



WORKING TOGETHER AT KEY STAGE 4

CURRICULUM GUIDE:

- YEAR 10
- YEAR 11

Contents

- Key Contacts
- Introduction
- The Curriculum
- GCSE Assessment & Coursework Mapping
- Homework, Homework Timetable & Support
- Assessment and Reporting
- Coursework Procedures
- Handy Hints to Successful Learning
- Student Support
- Recommended Books and Support Material

Key Contacts

College number for all admin and first instance calling: 01276 683539

College number for reporting student absence: 01276 705502

Head of Windsor House: Miss S Blessett

Head of Mercia House: Mrs P Catchpole

Head of Lancaster House: Mr N Eaton

Assistant Headteacher responsible for student welfare: Mrs Amy Pople

Tutor teams:

Tutor Team	Staff	Tutor Bases 2016-2017	House	Colour	H of H
Year 10					
Mr A Meek	AME	T1	Mercia	Blue	Mrs Catchpole
Mrs L McCarthy-Wicks	LMC	P4	Mercia	Blue	Mrs Catchpole
Mr R Carnie	RCA	S1	Lancaster	Red	Mr Eaton
Mrs R El Kommos	REL	P10	Windsor	Green	Ms Blessett
Year 11					
Mr A Bromley	ABR	S9	Mercia	Blue	Mrs Catchpole
Miss D Nelson	DNE	P6	Windsor	Green	Ms Blessett
Mr D Vincent	DVI	S5	Lancaster	Red	Mr Eaton

Heads of Faculty:

Subject	Teacher	Email Address
English / MFL	Mr A Easton	a.easton@kings-international.co.uk
Maths	Mrs S Herniman	s.herniman@kings-international.co.uk
Science	Mrs L Welmers	l.welmers@kings-international.co.uk
Humanities	Mr W Davies	w.davies@kings-international.co.uk
Performing Arts	Miss D Nelson	d.nelson@kings-international.co.uk
PE	Mrs L McCarthy-Wicks	l.mccarthywicks@kings-international.co.uk
Design Technology/Art & Design	Mrs J Walters	j.walters@kings-international.co.uk
Business Studies / ICT	Mr K Price	k.price@kings-international.co.uk
SENCO	Mrs G Gleeson	g.gleeson@kings-international.co.uk
Accelerated Learning Manager	Angela Singleton	a.singleton@kings-international.co.uk

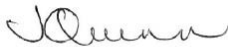
Introduction

Welcome to the Key Stage 4 Curriculum Guide. Years 10 and 11 are especially important stages in a student's education as they prepare for their GCSE courses and focus on the challenges ahead of them. At Kings International College we aim to ensure that every student achieves their greatest potential throughout their time at school; academically and personally. The curriculum and the range of experiences that are available to our students ensure they have the opportunities to excel and prepare themselves fully for their future. We want to maximise their academic potential as well as developing skills and attributes that will enable them to have the broadest choices and pathways at 16.

This booklet is designed to share with parents and guardians the information that is central to each student's progression. It will allow you to be clear on the expectations and opportunities that lie before your son/daughter in the next two years. It reflects the important questions that many parents have asked over the years in seeking to support their child's education. How to ensure the students are working to their best ability? How to broaden the activities that the students take part in, on trips or in holidays, to fit the topics they are learning about? What resources would help the students in their work? We hope these questions will be answered throughout this booklet.

We value the excellent teamwork and co-operation that we enjoy with our parents. It is through our shared goals and good communication between home and college that we are able to ensure our students succeed. This partnership does not simply happen; it takes hard work and commitment from staff, parents and students to work together. This booklet is one aspect of this constant communication, I do hope it is useful to you. All staff are keen to help maximise opportunities for our students and work with you to ensure your son/daughter is successful.

Looking forward to a successful year,



Mrs J Quinn

Deputy Headteacher

The Curriculum

The following statements outline what is meant by the Curriculum and help to set in context the information provided in this booklet. The information attached will provide an outline of what your son/daughter may be studying in each subject in any term and provide details of any accompanying requirements.

The school curriculum must:

- Comply with the aims of the College
- Provide ALL pupils with a broad and balanced range of learning experiences which are appropriate to their individual needs
- Build upon basic skills already acquired, further developing literacy, numeracy, and ICT
- Provide for the Personal and Social Development of the individual
- Be delivered in such a way as to:
 - a) be accessible to all students
 - b) provide a range of teaching and learning styles
 - c) be as relevant as possible to the world in which the students live
- Comply with the statutory legislation (notably the National Curriculum) and take into account guidelines from appropriate bodies
- Provide a sound basis for progression into education post 16 and employment

Subjects are arranged into curriculum areas. Any questions relating to a subject area should be addressed through the Head of Faculty as indicated on page 2.

A range of experiences and cross-curricular themes are delivered through all subjects. The College has separate policies on assessment and homework, which may be referenced in this booklet.

Exam Board Code	Subject	Exam Board	Coursework	Final Exam (June in Year 11)	Modules (Dates given)
1EN0	English	EDEXCEL	N/A	Paper 1: 19 th Century Fiction and Imaginative Writing Paper 2: Non-Fiction and Transactional Writing	
1ET0	English Literature	EDEXCEL	N/A	Paper 1: Shakespeare and Post 1914 Literature Paper 2: 19 th Century Novel and Poetry since 1789	
IMAO	Maths	EDEXCEL	N/A	Paper 1: Non calculator Paper 2: Calculator	N/A
8464	GCSE Combined Science: Trilogy	AQA	N/A	June in Year 11 Biology 1 & 2 (33.4%) Chemistry 1 & 2 (33.4%) Physics 1 & 2 (33.4%)	Approximate dates: May/June 2018 May/June 2018 May/June 2018
8461	GCSE Biology	AQA	N/A	May / June in Year 11 Biology 1 (50%) Biology 2 (50%)	Approximate dates: May/June 2018 May/June 2018
8462	GCSE Chemistry	AQA	N/A	May / June in Year 11 Chemistry 1 (50%) Chemistry 2 (50%)	Approximate dates: May/June 2018 May/June 2018
8643	GCSE Physics	AQA	N/A	May/ June in Year 11 Physics 1 (50%) Physics 2 (50%)	Approximate dates: May/June 2018 May/June 2018

4200	Art	AQA	Coursework: 60%	Exam Project 7 weeks leading to 10 hour exam time: 40%	
	Business Studies	Edexcel	Unit 2 – three hour controlled assessment (set task with pre research) internally marked/moderated by Edexcel	Unit 1 – 45 mins external exam multiple choice and objective test questions (40 marks) Unit 3 – written exam 1 hour 30 mins multiple choice, short and extended answer questions data response and scenario based. (90 marks)	
4580	Child Development	AQA	Controlled assessment 1: 20% Controlled Assessment 2:40%	Written exam : 40%	
8100	GCSE Citizenship Studies	AQA	N/A	Units 1 – 4 Units 1 and 3 (50%) Units 2 and 4 (50%)	
(Year 11) 4230	Dance	AQA	Group performance: 20% Choreography: 40%	1hr written paper: 20% Practical exam: 20%	N/A
Year 10) 8236	Dance	AQA	Solo and Group Performance 30% Choreography 30%	1hr 30 mins written exam 40%	
(Year 11) J315	Drama	OCR	Controlled assessment Unit A581; A582 and A583 60%	10hour practical assessment-externally marked 40%	N/A

(Year 10) J316	Drama	OCR	Devising Drama 30% Scripted Performance 30%	Practical and written exam on set text 40%	
4545	Food Technology	AQA	Coursework: 60%	Written Exam:40%	
Year 10	French	AQA	Year 10 25% Speaking	Year 10 25% Listening 25% Reading 25% Writing	
(Year 11) J730	French	AQA	Year 11 30% Writing 30% Speaking	Year 11 20% Listening 20% Reading	
Syllabus B	Geography	WJEC	25% controlled assessment: fieldwork enquiry	75% Examination	YEAR 11 ONLY
Syllabus A	Geography	Edexcel	1-2 days fieldwork study to be assessed in examination	100% examination	YEAR 10 ONLY
4550	Graphics	AQA	Coursework: 60%	Written Exam: 40%	
J415 (Year 11 only)	History	OCR	25% controlled assessment	75% Examination	
8145 (Year 10 only)	History	AQA	N/A	100% Examination 2 x 1hr 45 mins papers	
1RB0	RS	Edexcel	N/A	Linear assessment = 100% examination Paper 1 = 50% Paper 2 = 50% 2 examination papers of 1 hour 45 min.	

(Year 11) 2MU0	Music	EDEXCEL	60% Controlled assessment	1hour 30 mins examination	
(Year 10) 1MU0	Music	EDEXCEL	Solo and Ensemble Performance 30% Composition 30%	1hr 45 mins listening and appraising exam 40%	
DA201/DA203	ICT	Edexcel	75% coursework	25% practical exam (Year 11)	
(Year 10) 8520	Computer Science	AQA	20% Controlled Assessment (Year 11)	2XWritten Exams 40% each (Year11)	
BCS	ECDL YR10/11		N/A	4X online Exams	
J807	i-Media	OCR	3XControlled Assessment (75%)	One written paper (25%)	
(Year 11) 5PE02	PE	EDEXCEL	Personal Exercise Programme (PEP)	Practical Exam (60%) Written Exam (40%)	
(Year 10) J587/J812	PE	OCR GCSE/ OCR level1/2 Cambridge National Certificate in Sport Science		Applied anatomy and physiology Physical training 30% Socio-cultural influences Sports psychology Health, fitness and well-being 30% Practical activity assessment Analysing and Evaluating Performance (AEP) 40%	
4555	Product Design	AQA	Coursework: 60%	Written Exam: 40%	

Overview of Curriculum – Year 10

Subject	Autumn		Spring	Summer	
English	Planning a Pop Festival Transactional Writing	Study of Shakespeare Play e.g. Macbeth	Non-fiction and literary non-fiction Study post 1914 Text e.g. An Inspector Calls, The Woman in Black	Study of 19 th Century Fiction e.g. A Christmas Carol, Pride and Prejudice	Imaginative Writing
Maths	Integers, decimals, fractions, types of number, shape and angle, constructions, statistics and probability.		Coordinates, algebraic formula and solving equations, patterns and sequences, 2D and 3D shapes, perimeter and area.	Fractions, decimals and percentages, linear graphs, solving equations.	
Science	Chemistry: Atoms, periodic table, chemical reactions, metals, crude oil and fuels, changes in the Earth and its atmosphere.		Physics: Energy transfers, energy and efficiency, generating electricity, the National Grid, properties of waves, sound, red-shift.	Biology: Coordination and control, medicine and drugs, adaptation for survival, energy in biomass, variation, reproduction, evolution.	
Art	Landscape Project Core 2D Skills <ul style="list-style-type: none"> - Drawing: Pencil, charcoal, chalk, ink - Painting: Acrylic, Watercolour - Composition: Planning and adapting - Context: Artist research, linking and developing ideas 		The Landscape project will continue into the Spring Term. Deadline February half term. Sculpture Project Core 3D Skills <ul style="list-style-type: none"> - Drawing: 3D, mimetic, mixed media - Sculpture: Clay, model making, final construction - Composition: Creating new ideas, development of ideas, - Surface: Texture, materials, finish 	The sculpture project will run into the Summer Term and the final deadline is the end of the school year. Year 10 Exam	

Business Studies	Unit 1 Introduction to Small Business <ul style="list-style-type: none"> • Spotting a business opportunity • Showing enterprise 	Unit 2 Investigating Small Businesses <ul style="list-style-type: none"> • Putting a business idea into practice • Making the start-up effective 	Unit 3 Building a Business <ul style="list-style-type: none"> • Understanding the economic context.
Dance	A Linah Curva – practical and theory Emancipation of Expression - practical and theory	Infra - practical and theory, solo set Phrases 1 and 2 Shadows - practical and theory Group Performance	Artificial Things - practical and theory In Her Eyes - practical and theory
Drama	Introduction to GCSE - development of drama techniques Devising from a Stimulus - Poem 'Funeral of Father' Character/Context/Plot - Monologues Script work and Melodrama - 'Bouncers' by Jon Godber	Mock exam – Devising Drama Live Theatre visit and exam preparation	Text exploration and exam preparation
Music	Practical: Performance skills Theory: Blues, Jazz harmony, Indian Music.	Practical: Composition using chords and melody. Theory: Baroque, classical romantic.	Practical: Composition using Cubase, Sibelius and Garage Band computer software. Theory: Mozart, Handel.
Geography	The Physical Environment: Topic 1 - The changing landscapes of the UK – including a choice of two from coastal landscapes, river landscapes and glacial landscapes	Topic 2 - Weather hazards and climate change Topic 3 - Ecosystems, biodiversity and management	Fieldwork study – Box Hill Swanage, Dorset. The Human Environment: Topic 4 - Changing cities
French	Self- descriptions, friends, family and relationships; hobbies and interests, TV and Films, new technologies, social media, music and sports.	Describing where I live, finding the way, shopping, fashion.	Social issues, charity / voluntary work, healthy / unhealthy living.

<p>Product Design</p>	<p>Evolution of Product Design Design and Market Influences Design Methodology Packaging Product marketing Design in the Human Context</p>	<p>Ethical, Environmental and Sustainability Issues Processes and Manufacture Industrial and Commercial Practice Use of ICT (Information and Communication Technology) Materials and Components Classification and working properties of materials (including New materials)</p>	<p>Start Controlled Assessment: 60% of final grade</p> <p>Investigating the design context - 8 marks</p> <ul style="list-style-type: none"> • Task Analysis • Design Brief • Research • Research Conclusions • Initial Design Specification <p>Development of design proposals (including modelling) – 32 marks</p> <ul style="list-style-type: none"> • Idea brainstorm • Initial Design Ideas • Development of Designs • Materials and techniques research • Moral, social, environmental and sustainability issues • Manufacturing techniques • CAD/CAM • Modelling • Final design idea
<p>History</p>	<ul style="list-style-type: none"> • Germany: Rise of Dictatorship 1890-1945 • Kaiser Wilhelm’s Germany 1890-1918 • Experiences of German people during World War One • The Rise and Fall of the Weimar Republic • Germany under Nazi Rule 1933-45 	<ul style="list-style-type: none"> • Conflict and Tension 1919-39 • The Treaty of Versailles • The League of Nations • The Causes of the Second World War 	<ul style="list-style-type: none"> • Medicine and the People 1000-modern day • Medieval Medicine • The impact of religion and the church on medicine • The Four Humours and importance of Galen and Hippocrates

I-Media	Pre-production skills	Digital graphics editing	Creating a digital sound or video sequence
Computer Science AQA	Units on Systems, Hardware, CPU, Memory, and Secondary Storage	Units on Algorithms, data representation, software development, and prototyping	Units on testing, networking, client server, web application concepts, and use of external code sources.
ECDL	Spreadsheet Unit	PowerPoint Unit	Improving Productivity Unit
PE OCR	<p>1.1 The structure and function of the skeletal system</p> <p>1.2 The structure and function of the muscular system</p> <p>1.3 Movement Analysis</p> <p>1.4 The cardiovascular and respiratory system</p> <p>1.5 The effects of exercise on the body systems</p> <p>Netball/Football/basketball/rugby initial assessments</p>	<p>2.1 Components of fitness</p> <p>2.2 Applying the principles of training</p> <p>2.3 Preventing injury in physical activity and training</p> <p>Hockey/fitness/badminton/trampolining initial assessments</p>	<p>3.1 engagement patterns of different social groups in physical activities and sports</p> <p>3.2 Commercialisation of physical activity and sport</p> <p>3.3 Ethical and socio-cultural issues in physical activity and sport</p> <p>Rounder's and athletics initial assessments</p>
RS	<p>Religion and Ethics (Christianity):</p> <ul style="list-style-type: none"> ● Belief in God ● Marriage and the Family 	<p>Religion and Ethics (Christianity):</p> <ul style="list-style-type: none"> ● Living the Religious Life 	<p>Religion and Ethics (Christianity):</p> <ul style="list-style-type: none"> ● Matters of Life and Death

<p>Citizenship</p>	<p>3.2.1 What are the principles and values that underpin British society?</p> <p>The key principles and values underpinning British society today.</p> <p>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.</p> <p>Key factors that create individual, group, national and global identities.</p> <p>3.2.2 What do we mean by identity?</p> <p>3.2.3 What is the role of the media and the free press?</p> <p>3.2.4 What is the UK's role in key international organisations?</p> <p>3.2.5 How can citizens make their voice heard and make a difference in society?</p> <p>3.2.6 Citizenship skills, processes and methods</p>	<p>3.3.1 What laws does a society require and why?</p> <p>The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law.</p> <p>The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination.</p> <p>Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.</p> <p>3.3.2 What are a citizen's rights and responsibilities within the legal system?</p> <p>3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p> <p>3.3.4 What are the universal human rights and how do we protect them?</p> <p>3.3.5 How do citizens play a part to bring about change in the legal system?</p> <p>3.3.6 Citizenship processes, skills and methods</p>	<p>3.4 Politics and participation</p> <p>In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.</p> <p>3.4.1 Where does political power reside in the UK and how is it controlled?</p> <p>3.4.2 What are the powers of local and devolved government and how can citizens participate?</p> <p>3.4.3 Where does political power reside: with the citizen, parliament or government?</p>
--------------------	--	--	---

Overview of Curriculum – Year 11

Subject	Autumn	Spring	Summer
English	<p>Study of 19th Century fiction</p> <p>Completion of poetry anthology</p> <p>Mock Exam preparation</p>	<p>Completion of all set books</p> <p>Oral Exam</p> <p>Preparation for pre-public exam</p>	<p>Review and revision</p>
Maths	<p>Ratio, scale and proportion, equations and graphs, application of number, area and volume, angle properties, transformations.</p>	<p>Equations and inequalities, graphs and functions, application of geometry, statistics and probability.</p>	<p>Review and revision.</p>
Science	<p>Chemistry: Structure and bonding, structures and properties, calculating reacting masses, rates and energy of reactions, salts and electrolysis, the Periodic Table, water treatment, energy calculations, analysis and synthesis, organic chemistry.</p>	<p>Physics: Motion, forces, work, energy, momentum, electricity, radioactivity, nuclear fission and fusion, medical applications of physics, using physics to make things work, using magnetic fields to keep things moving.</p>	<p>Biology: Cells, tissues, organisms, enzymes, respiration, inheritance in animals and plants, exploring the origins of life, exchange of materials, transporting materials, keeping internal conditions constant, how humans can affect the environment.</p>

<p>Art</p>	<p>Mixed Media Project</p> <p>Core General Skills</p> <ul style="list-style-type: none"> - Meaning: Material meaning, concepts, linking meaning to making - Reprographics: Silk screen, photography, stencils, Printing - Mixed media: Meaning and image, linking materials to meaning - 	<p>The Mixed Media Project will run into the Spring Term and the final deadline will be the February half term.</p> <p>Exam Project 40% GCSE</p> <p>Exam Project set February half term</p> <p>6 Themes set by the exam board.</p> <p>Devised project that covers all work required to create a final art piece</p>	<p>Final Exam 10 hours</p> <p>Coursework round up.</p> <p>3 – 4 weeks mounting exhibiting work.</p>
<p>Business Studies</p>	<p>Unit 1 Introduction to Small Business</p> <ul style="list-style-type: none"> • Spotting a business opportunity • Showing enterprise 	<p>Unit 2 Investigating Small Businesses</p> <ul style="list-style-type: none"> • Putting a business idea into practice • Making the start-up effective 	<p>Unit 3 Building a Business</p> <p>Understanding the economic context.</p>

<p>Child Development</p>	<ul style="list-style-type: none"> • Continuation of Controlled Assessment: Unit 3 Child Study task: 40% of overall grade. Students choose a set task question form AQA list. Controlled assessment task is started in the Summer Term of year 10 and continued during year 11. • Introductory Visit • Planning of visits • Visit 1 (Focused task) which covers the following areas: <ul style="list-style-type: none"> - Research -Aims, planning and predictions -Observation write up -Conclusion to visit -Tracking grids -Conclusion to P.I.E.S • Visit 2 (Non-focused) which covers the following areas: Research, etc. as for visit 1. • Visit 3 (Focused task) which covers the following areas: Research, etc. as for visit 1. • Visit 4 (Non-focused) which covers the following areas: Research, etc. as for visit 1. • A01: Recall, select and communicate their knowledge and understanding of a range of contexts – 15 marks • AO2(i): Apply skills, knowledge and understanding in a variety of contexts and in planning and 	<p>Controlled assessment continued</p> <ul style="list-style-type: none"> • Final Focused task evaluation • Final P.I.E.S evaluation • A01: Recall, select and communicate their knowledge and understanding of a range of contexts – 15 marks • AO2(i): Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks – 15 marks • A02(ii): Recording, collating, interpreting and presenting information appropriately • A03: Analyse and evaluate information, sources and evidence, make reasoned judgments and present conclusions – 15 marks <p>Modification of Controlled Assessment Folder</p> <ul style="list-style-type: none"> • A brief opportunity to correct any mistakes and add to certain pieces of work to enhance overall grade <p>Theory Revision Sessions</p>	<p>Examination Practice and Theory Revision Sessions</p>
--------------------------	--	---	---

	<p>carrying out investigations and tasks – 15 marks</p> <ul style="list-style-type: none"> • A02(ii): Recording, collating, interpreting and presenting information appropriately • A03: Analyse and evaluate information, sources and evidence, make reasoned judgments and present conclusions – 15 marks 		
<p>Graphic Products (Technology)</p>	<p>Making – 32 marks</p> <p>Final manufacturing specification</p> <p>Plan of manufacture</p> <p>Systems and control</p> <p>Manufacture of item</p> <p>Documenting the manufacturing process</p>	<p>Testing and Evaluation – 12 marks</p> <p>Testing of final product against the specifications</p> <p>Third party opinion</p> <p>Modifications made</p> <p>Modifications suggested</p> <p>Overall evaluation</p> <p>Modification of Controlled Assessment Folder</p> <p>A brief opportunity to correct any mistakes and add to certain pieces of work to enhance overall grade</p> <p>Theory Revision Sessions</p>	<p>Exam – Pre-release Material</p> <p>Research</p> <p>Developing design ideas</p> <p>Timed design questions</p> <p>Examination Practice and Theory Revision Sessions</p>

Food Technology	<p>Making – 32 marks</p> <p>Final manufacturing specification</p> <p>Plan of manufacture</p> <p>Systems and control</p> <p>Manufacture of item</p> <p>Documenting the manufacturing process</p>	<p>Testing and Evaluation – 12 marks</p> <p>Testing of final product against the specifications</p> <p>Third party opinion</p> <p>Modifications made</p> <p>Modifications suggested</p> <p>Overall evaluation</p> <p>Modification of Controlled Assessment Folder</p> <p>A brief opportunity to correct any mistakes and add to certain pieces of work to enhance overall grade</p> <p>Theory Revision Sessions</p>	<p>Exam – Pre-release Material</p> <p>Research</p> <p>Developing design ideas</p> <p>Timed design questions</p> <p>Examination Practice and Theory Revision Sessions</p>
French	<p>The World of Work, Holidays, Healthy living.</p> <p>Exam practice.</p>	<p>Environment issues, Social and global issues.</p> <p>Exam practice.</p>	<p>Final revisions.</p>
Geography CURRENT YEAR 11	<p>Controlled Assessment 25% of grade</p> <p>Theme 1: Quality of Life/Standard of Living, Burgess and Hoyt models, MEDCs v LEDCs, Settlement and Site, Rich/Poor divide</p>	<p>Theme 1: Urbanisation, migration, global patterns, counter-urbanisation, sustainability</p> <p>Theme 3: Employment, MNCs, TNCs, interdependence, development, trade, aid, water</p>	<p>Theme 2: Recap coasts, weather and climate, drought, flooding, coastal management, coastal erosion</p>
Geography YEAR 11 (2017-2018)	<p>The Human Environment: Topic 5 - Global development</p>	<p>The Human Environment: Topic 6 - Resource management – including a choice of either energy resource management or water resource management</p>	<p>Revision of Topics 1-6 and preparation for fieldwork examination and UK source study</p>
History	<p>British Society between 1939 and 1975. Source focused part of course. Begin coursework element (Life in Nazi Germany.) Begin to prepare for mock exams</p>	<p>British Society between 1939 and 1975. Source focused part of course. Finish coursework element</p>	<p>Course revision. Causes of World War One, International Relations and British Depth Study (1939-75)</p>

RS	Religion and Society: Rights and responsibilities, Environment and Medical Issues	Religion and Society: Crime and Punishment, Peace and Conflict	Religion and Life: revision of year 10 and exam prep
Cida/Dida	<ul style="list-style-type: none"> • Create an e-portfolio • Create an end of project review • Amend work to improve grade • Complete outstanding products 	Prepare and take Unit 1/5 (compulsory) exam	Re-take Unit 1/5 (compulsory) exam
ECDL	Spreadsheet Unit	PowerPoint Unit	Improving Productivity Unit
Personal Finance	<p>Unit 3: Personal Financial Management (PFMA)</p> <p>Topic 1: Spending choices and personal financial budgets</p> <p>Topic 2: Understand who is who in the financial world</p> <p>Topic 3: Understand the sources of personal financial protection</p>	<p>Unit 3: Personal Financial Management (PFMA)</p> <p>Topic 4: Know how financial difficulties can arise and understand their consequences.</p> <p>Revision papers for all 4 topics and final examination</p>	Unit 1,2,3 Retakes
Music	<p>Practical: Composition 1 (15% of grade)</p> <p>Theory: Rhythm, song writers</p>	<p>Practical: Composition 2 (15% of grade)</p> <p>Performance rehearsal and exam (solo and ensemble 30% of grade)</p> <p>Theory: Folk music, fusion, 20th Century music</p>	Revision for listening and appraising exam

Dance	<p>Double Lessons: Introduction to Group Choreography coursework. Exploration of possible stimuli. Group Composition controlled assessment process (20% of final grade)</p> <p>Single lessons: Exploring set works – costume/accompaniment/physical setting/use of camera/choreography</p>	<p>Double lessons: Overdrive Performance piece – Unit 3 Improvement of solo composition, Birdsong, 'Overdrive' and group composition.</p> <p>Single lessons- Performance skills theory, choreography theory and revision of set works. Set Study exam (20% of final grade)</p>	<p>Performance Evening</p> <p>Exam and moderation day of all practical coursework</p> <p>Preparation and revision for written exam</p>
Drama	<p>Completion of unit A581 Working Record. (If required)</p> <p>Unit A581 – From Page to Stage</p>	<p>Unit A583: From Concept to Creation – Actual Exam 40%</p> <p>An external examiner visits the centre to mark their final chosen performance/designs. Working Records begun.</p>	<p>Dress Rehearsal of final exam piece – teacher marks the performances/designs</p> <p>Working Records Completed</p> <p>External Examiner Visits – Students perform or show their designs to the examiner with the teacher present. performances/designs</p>
PE	<p>1.2.2 Cardiovascular system</p> <p>1.2.3 Respiratory system</p> <p>AOP analysis of performance</p> <p>Netball/football/basketball/rugby final assessments</p> <p>Video or outside practical assessments</p>	<p>1.2.4 Muscular System</p> <p>1.2.5 Skeletal System</p> <p>Hockey/fitness/badminton/trampolining/rounder/athletics final assessment</p> <p>FINAL PRACTICAL MODERATION</p>	<p>Revision</p> <p>Theory Paper</p>

Homework, Homework Timetable & Support

“An organised homework programme helps children to gain the appropriate skills and staying power that will assist them through a successful schooling period. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children’s education” (DFES)

Homework should:

- Encourage students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital for the future of lifelong learning and adaptability.
- Consolidate and reinforce skills and understanding developed at college.
- Extend college learning.
- Sustain the involvement of parents and carers in the management of students’ learning and keep them informed about the work students are doing.
- Manage particular demands such as GCSE coursework.

Tasks that are set for homework:

Will have a clear learning objective and be linked to either the programme of study. They may offer either development and/or extension of learning for all students.

Tasks may include:

Investigations	Thinking Skills	Research	Preparation
Practising Skill	Library Work	Writing	Projects
Practical Work	Reading	Revision	Rote Learning
Redrafting	Number Work		

Marking and feedback will be given in line with college and subject policy.

Many departments issue homework booklets to help you support your son/daughter. They will be issued to students during lessons.

The information shows what support is available for this year group. Please encourage your son/daughter to make the most of these extra opportunities that will be offered. This list is not exhaustive and extra sessions may be offered throughout the year, which are aimed at specific needs or events in the school calendar. Please take care to look out for these in the College Newsletter.

The Learning Resource Centre (LRC)

The College Resource Centre is equipped with ICT facilities to allow students to develop their work or research skills in an independent environment with sufficient support and advice available from the college Librarian. The wide selection of books and other reading materials will assist students in widening their personal literacy and reading skills, as well as enabling them to develop and complete homework or personal study in a quiet and reflective environment.

Opening times: All day through breaks and lunchtimes from 08:00 until 16:00.

Support Available by Subject

English	<p>1:1 tuition with specialist I teachers.</p> <p>Debating and Newspaper Club: LRC: Friday 3.35 – 4.30</p> <p>Revision sessions every Thursday 3.45 – 4.50</p>
French	<p>Revision on Wednesday 3.35-4.30</p>
Maths	<p>1:1 Maths Club after school</p>
Science	<p>Wednesdays and Fridays after school. Other days by arrangement.</p>
PE	<p>1-2-1 Sessions can be booked at any point throughout Year 10 and 11</p> <p>Revision Sessions will take place after college for Year 11 from September-May</p>
Performing Arts	<p>Drama: Monday with DNE. (Monday to Friday Studio is available for students to work independently).</p> <p>Dance: Wednesday and Friday with DNE (Monday to Friday – dance studio is available for students to work independently)</p> <p>Music- Wednesday with LWI (Monday to Friday music space available for students to work independently).</p>
Technology	<p>Most days available after school – simply arrange a time with your subject teacher.</p>
ICT/Business	<p>1hr compulsory catch up after school Tuesday and Thursday 3.35-4.30.</p>
Art / Design	<p>Most days available after school – simply arrange a time with your subject teacher.</p>
Humanities	<p>Geography, History and RS run revision sessions after school and during lunch times. Speak to staff to arrange.</p>

Homework Timetable

YEAR 10

Monday	Tuesday	Wednesday	Thursday	Friday
Science Option A	Option A Option B	English RS Option C	Option B Option C	Maths Option B
OPTION A		OPTION B		OPTION C
Art Business Studies Geography History Product Design		Citizenship Computer Science Dance Geography History Music		French Drama Art I-Media PE

YEAR 11

Monday	Tuesday	Wednesday	Thursday	Friday
French Option A RS Option B	English RS Option A	Option C	Option C	Maths Geography Option B Science
OPTION A		OPTION B		OPTION C
Art Business Studies Graphics History Personal Finance		Child Development Dance Geography Music		French Art CIDA Drama PE

Child Development/Food Technology/Graphic Products

Students will not be set generic homework tasks. Each student is expected to work on their controlled assessment for 2 hours every week. Students are supplied with a list of work that needs to be completed for the project and the marking criteria. Students must determine what they need to be completing independently. Teachers will provide guidance to students verbally on a one-to-one basis weekly.

Assessment and Reporting

Assessment of students' work and progress takes place in lessons in an on-going manner both formally and informally. Students' progress within a subject is monitored and measured against their potential, which is determined by the data received on intake and any other forms of objective testing that takes place during the key stage.

Assessment can take place in many ways throughout the year, including:

- Teacher marking of class and homework
- Self marking and peer marking of students work
- Tests completed in formal conditions
- Assessments completed in lessons and/or homework
- Examinations at the end of a module, year or Key Stage

Students are encouraged to be a part of the process and to learn from all assessment experiences in order to improve knowledge, skills and understanding.

Reporting to parents on the progress made is an integral part of this process and occurs regularly throughout the year. It is with the support and encouragement of home that the students are able to really feel confident to progress further. Formal reporting for the year group occurs by way of one two reports during the year with several opportunities to meet and speak with tutors and teachers, including a student review day.

Reports:

Reports give grades to indicate the level of attainment in each subject. Comments give guidance on what students should do to improve. This informs discussions at Subject Review Day (SRD) and Parents Evening

Student Review Day:

One day is set aside in the College Calendar dedicated to parental interviews with the students' tutor to discuss progress and set targets to support improvement.

Parents' Evening:

A specific evening set aside in the college calendar dedicated to parental interviews with the student's subject teachers to discuss progress and set targets to support improvement.

Y10 External Exams please note:

Some external Year 10 exams occur during Year 10. Students must attend the exams if they are required to do so.

Year Group	SRD	Report mini	Report main	Parents Evening	Exams
10	10 th February	27 th February	12 th Dec	12 th July	19 th June
11	10 th February	24 th March	3 rd February	16 th November	1 st Dec (Mocks) 6 th March

Handy Hints for Supporting Successful Learning

1. **Talk to your son/daughter about what they are doing** – Take an interest, regular communication can help to prevent problems building up and allow you to inform the college of any concerns that might need addressing.
2. **Provide a quiet, calm environment to work in, with suitable lighting and workspace** - Try to avoid homework being completed in a busy family environment. Students will achieve better when they are able to concentrate in a peaceful environment. It often helps if a set time is allocated in the evening for homework to be completed. Straight away after coming home is often most effective, leaving the evening free for family time. Research has shown that some music can be conducive to learning, however this applies to types of classical music and would almost certainly not include loud pop, rock music or MTV!
3. **Spend time each week to go through the student diary** – This will allow you to track the homework that is completed, to pick up from or leave messages for the tutor or teaching staff. It will also notify you of the merits and commendations, or detentions, which your son/daughter has received in the week. Whilst at college we work very hard to ensure that our rewards (and sanctions) are applied thoroughly and followed through. It is often found that the most effective rewards (or sanctions) are those applied at home in support of those achieved at college.
4. **Supporting your child's writing:**
 - Encouragement: be positive and look to praise achievement, try to avoid pointing out every error or mistake.
 - Purpose: ask what they are doing and why, help them to plan using bullet points to organise thoughts and suggest extra details.
 - Presentation: encourage your son/daughter to take a pride in the presentation of their work; the most brilliant essay is worthless if nobody can read it!!
 - Accuracy: Try to encourage grammatical accuracy and correct punctuation in student's work; deal with this progressively starting with full stops and capitals then moving on to speech marks, apostrophes and commas. Encourage the correct use of sentences and paragraphs.
 - Drafting: longer pieces of writing such as essays and stories can be improved with successful drafting and structure; this can be supported at home.
5. **Supporting your child's numeracy:**
 - Practise numeracy skills: as often as possible; adding up total prices of shopping items, working out the percentage reduction items in sales, working out the time taken to complete activities....
 - Showing workings out: – encourage this in all their numeracy related work.
 - Encourage: be as positive as possible, avoid letting your own experiences of numeracy cloud your son's/daughter's experiences.

Recommended Books & Support Material

Below is a list of the key textbooks that your son/daughter will be using in each lesson and any advised support material that they may find helpful. These are not required purchases but should you wish your child to have a copy at home they can be ordered through school or any reputable booksellers.

Subject Area	Key Text Book/s	Support material or reading
English	Edexcel Poetry anthology Macbeth or Romeo and Juliet An Inspector Calls Pride and Prejudice or A Christmas Carol Edexcel 9-1 English Revision Guide and Workbook	A variety of non-fiction texts, especially from newspapers and internet news articles. CGP guides York Notes BBC Bitesize Sparknotes (on-line resource) Learn.co.uk English resources.co.uk Homeworkhigh Teachit.co.uk
Maths	GCSE revision – CGP Edexcel GCSE Mathematics (Pearson Education) Edexcel GCSE Statistics (Pearson Education)	Revise Edexcel Revision Workbooks (Pearson Education)
Science	AQA Science: Biology (ISBN-9781408508268) AQA Science: Chemistry (ISBN-9781408508299) AQA Science: Physics (ISBN-9781408508329) (Specifications for AQA Biology, Chemistry and Physics will be provided by the Science Department)	CGP revision guides AQA Science revision Guides GCSE practice papers www.aqa.org.uk www.bcbitesize.co.uk
French	Expo 4 (Pearson Education), AQA textbook (Oxford) Collins Easy Learning Dictionary Collins Easy Learning Grammar	www.linguascope.com Languages on-line BBC Bitesize

ICT/Business	CGP GCSE AQA Business Studies Revision Guide CGP GCSE AQA Business Studies The Workbook Pearsons Revision Guide GCSE Business	www.bbcbitesize.co.uk www.bized.ac.uk www.edexcel.co.uk
History	Revision Guides	www.bbc.co.uk/education/gcsebitesize www.johnandclare.net www.activehistory.co.uk
Geography	National Geographic WJEC B Syllabus revision guide and online resources Edexcel A 2016 spec revision guide and online resources	See the GA website for good links www.bbcbitesize.co.uk www.acegeography.co.uk
RE	Revision Guides	www.bbc.co.uk/bitesize/re www.bbc.co.uk/eastenders www.edexcel.org.uk
Art/Design	Extraordinary Sketchbooks: Inspiring Examples from Artists, Designers, Students and Enthusiasts, A & C Black Publishers Ltd	www.tate.org.uk www.nationalgallery.org.uk http://www.studentartguide.com/articles/gcse-art-sketchbook-examples https://gb.pinterest.com https://www.tumblr.com
Technology	Letts and Lonsdale Essentials: revision guides	BBC Bitesize
PE	Textbook: Edexcel GCSE Physical Education Students Book By Tony Scott (ISBN: 9781846903724) OCR GCSE PE second edition by John Honeybourne (ISBN: 9781471851728)	Revise Edexcel: GCSE Physical Education Revision Workbook - REVISE Edexcel PE (ISBN: 9781446903636) www.bbcbitesize.co.uk www.pestudentsarebest.co.uk www.worldpfpsportexamined.com http://www.brianmac.co.uk/siteindx.htm http://www.fronter.com/surreyheath