ❖ Weaving
- ❖ Printing
- ❖ Batik

**♦ Text books available to pupils in lessons only**

- ❖ No set books. Students make use of a number of books (one copy in school) for reference and use school library for research.

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Needlework magazine – or similar
- ❖ Computer with draw programmes and Word etc.
- ❖ Internet access
- ❖ Sewing machine
- ❖ Fabric off-cuts, threads, beads, buttons, ribbon, lace
- ❖ Textile tools, eg cutting out shears, pins, needles, tape measure, embroidery scissors
- ❖ Websites for Textiles:

<a href="http://www.economatics.co.uk/education">www.economatics.co.uk/education</a>	<a href="http://www.ellemag.com">www.ellemag.com</a>
<a href="http://www.husquvarna-sewing.co.uk">www.husquvarna-sewing.co.uk</a>	<a href="http://www.levi.com">www.levi.com</a>
<a href="http://www.houseoftravel.com/clothing.htm">www.houseoftravel.com/clothing.htm</a>	<a href="http://www.plane.treebok.com">www.plane.treebok.com</a>
<a href="http://www.vam.ac.uk">www.vam.ac.uk</a> (Victoria and Albert Museum)	<a href="http://www.paulsmith.co.uk">www.paulsmith.co.uk</a>
<a href="http://www.principles.co.uk">www.principles.co.uk</a>	<a href="http://www.texti.org">www.texti.org</a>
<a href="http://www.arkadia.co.uk">www.arkadia.co.uk</a>	<a href="http://www.gap.co.uk">www.gap.co.uk</a>
<a href="http://www.freemans.com">www.freemans.com</a>	<a href="http://www.woolmark.com">www.woolmark.com</a>
<a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a>	<a href="http://www.interlog.com/">www.interlog.com/</a>
<a href="http://www.design.-council.org.uk/">www.design.-council.org.uk/</a>	<a href="http://www.designandtech.com">www.designandtech.com</a>

- ◆ **Aims and learning outcomes should encourage students to:**
  - ❖ Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
  - ❖ Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
  - ❖ Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
  - ❖ Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
  - ❖ Use an enquiring, critical approach to make informed judgements.
  - ❖ Investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business.
  - ❖ Develop and apply quantitative skills relevant to business, including using and interpreting data.

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>		<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>

- ◆ **Key Skills:**

**Calculations in a business context, including:**

  - ❖ Percentages and percentage changes
  - ❖ Averages
  - ❖ Revenue, costs and profit
  - ❖ Gross profit margin and net profit margin ratios
  - ❖ Average rate of return
  - ❖ Cash flow forecasts, including total costs, total revenue and net cash flow.

**Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:**

  - ❖ Information from graphs and charts
  - ❖ Profitability ratios (gross & net profit margins)
  - ❖ Financial data, including profit and loss, average rate of return and cash flow forecasts
  - ❖ Marketing data, including market research data
  - ❖ Market data, including market share, changes in costs and changes in prices.
  
- ◆ **Textbooks:**
  - ❖ AQA GCSE (9-1) Business by Malcolm Surridge & Andrew Gillespie (Hodder Education) ISBN: 9781471899386
  - ❖ CPG GCSE AQA Business (for grades 9-1 course) **The Revision Guide** ISBN: 9781782946892
  - ❖ CPG GCSE AQA Business (for grades 9-1 course) **Exam Practice Workbook** ISBN 9781782946922



**◆ Major topics**

- ❖ Reproduction
- ❖ Roles and responsibilities of parenthood
- ❖ Antenatal care and preparation for birth
- ❖ Postnatal provision
- ❖ Conditions for development
- ❖ Equipment and nutritional needs of children
- ❖ One or two nights caring for our virtual baby

**◆ Key skills being developed**

- ❖ Comprehension
- ❖ Analysis
- ❖ Investigation
- ❖ Interpretation
- ❖ Decision making
- ❖ Organisation
- ❖ Problem solving
- ❖ Discrimination
- ❖ Communication
- ❖ Evaluation

**◆ Text books available to pupils in lessons only**

- ❖ Cambridge National Child Development, ISBN: 978-1-471-89975-1
- ❖ Child Care and Development by Pamela Minett, ISBN: 0-7195-8610-0
- ❖ Examining Child Development by Dorothy Baldwin, ISBN: 0-435-42059-3
- ❖ Child Development by Brennand, Fairclough, Hall, Nicholson, Rees, ISBN: 0-340-78272-2

**◆ Books/resources pupils might find it useful to have access to at home**

- ❖ My Revision Notes: Cambridge National Level 1/2 Child Development by Miranda Walker ISBN 978-1-510-43691 available to purchase through school
- ❖ Computer with programme for questionnaire, database, word-processing and internet
- ❖ Child Development by Brennand, Fairclough, Hall, Nicholson, Rees
- ❖ Product catalogues for baby care products, clothing, toys, children's books, baby food

**◆ Websites**

[www.mothercare.co.uk](http://www.mothercare.co.uk)  
[www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)  
[www.babyworld.co.uk](http://www.babyworld.co.uk)  
[www.britax.co.uk](http://www.britax.co.uk)  
[www.boots.com](http://www.boots.com)  
[www.fisher-price.com](http://www.fisher-price.com)

**◆ Major topics**

- ❖ Childhood illnesses
- ❖ Childhood safety
- ❖ Intellectual, social and emotional development
- ❖ The benefits of learning through play
- ❖ Planning and evaluating play activities

**◆ Key skills being developed**

- ❖ Comprehension
- ❖ Analysis
- ❖ Investigation
- ❖ Interpretation
- ❖ Decision making
- ❖ Organisation
- ❖ Problem solving
- ❖ Discrimination
- ❖ Communication
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- ❖ Product catalogues for baby care products, clothing, toys, children's books, baby food

**◆ Websites**

- [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)
- [www.rospa.com](http://www.rospa.com)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.capt.org.uk](http://www.capt.org.uk)
- [www.boots.com](http://www.boots.com)
- [www.fisher-price.com](http://www.fisher-price.com)

**◆ Major topics**

- ❖ Who am I?
- ❖ Daily life
- ❖ Cultural life
- ❖ Town, region, country
- ❖ Holidays
- ❖ Travel and tourist transactions
- ❖ School
- ❖ World of work
- ❖ International and global dimension (environment, citizenship and volunteering)

**◆ Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Developing more advanced expression in written and spoken French
- ❖ Reading and listening comprehension (including using authentic materials)
- ❖ Knowledge and understanding of grammar (past, present, future and conditional tense verbs)
- ❖ Translation from and into French
- ❖ Awareness of GCSE success criteria
- ❖ Exam skills
- ❖ Cultural knowledge

**◆ Text books available to pupils in lessons only**

- ❖ Studio Edexcel GCSE French Higher Student Book, ISBN: 978 1 2921783 6

**◆ Books/resources pupils might find it useful to have access to at home**

- ❖ Revise Edexcel GCSE (9-1) French Revision Guide and Revision Workbook (both available from school at a discounted rate)

- ◆ **Major topics**
- ◆ **Year 10**
  - ❖ UK Physical Landscapes
  - ❖ Resource management
  - ❖ Ecosystems, Biodiversity and Management
  - ❖ Changing Cities
  - ❖ Fieldwork: Human and Physical Fieldwork
- ◆ **Year 11**
  - ❖ Weather Hazards and Climate Change
  - ❖ Global Development
  - ❖ UK Challenges
- ◆ **Key skills being developed**
  - ❖ Communication of ideas
  - ❖ Graphical skills
  - ❖ Cartographic
  - ❖ Fieldwork skills
  - ❖ Statistical and mathematical
  - ❖ Investigative
  - ❖ Independence
  - ❖ Independent learning
  - ❖ Literacy
  - ❖ ICT
- ◆ **Text books available to pupils in lessons only**
  - ❖ GCSE Geography 9 - 1 Pearson (Edexcel) ISBN: tbc
  - ❖ Wider World by D. Waugh, ISBN: 0174343094
  - ❖ Key Geography for GCSE by D. Waugh, ISBN: 0748716718
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ Atlas
  - ❖ Google Earth
  - ❖ Local O.S. Map
  - ❖ Geographical dictionary
  - ❖ Newspapers and magazines
  - ❖ Geography programmes on TV and films relevant to the topic
  - ❖ Events on the news that are relevant e.g. weather hazards, geopolitical issues

**Year 10****♦ Paper 2: Period study and British depth study - Anglo-Saxon and Norman England, c1060 - c1088****Topic 1: British Depth Study: Anglo-Saxon and Norman England, c1060-88**

- ❖ The Norman Invasion and the Battle of Hastings
- ❖ Rebellions including Hereward the Wake
- ❖ Feudal systems
- ❖ The Domesday Book

**Topic 2: Period study - The Cold War 1945 - 1991**

- ❖ Why did the Cold War develop?
- ❖ Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957 - 1969
- ❖ Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

**Year 11****♦ Paper 1: Crime, Punishment and policing c1000-present day:**

- ❖ Anglo-Saxon and Norman Crime, Punishment and Policing
- ❖ Medieval and Early Modern Crime, Punishment and Policing
- ❖ Modern Day Crime, Punishment and Policing

**♦ Paper 3: Modern depth study - Weimar and Nazi Germany**

- ❖ Defeat in WW1 and the Weimar republic 1918 - 1933
- ❖ Hitler and the Growth of the Nazi Party 1918 - 1933
- ❖ The Nazi Dictatorship including the Terror State 1933 - 1939
- ❖ Nazi Domestic policies including the persecution of the Jews 1933 - 1939

**♦ Key skills being developed**

- ❖ Sense of chronology
- ❖ Causation
- ❖ Use of evidence
- ❖ Significance
- ❖ Change and continuity
- ❖ Organisation of material

**♦ Text books issued to pupils**

Crime & Punishment Through Time, C1000 - Present, Student Book (Edexcel GCSE History 9 –1) by Trevor Sharkey & Victoria Payne

Edexcel GCSE (9-1) History Weimar and Nazi Germany, 1918 - 1939 by John Child

Edexcel GCSE (9-1) History Superpower Relations and the Cold War, 1941 - 91 by

Christopher Catherwood & Nigel Kelly

Edexcel GCSE (9-1) History Anglo-Saxon and Norman England, c1060 -1088 by Rob Bircher

- ◆ **Major Topics**
- ◆ **Paper 1 - Computer Systems (Exam 50%, 1hr 30mins)**
  - ❖ Systems architecture
  - ❖ Memory
  - ❖ Storage
  - ❖ Wired and wireless networks
  - ❖ Network topologies, protocols and layers
  - ❖ System security
  - ❖ System software
  - ❖ Ethical, legal, cultural and environmental concerns
- ◆ **Paper 2 - Computational thinking, algorithms and programming (Exam 50%, 1hr 30mins)**
  - ❖ Algorithms
  - ❖ Programming techniques
  - ❖ Producing robust programs
  - ❖ Computational logic
  - ❖ Translators and facilities of language
  - ❖ Data representation
- ◆ **NEA Programming project**
  - ❖ Programming techniques
  - ❖ Analysis
  - ❖ Design
  - ❖ Development
  - ❖ Testing and evaluation and conclusion
- ◆ **Book/resources pupils might find useful to have access to at home**
  - ❖ A computer/laptop with access to the internet
  - ❖ Microsoft Office (available online through Office 365/school account)
  - ❖ Python IDLE (Version 3) installed on a computer/laptop
  - ❖ CGP GCSE OCR Computer Science (9-1 course) Complete Revision & Practice (Purple)

**◆ Major Topics**

- ❖ My life
- ❖ School
- ❖ Leisure
- ❖ Media
- ❖ Where I live
- ❖ Holidays
- ❖ Food and drink
- ❖ Lifestyle
- ❖ World of work

**◆ Skills covered**

- ❖ Listening
- ❖ Speaking
- ❖ Reading
- ❖ Writing in simplified Chinese characters
- ❖ Translation from and into Chinese
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Awareness of GCSE success criteria
- ❖ Exams skills
- ❖ Cultural and general knowledge

**◆ Textbooks available to pupils in lessons only**

Edexcel GCSE Chinese (9-1) – ISBN 9781 2922 10841

GCSE Media develops students' existing extra-curricular interest and combines it with English-based skills, whilst teaching them new terminology and skills to encode and decode media texts. It encourages the growth of critical thinking, looking beyond the face value of the media into more secretive aspects such as media ownership, audience manipulation and the reinforcement of stereotypes.

◆ **Major topics**

- ❖ Introduction to the core ideas: media language, representation, institution and audience
- ❖ Reading still and moving images
- ❖ Print advertising and marketing (including film posters)
- ❖ Magazines
- ❖ Music videos
- ❖ The representation of race, gender and issues
- ❖ Changes in media conventions over time
- ❖ Defining and meeting the needs of audiences
- ❖ Media-related critical theory
- ❖ Practical production (individual) of a music video or a film promotional package.

◆ **Key skills**

- ❖ Close textual analysis (*reading* both still and moving texts)
- ❖ Broadening terminology
- ❖ Working in group situations
- ❖ Being able to pick out text and genre conventions
- ❖ The ownership of the media
- ❖ Marketing to an audience

◆ **Assessment**

- ❖ Half termly formal assessments, set and marked according to the exam specification
- ❖ Fortnightly marked pieces looking at different, developing skill areas
- ❖ Practical production work (contributes 30% of overall mark)

◆ **Pupils selecting this option should**

- ❖ Have a keen interest in some kind of media text (*not* social media)
- ❖ Have access to good quality home internet
- ❖ Have access to on-demand television such as Netflix or Now (desirable)
- ❖ Be prepared to watch, listen to or read media texts they would not normally consume
- ❖ Be able to work in groups
- ❖ Have reasonable school attendance or
- ❖ Be prepared to catch-up on missed lessons



GCSE Media develops students' existing extra-curricular interest and combines it with English-based skills, whilst teaching them new terminology and skills to encode and decode media texts. It encourages the growth of critical thinking, looking beyond the face value of the media into more secretive aspects such as media ownership, audience manipulation and the reinforcement of stereotypes. In Year 11 pupils also develop a range of practical media skills.

◆ **Major topics**

- ❖ Reading still and moving images
- ❖ Television sitcom
- ❖ Radio and Video Games audience and industry
- ❖ Newspapers
- ❖ Online and participatory media
- ❖ The representation of race, gender and issues
- ❖ Changes in media conventions over time
- ❖ Defining and meeting the needs of audiences
- ❖ Exam revision and preparation

◆ **Key skills**

- ❖ Close textual analysis (*reading* both still and moving texts)
- ❖ Broadening terminology
- ❖ Working in group situations
- ❖ Being able to pick out text and genre conventions
- ❖ The ownership of the media
- ❖ Marketing to an audience
- ❖ Recognising and challenging stereotypes

◆ **Assessment**

- ❖ Half termly formal assessments, set and marked according to the exam specification
- ❖ Interim marked pieces looking at different, developing skill areas
- ❖ Mock examination in December (based on topics covered up to that point)

◆ **Pupils selecting this option should**

- ❖ Have a keen interest in some kind of media text (*not* social media)
- ❖ Have access to good quality home internet
- ❖ Have access to on-demand television such as Netflix or Now (desirable)
- ❖ Be prepared to watch, listen to or read media texts they would not normally consume
- ❖ Be able to work with others
- ❖ Be able to meet deadlines
- ❖ Have reasonable school attendance or
- ❖ Be prepared to catch-up on missed lessons/attend intervention or revision sessions

**SUBJECT: Music (GCSE)****YEAR: 10**

- ◆ **Major topics**
  - ❖ Listening with increasing maturity to a wide range of music associated with the four areas of study: Instrumental Music 1700 - 1820; Vocal Music; Music for Stage and Screen and Fusions.
  - ❖ Performing – solo and ensemble: Performing on an instrument at approx. Grade 4 ABRSM Standard.
  - ❖ Composing – coursework: Two original compositions. One is a free choice and the other to a written brief from Edexcel.
- ◆ **Key skills being developed**
  - ❖ Instrumental and vocal skills
  - ❖ Composing
  - ❖ Listening and appraising
  - ❖ Ensemble music making
  - ❖ Improving musical literacy through theory work
  - ❖ Aural perception
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ Instruments (their own) - regular practise essential and lessons on your instrument.
  - ❖ Keyboard
  - ❖ Computer software suitable for research – internet access
  - ❖ Notation software for composition
  - ❖ Edexcel GCSE Music Study Guide 2016 by Paul Terry. ISBN 9781785581663
  - ❖ Edexcel GCSE Music Revision Guide 2016 by Paul Terry. ISBN: 9781785581687
  - ❖ Step up to Music GCSE by Paul Terry. ISBN 9781785581755
  - ❖ Edexcel GCSE (9 - 1) Music Student book by John Arkell & Jonny Martin - ISBN 978 129212 314 1
  - ❖ Edexcel GCSE (9 - 1) Anthology of Music - edited by Julia Winterson - ISBN 978 129211 838 3

**SUBJECT: Music (GCSE)****YEAR: 11**

- ◆ **Major topics**
  - ❖ Continuation of Year 10 work with more focus on the exam
  - ❖ Compositions – two to complete by March
  - ❖ Performing – solo and ensemble performances recorded by March.
- ◆ **Key skills being developed**
  - ❖ Instrumental and vocal skills
  - ❖ Composing
  - ❖ Listening and appraising
  - ❖ Ensemble music making
  - ❖ Improving musical literacy through theory work
- ◆ **Books/resources pupils might find it useful to have access to at home**
  - ❖ Instruments (their own) - regular practise essential and continued lessons.
  - ❖ Keyboard
  - ❖ Computer software suitable for research – internet access
  - ❖ Edexcel GCSE Music by John Arkell & Jonny Martin - ISBN 978 8 46904 035 (Edition Peters)
  - ❖ Edexcel GCSE Anthology of Music - edited by Julia Winterson - ISBN 978 1 84690 405 9 (Edition Peters)
  - ❖ GCSE Music Edexcel Areas of Study Revision Guide - ISBN 978 1 84762 372 0

## **SUBJECT: Personal, Social, Health & Economic Education**

**(P.S.H.E.E.)**

**YEAR: 10**

### ♦ **Major topics** (Taught through tutor time, assemblies and impact days)

- ❖ Post-16 education, training, colleges and apprenticeships
- ❖ Preparation for mock and G.C.S.E. examinations– Revision
- ❖ Stress and how to cope with it—Mental health
- ❖ British values
- ❖ Interview preparation
- ❖ Drugs education
- ❖ Relationships (RSE) & LGBTQ+
- ❖ Esafety
- ❖ Road safety
- ❖ Careers Day & employer talks.
- ❖ Financial literacy
- ❖ Growth mind set
- ❖ Toward success
- ❖ World of work and work experience preparation
- ❖ Target setting & reflection

The P.S.H.E.E. curriculum in Year 10 and 11 will involve at times consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing.

### ♦ **Key skills being developed**

- ❖ Knowledge, understanding and development of oneself
- ❖ Understanding the post-16 world, and how one fits into the wider world
- ❖ Ability to do exams, survive the experience and achieve one's potential
- ❖ Better understanding of conflict resolution in relationships.

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

◆ **Major topics**

- ❖ Composing and recording from first hand observations.
- ❖ Building photographic skills, knowledge and understanding and introducing new techniques and new challenges.
- ❖ Studio and location photography and approaches to using light
- ❖ Developing photographic skills and building the personal portfolio.
- ❖ Independent/personal ideas will be explored and informed by critical analysis of other photographers' work.
- ❖ Year 10 will begin by exploring different techniques to produce photographic images including pinhole cameras, photograms and 35mm traditional cameras and the dark room. The skills and knowledge will be refined through exploring the digital camera and manipulation software. This will lead to a range of thematic responses from topics such as "Sense of Place", "Close Up" and "Surfaces"
- ❖ Year 11 will build upon and refine their skills leading into a more personal and independent study.

◆ **Key skills being developed**

- ❖ Sketchbook work
- ❖ Idea development
- ❖ Experimentation
- ❖ Students will explore and develop technical skills in traditional and digital photography. Access to a 35mm SLR manual camera would be an advantage but not necessary. A digital camera is essential.
- ❖ Artist research and analysis

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ Sketchbooks A4/A3 130gsm
- ❖ 35mm SLR camera (optional)
- ❖ **Digital SLR or other digital camera (essential)**
- ❖ Memory stick
- ❖ Photographic film and paper - available to order from the Art department at a reduced rate
- ❖ Image manipulation software - students who do not have software at home will need to attend at lunchtime to complete homework tasks

**Course Content:**

This course will give students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Students will be assessed as a performer in three sports. It will appeal to individuals who:

- ❖ have a keen interest in sport and exercise science
- ❖ take part in sport/recreation outside class time
- ❖ want to know more about the benefits of sport and exercise
- ❖ are considering a sports-related career or an A Level/higher education course in PE

**Skills the course will develop:**

Students will:

- ❖ develop their knowledge and understanding of the body and how it reacts to sport
- ❖ develop practical skills in a range of physical activities
- ❖ examine the effects of exercise and how training can improve performance
- ❖ identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- ❖ appreciate the benefits of promoting 'sport for all'

**Assessment Information:**

The course is assessed over four components:

**Component 1:** This is externally assessed through a written examination paper of 1 hour and 45 minutes.

This will contribute a maximum of 36% towards the total marks. The paper is broken down into four areas:

- ❖ Topic 1: Applied anatomy and physiology
- ❖ Topic 2: Movement analysis
- ❖ Topic 3: Physical training
- ❖ Topic 4: Use of data

**Component 2:** This is externally assessed through a written examination paper of 1 hour and 15 minutes. This will contribute a maximum of 24% towards the final marks. The paper is broken down into four areas:

- ❖ Topic 1: Health, fitness and well-being
- ❖ Topic 2: Sport psychology
- ❖ Topic 3: Socio-cultural influences
- ❖ Topic 4: Use of data

**Component 3:** This requires practical performance in three different sports. This will contribute a maximum of 30% towards the final marks.

- ❖ One must be a team sport.
- ❖ One must be an individual sport.
- ❖ The final one is a free choice. Please ask your teacher for a list of accepted sports.

**Component 4:** This is a Personal Exercise Programme and is 10% of the final marks.

**Career/Life Skills/Value of Subject:**

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, the fitness industry, the armed forces and the Civil Service.

**♦ Major topics**

- ❖ Fitness and body systems
- ❖ Health and performance
- ❖ Practical performance
- ❖ Personal exercise programme

**♦ Key skills being developed**

Knowledge and understanding of :-

- ❖ Physical activity in relation to a healthy active lifestyle, looking at influences on involvement, fitness, training and diet.
- ❖ Know and understanding of the body systems and structures and how they are developed through exercise.

**Text books issued to pupils**

- ❖ Edexcel GCSE Physical Education, ISBN: 978 0 19 837021 5

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Revision guides e.g. Pearson GCSE PE Revision Guide
- ❖ Any Edexcel PE text book
- ❖ Internet; PE websites - GCSE Bitesize, etc.
- ❖ Seneca

All Year 10 students follow a GCSE Full course in Religious Studies AQA specification A 8062.

**Specification at a glance**

This qualification is linear. Linear means that students will sit all their exams at the end of the course in Year 11

**Subject content:**

Component 1: The study of religions: beliefs, teachings and practices  
Including Christianity and Islam.

Component 2: Thematic studies .

The Religious, philosophical and ethical studies themes are:

Theme A: Relationships and families. (taught in Year 9)

Theme B: Religion and life.

Theme C: Existence of God.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

**Assessments:****What's assessed:**

1 paper on The study of religions: beliefs, teachings and practices

1 paper on Religious, philosophical and ethical studies .

**How it's assessed;**

All written exam: 1 hour 45 minutes x2

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) x2

**Questions**

Each question has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each question is marked out of 24.

**In Route A students must answer questions on two specified religions in Component 1A and four from six religious, philosophical and ethical studies themes in Component 2A.**

***Resources:***

A lot of information and support is on Office 365

<http://www.bbc.co.uk/religion/religions/>

<https://www.senecalearning.com/>

A good textbook is AQA Gcse 9-1 Religious studies by Hodder Education Lesley Parry

A good revision guide is CGP GCSE AQA A Religious Studies

## **SUBJECT: Religious Education (GCSE)**

**YEAR: 11**

**In Year 11 pupils will consolidate their knowledge of the Full GCSE in Religious Studies AQA specification A 8062**

### **Specification at a glance**

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### **Subject content:**

Students must take assessments in the following two components in the same series:

Component 1: The study of religions: beliefs, teachings and practices

Component 2: Thematic studies

### **Assessments:**

**Component 1:** The study of religions: beliefs, teachings and practices

What's assessed:

Beliefs, teachings and practices of Christianity and Islam

**Component 2:** Thematic studies

**What's assessed:**

Four Religious, philosophical and ethical studies themes.

Theme A: Relationships and families.

Theme B: Religion and life.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

### **How it's assessed:**

Written exam: 1 hour 45 minutes

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) x2

No coursework

### **Questions:**

Each theme and religion paper has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme and religion is marked out of 24.

**In Route A students must answer questions on two specified religions in Component 1A , and four from six religious, philosophical and ethical studies themes in Component 2A.**

### **Resources:**

A lot of information and support is on Office 365

<http://www.bbc.co.uk/religion/religions/>

<https://www.senecalearning.com/>

A good revision guide is CGP GCSE AQA A Religious Studies



## **SUBJECT: Sociology (GCSE)**

**YEAR: 10**

Sociology is the study of how people create, organise and sustain their societies. It explores how human action both shapes and is shaped by, surrounding economic, social and cultural structures and processes. Through studying this subject new perspectives of social interaction and the world we live in will be revealed to you. You will learn about critical tools and explore possibilities for creating a better world.

### **Major topics**

- ❖ The Sociological approach
- ❖ Social structures, social processes and social issues
- ❖ Families
- ❖ Education
- ❖ Sociological research methods

### **Key skills being developed**

- ❖ Use sociological theories to understand social issues, debates, social changes and continuities over time
- ❖ Understand and evaluate sociological methodology and a range of research methods
- ❖ Use sociological terminology appropriately and make connections between the key areas of subject content.

## **SUBJECT: Sociology (GCSE)**

**YEAR: 11**

### **Major topics**

- ❖ Sociological theory
- ❖ Crime and deviance
- ❖ Social stratification
- ❖ Sociological research methods

### **Key skills being developed**

- ❖ Apply sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- ❖ Critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions
- ❖ Use and apply knowledge and understanding of how social structures and processes influence social control, power and inequality

### **Books/resources pupils might find it useful to have access to at home**

AQA GCSE (9-1) Sociology: ISBN 978-1-5104-0311-6

### **Assessment Details: Exam: 100%**

#### **Paper 1: The sociology of families and education (50%)**

Written exam: 1 hour 45 minutes, 100 marks

#### **Paper 2: The sociology of crime and deviance and social stratification (50%)**

Written exam: 1 hour 45 minutes, 100 marks

Weblink: <http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/introduction>

**♦ Major topics**

- ❖ Who am I?
- ❖ Daily life
- ❖ Cultural life
- ❖ Town, region, country
- ❖ Holidays
- ❖ Travel and tourist transactions
- ❖ School
- ❖ World of work
- ❖ International and global dimension (environment, citizenship and volunteering)

**♦ Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Developing more advanced expression in written and spoken Spanish
- ❖ Reading and listening comprehension (including using authentic materials)
- ❖ Knowledge and understanding of grammar (past, present, future and conditional tense verbs)
- ❖ Translation from and into Spanish
- ❖ Awareness of GCSE success criteria
- ❖ Exam skills
- ❖ Cultural knowledge

**♦ Text books available to pupils in lessons only**

- ❖ Viva Edexcel GCSE Spanish Higher Student Book, ISBN: 978 1 29211898 7

**♦ Books/resources pupils might find it useful to have access to at home**

- ❖ Revise Edexcel GCSE (9-1) Spanish Revision Guide and Revision Workbook (available from school at a discounted rate)

## **SUBJECT: Food Preparation & Nutrition GCSE (Eduqas WJEC) YEAR: 10 & 11**

### ◆ **Course details and areas of study:**

The Eduqas ( WJEC) GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

### ◆ **Major topics:**

Areas of content:

- ❖ Food commodities
- ❖ Principles of nutrition
- ❖ Diet and good health
- ❖ The science of food
- ❖ Where food comes from
- ❖ Cooking and food preparation

### ◆ **Key skills being developed:**

By studying GCSE Food Preparation and Nutrition you will:

- ❖ be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- ❖ develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- ❖ understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- ❖ understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- ❖ demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- ❖ understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### ◆ **Summary of assessment:**

**Component 1: 50%** are thorough assessment by written examination – **1 hour 45mins SUMMER OF YEAR 11 (2017/18)**

Section A - Questions based on stimulus materials

Section B – A range of questions to assess knowledge of food preparation/nutrition

**Component 2: 50%** Non Examination assessment: internally assessed, externally moderated - **IN YEAR 11 (2017/18)**

Assessment 1: The Food Investigation Assessment (15%)

Assessment 2 The Food Preparation Assessment (35%)

### ◆ **Text books are available to students in lessons only:**

Food Preparation and Nutrition - Illuminate Publishing by Clough-Halstead/Dowling/Ellis/Hill/Jones

### ◆ **Student revision guide:**

As soon as this is published it will be made available to the students to purchase

The Design and Technology GCSE will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

◆ **Students will**

- ❖ Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice.
- ❖ Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- ❖ Use imagination, experimentation and combine ideas when designing.
- ❖ Develop the skills to critique and refine their own ideas whilst designing and making.
- ❖ Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- ❖ Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- ❖ Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- ❖ Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- ❖ Consider the costs, commercial viability and marketing of products.
- ❖ Demonstrate safe working practices in design and technology.
- ❖ Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

◆ **Summary of assessment**

**Non-exam Element (NEA)** - 100 marks worth 50% of the GCSE

This is a substantial design and make task. Students will produce a prototype and a digital portfolio of evidence which covers core technical principles, specialist technical principles and designing and making principles.

**Exam sat at the end of Year 11** - 100 marks worth 50% of the GCSE

A range of questions which assesses students on their ability to:-

- ❖ Recall information.
- ❖ Draw together information from any of the three principles covered (core technical principles, specialist technical principles and designing and making principles).
- ❖ Apply their knowledge and understanding in practical and theoretical contexts.

◆ **Student revision guide**

- ❖ GCSE AQA Design & Technology – published by Co-ordination Group Publications Ltd. Students can purchase these from the school at a discounted price.

◆ **Text books and other reference books**

The department has a number of reference books that students can use within the lesson.

## **EDUCATION, WORK AND CAREERS**

At Reepham High School & College we work hard to try and make what we do as relevant as possible to the world of work. Within lessons teachers consciously attempt to develop the skills, knowledge and understanding that employers want. The timetable is regularly collapsed for “impact days” when pupils work together in groups to solve real world problems. All pupils have the opportunity to get involved in extra curricular enterprise activities.

Within this broad context every pupil also benefits from receiving high quality careers education. The intention is to enable our pupils to make informed choices and to develop their work related knowledge and skills. Careers education is delivered through:

- ❖ **Careers guidance interviews with Qualified Careers Adviser, Mrs Osborne**
- ❖ **Careers Fair for Years 9—13 in Reepham College Foyer with Reepham College, City College Norwich, Easton College, Apprenticeship providers, Armed Forces, Norfolk & Norwich University Hospital, the Police; and a diverse range of employers**
- ❖ **Year 7 Futures Day**
- ❖ **Year 8 visit to Norfolk Careers & Skills Festival**
- ❖ **Year 9 CV skills workshop; Speed networking events with employers**
- ❖ **Year 10 Employer Speaker mornings and Work Experience block**
- ❖ **Year 11 Careers Day**
- ❖ **PSHEE Careers Lessons**
- ❖ **Tutor time—online careers website**
- ❖ **Assemblies with education establishments and inspirational speakers.**
- ❖ **Lunchtime talks with employers**

### **Up to date careers information is available through**

- ❖ **Careers Office situated upstairs in Maths block**
- ❖ **Careers webpage on school website**
- ❖ **The careers noticeboard and careers corner in the Library**
- ❖ **Twitter @RHSCCareers**

### **If you seek further advice about careers guidance please contact**

- ❖ **Careers Adviser & work experience co-ordinator – Mrs S Osborne**

### **Useful web sites**

- ❖ **[www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/](http://www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/)**
- ❖ **National Careers Service—<https://nationalcareersservice.direct.gov.uk/>**
- ❖ **Find an Apprenticeship—<https://www.gov.uk/apply-apprenticeship>**
- ❖ **I can Be A ... - <https://www.icanbea.org.uk/>**

## **WHAT TO DO IF .....**

**Question** You are concerned about Jim's progress in Science?

**Answer** Contact his Science teacher.

**Question** Jane appears to be doing very little work at home?

**Answer** Contact her tutor.

**Question** Terry is struggling in Maths and you want to know how you can help?

**Answer** Write a note to his Maths teacher.

**Question** Helen doesn't understand her History coursework?

**Answer** Get her to see her History teacher immediately. Check that she does!

**A day's lost schooling can never be properly made up.**

**Please ensure your child comes to school unless**

**seriously ill.**