



DARRICK WOOD SCHOOL

KEY STAGE 4
PARENTS' INFORMATION
BOOKLET
2018-19

Introduction

Students in Year 10 and 11 are embarking on the most important stage of their education to date. Their achievement over the two years of Key Stage 4 will influence options and decisions that will affect the rest of their lives. This booklet has been prepared to help parents support their children through this critical stage and provides useful information on the individual subjects offered at GCSE, advice on how to achieve success and explanation of the latest government reforms to GCSEs.

Students will need to be prepared to work hard throughout the two years. They will, however, be supported by their subject teachers, Form Tutors, their Year Team and, of course, by their parents and carers.

We wish them every success in their endeavours and look forward to Results Day in August 2019 and August 2020, when we hope that all students will be celebrating their achievements.

Guide Contents

Page

Contacts	3
School-Home Agreement	4
Attendance	5
Homework	6
Coursework/controlled assessment/NEAs	7
GCSE Reforms	7
Key Stage 4 Curriculum Guides – what your child learns in each subject	8
Tips for Success	40
Ten Tips for Parents	41
Office365 and SharePoint – the School’s Virtual Learning Environment	42
Class Charts and GCSEPod	43
E-Safety	44

Contacts

For general enquiries you should contact the School Office.

If you have a query about a subject related matter you should contact the subject teacher or the Achievement Co-ordinator.

For queries relating to the overall work or well-being of your child you should contact the Form Tutor.

Staff with particular responsibilities for Year 10

Form Tutors:

10XB	Mr A Bennett	10YC	Miss R Iddiols-Bunclark
10XF	Mr P Cook	10YD	Miss H Smith
10XL	Miss H McDonald	10YH	Mr S Leslie
10XS	Miss L White	10YM	Miss J Gibson
10XW	Mr I Hickmet	10YP	Mrs J Doyle

Achievement Co-ordinator: Miss L Williams

Assistant Achievement Co-ordinator: Mrs S Reynolds

Staff with particular responsibilities for Year 11

Form Tutors:

11XB	Mr E Redjep	11YC	Mr S Ball
11XF	Dr P Matthews	11YD	Mrs K Young
11XL	Miss D Boxall	11YH	Mr H Hickmet
11XS	Mr B Aylwin	11YM	Mr T Guest
11XW	Mrs C MacFadyen/Mr R Carpenter	11YP	Miss J Manning

Achievement Co-ordinator: Mr R Rees

Assistant Achievement Co-ordinator: Mr M Hammond

Assistant Head Teacher (Key Stage 4):


Miss E Filer

Deputy Head Teacher (Key Stage 4):

Mr J Eynon

Head Teacher:


Dr M J Airey

 The School address is:

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 The School telephone number is:

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 The School e-mail address is:

office@darrickwood.bromley.sch.uk

 The School website address is:

<http://www.darrickwood.bromley.sch.uk>

 The School VLE is:

<http://portal.office.com>
(Login required)

DARRICK WOOD SCHOOL HOME-SCHOOL AGREEMENT

	Being ready for school	Attendance & punctuality	Classwork & homework	Behaviour	Pastoral support	Links between home & School	Out-of school activities
As a parent/carer I shall try to:	<p>send my daughter/son to School in full uniform at all times</p> <p>make sure my daughter/son has the right equipment for lessons</p>	<p>make sure my daughter/son attends School on time every day and avoid taking holidays in term time</p>	<p>take an interest in my daughter/son's work</p> <p>encourage my daughter/son to do her/his best at all times</p> <p>ensure that my daughter/son does her/his homework and check her/his planner</p>	<p>encourage my daughter/son to behave well at all times</p>	<p>inform the School of any problems likely to affect my daughter/son's learning</p>	<p>attend parents' evenings</p> <p>read letters/email from School and reply if necessary</p> <p>support the School in matters of discipline</p>	<p>support School events wherever possible</p>
As a student I shall try to:	<p>always wear full School uniform</p> <p>bring the right equipment to School</p>	<p>attend School every day on time</p>	<p>listen to my teacher and work hard</p> <p>record all my homework in my planner and hand my homework in on time</p>	<p>behave well inside and outside the School and obey the School rules and conduct code</p>	<p>let a teacher know if I have any worries</p>	<p>take all letters home</p> <p>serve any punishments I may be given</p>	<p>take advantage of activities on offer</p>
As a school we shall try to:	<p>insist that School uniform is worn at all times</p> <p>tell your daughter/son what she/he needs for lessons</p>	<p>encourage good attendance and punctuality</p>	<p>provide good lessons</p> <p>prepare your daughter/son to succeed in national examinations</p> <p>set and mark work appropriately</p> <p>provide a homework timetable and planner</p>	<p>encourage high standards of behaviour at all times</p> <p>operate the discipline policy fairly and consistently</p>	<p>listen and respond quickly to all concerns</p> <p>inform you, where appropriate, of any worries which we may have</p>	<p>hold regular parents' evenings</p> <p>write to you about developments in the School</p> <p>report regularly on your daughter/son's progress, attendance and punctuality</p>	<p>inform you of any school events</p>

Attendance

Attendance and punctuality are generally very good at Darrick Wood. In recent years, however, there has been an increasing tendency for parents to take their children on holiday during term time, often with very little notice. Clearly students cannot learn if they are not at School and work copied up later is rarely understood as well as it would be had the student attended the lesson.

In exceptional circumstances students could be granted leave of absence of up to ten school days in an academic year. In such cases, an Application for Leave of Absence form should be submitted at least 15 days prior to the leave. It will be returned, duly signed, if the application is approved. Authorisation of leave of absence can only be made by the Head Teacher. The School is not obliged to agree to family holidays during term time and leave of absence is not intended to cover day trips or holidays spent at home.

Authorisation of leave of absence for students in Years 7, 8 and 9 will be granted in exceptional circumstances. Requests will not be granted during examination/modular test periods, nor in the two weeks immediately prior to or following them. This is because valuable revision work is done before the examinations and it is important for students to be present at the feedback sessions following them. No leave of absence will be authorised at any time for students in Years 10, 11, 12 and 13 until after the end of the public examinations (e.g. GCSE, AS and A2) and, additionally, requests will not be granted where the student concerned has a poor attendance record.

Every half-day absence has to be classified by the School as either authorised or unauthorised and recorded as such in the students' educational records. Unauthorised absences are those which the School does not consider reasonable and for which no leave of absence has been granted. Absences for trivial reasons, truancy, absences which have never been properly explained and arrival at School more than one hour after the start of the registration period without good reason (explained in writing by the parent) will be counted as unauthorised absence.

If a student is unfit to attend School through illness or some other legitimate reason, parents are encouraged to contact the School on the first day of absence. When the student returns, a written note from the parent/carer must be brought in. Absence may be authorised for reasons other than illness, such as medical appointments which have to be taken in school time, provided that a written request is made to the School in advance. We ask that these are kept to a minimum in Key Stage 4, due to the importance of the GCSE years.

We are grateful for parents' co-operation in complying with these procedures. They are intended to ensure that our students get the very best out of their time with us.

Homework

Homework is set regularly by all subjects. Students in Years 10 and 11 should complete about 40 minutes on each subject per night. Your child may wish to do some homework in the School Library which is open after School until 4.30pm and some children may be invited to a Homework Club organised by Achievement Co-ordinators.

What is Homework for?

- Homework can play a vital role in raising your child's standard of achievement
- It is an essential way in which your child can be prepared for tests and examinations
- It provides your child with additional time to study
- It helps children to learn how to plan and manage their time, and to develop the habit of independent study
- Homework will consolidate what has been learnt in class and challenge students to learn more about a particular topic
- Homework encourages curiosity in a topic and helps develop life-long learners

Types of Homework

The types of homework tasks that might be set could include:

Identifying personalised strengths and areas for development
Factual or imaginative writing
Reading
Learning or revision
Fact finding
Illustration
Supporting raising the quality of learning within a lesson

Responding to marking
Producing starter tasks
Map work
Carrying out an investigation
Completing coursework
Preparing a presentation
Writing a report
Producing information booklets or factsheets

How can parents help?

- Find a suitable space for your child to work. It should be free of distractions
- Help to work out the best time for homework to be completed. Take into account other activities such as clubs, paper round, music practice, favourite television programmes
- Help with routine testing. Help by explaining something or advise on how your child might set about a task but do not do it for the child yourself
- Help by showing your child how to extract information from sources such as encyclopaedias, dictionaries, the Internet etc.
- Keep an eye on how much time your child spends on homework
- Sign the Planner each week to show that you know what homework is being set and that your child is completing it. Children can tick each homework entry in the Planner when they have completed it
- Check on the deadlines that have been set for completing homework. Ensure that your child meets them
- Encourage your child and praise them when homework is completed to a high standard.

Coursework/Controlled Assessment/NEAs

For many years, most subjects have involved coursework or controlled assessment. In many subjects, however, this has now been removed altogether, although it is still present in a few (now referred to as NEAs – non-examined assessments). The examination regulations on coursework, controlled assessment and NEAs are very clear. Some of the work (e.g. research) might still be completed at home, dependent upon the qualification, but what is actually allowed will vary from subject to subject. In short, the aim is to reduce the opportunities for plagiarism and gaining an unfair advantage. If coursework, controlled assessment or an NEA is required, the percentage of the qualification that is based on this and the deadlines to be met will vary by subject.

A key difference between coursework, compared to controlled assessment and NEA, is that in most cases students are now not able to redraft. This means that students need to place maximum effort on each piece to achieve as highly as possible. Some tasks may only take a short time to complete while others may be spread out over a longer period of time. Whichever it is, it is important that students plan their work programme and that any deadlines set by their teachers are met. Without this planning it is very easy to fall behind and students can find themselves with large amounts of work to be completed in a very short time as deadlines approach. Attendance on the days when coursework or controlled assessment is planned is also of course essential.

Included in this guide is a summary of the examination requirements for each subject and any deadlines that have been set. In some cases, the dates are not yet fixed as they are dependent on IT facilities, or other required arrangements, being available.

In all subjects regular assessments will be set throughout the two years. These will not count towards the final grade, but are crucial indicators to both student and teacher of progress towards target grades and of areas in which to improve.

Regular attendance is essential. If a piece of coursework, controlled assessment or NEA is not completed then a student may not be entered for the GCSE examination.

GCSE Reforms

Due to a change in government policy, all GCSE assessment is now linear in structure. Where in the past, students have been able to sit examinations covering part of a course in, for example, June of Year 10, this is no longer possible. Re-sits of modules are also not possible. In many subjects, additional marks are awarded for spelling, punctuation and grammar, whilst many examinations also require the application of Mathematics in the context of the subject.

In September 2015, the government introduced the first of the new GCSE specifications in English and Mathematics. These are graded 9 to 1 (9 being the highest grade possible). In September 2016 other subjects also followed this change. On the subject specific pages overleaf the grade range is indicated. Students will mostly be graded 9 – 1.

Curriculum Guides

Information on all Key Stage 4 Examination Subjects

Subject	Art
Courses offered	Edexcel GCSE Art and Design (Specification 2AD01)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Either - two hours per week in Year 10, three hours per week in Year 11 Or – three hours per week in Year 10, two hours per week in Year 11
Grouping	Mixed ability
Content of courses offered	<p>Three termly controlled assessment projects on different ‘themes’ as starting points (e.g. Change). These are then merged with the aid of the teacher to form their controlled assessment personal portfolio.</p> <p>Students learn how to progress through the assessment criteria set by the examination board including:</p> <ul style="list-style-type: none"> • Develop and explore ideas • Work from direct observation • Research past and present Artists, Designers and Craftspeople. • Experimentation of materials and processes • Progression and review of ideas • Final piece(s) <p>All work must be based on observational drawing and link to artists studied.</p> <p>Students are taught to experiment with a variety of media. These include pencil, pen, paint, collage, sculpture and printing. They also are encouraged to use different papers, fabrics and photographs.</p> <p>Students specialise in their material strengths as they progress through the course.</p>

<p>Assessment</p>	<p>Controlled assessment projects are assessed from 9-1 at the end of term as well as half-termly reviews.</p> <p>Homework is marked weekly on a - + * system, reflecting effort as well as attainment.</p> <p>The final examination project starts in February of Year 11 with the project 'theme' being set by the examination board (e.g. 'Order and Disorder').</p> <p>Students are given eight weeks to work through the project following the steps of a controlled assessment project (starting from observational drawing, artists' work). The final piece is decided with the support of the teacher and completed unaided in a 10 hour practical examination under examination conditions.</p> <p>Students submit the final 8 week examination project and final piece at the end of the 10 hours. Final assessment is 60% coursework (controlled assessment), 40% examination.</p> <p>A final exhibition of all controlled assessment projects and the examination project is mounted and marked by the examiner at the end of Year 11.</p>
<p>Deadlines</p>	<p>Weekly homework deadlines.</p> <p>Termly projects (controlled assessment) due in for marking at the end of each term.</p> <p>Final deadline for all coursework is in the Summer term of Year 11.</p>
<p>Higher/Foundation</p>	<p>There is a common tier of entry.</p>
<p>Useful websites</p>	<p>www.edexcel.org.uk (for the specification etc.)</p> <p>www.tate.org</p> <p>www.nationalgallery.org</p>
<p>Other subject specific information</p>	<p>After school support session twice a week</p>

Subject	Business Studies
Courses offered	AQA GCSE Business Studies (Specification 8132)
Level and value of awards	1 x GCSE (grades 9-1)
Time allocation	Two/three hours per week depending on option block
Grouping	Sets
Content of courses offered	<p>This qualification is linear. Linear means that students will sit all their exams at the end of the course.</p> <p>Topic 1 - Business in the real world Topic 2 - Influences on business Topic 3 - Business operations Topic 4 - Human resources Topic 5 - Marketing Topic 6 - Finance</p>
Exam dates and structure of assessments	<p><u>Paper 1: Influences of operations and HRM on business activity</u></p> <p>Business in the real world, Influences on business, Business operations, Human resources</p> <p>Written exam: 1 hour 45 minutes, 90 marks, 50% of GCSE</p> <p><u>Paper 2: Influences of marketing and finance on business activity</u></p> <p>Business in the real world, Influences on business, Marketing, Finance</p> <p>Written exam: 1 hour 45 minutes, 90 marks, 50% of GCSE</p> <p>GCSE exams and certification for this specification are available for the first time in May/June 2019.</p>
Deadlines	Examinations in 2019 for Year 11 and 2020 for Year 10.
Higher/Foundation	There is one common tier of entry.
Useful websites	<p>The specification for this Business Studies course can be found at www.aqa.org.uk</p> <p>The use of Business related websites including www.samlearning.co.uk, www.bbc.co.uk/schools/gcsebitesize and www.tutor2u.net can also help pupils consolidate learning. Parents can also help pupils to become more aware of the business world around them, whether that is through personal experience or discussing business in the news.</p>
Other subject specific information	Additional revision classes will be offered to all pupils before each examination.

Subject	Dance
Courses offered	AQA GCSE Dance (Specification 8236)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Three hours per week in Year 10, two hours per week in Year 11
Grouping	Mixed ability
Content of courses offered	<p>Component 1: Performance and Choreography</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> • Set phrases solo through a solo performance (1 minute in duration) • Duet/trio performance (maximum of 5 minutes in duration) <p><u>Choreography</u></p> <ul style="list-style-type: none"> • Solo or group choreography based on an externally set stimulus <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> • Knowledge and understanding of choreographic process and performing skills • Critical appreciation of own work • Critical appreciation of professional works
Assessment	<p>Component 1: Performance and Choreography</p> <ul style="list-style-type: none"> • Internally assessed throughout Year 11 and externally moderated • Performance 30%, 40 marks • Choreography 30%, 40 marks <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> • Written examination: 1 hour 30 minutes • 40% of GCSE • 80 marks
Deadlines	Component 1 will be completed throughout September to March in Year 11
Higher/Foundation	There is one common tier of entry.

<p>Useful websites</p>	<p>www.aga.co.uk (for the specification)</p> <p>Dance Anthology for Component 2:</p> <p>www.youtube.co.uk – Darrick Wood Dance channel with key professional works</p> <p>http://www.rambert.org.uk/ - A Linha Curva</p> <p>http://www.boyblueent.com/ - Emancipation of Expressionism</p> <p>http://www.jamescousinscompany.com – Within her Eyes</p> <p>http://stopgapdance.com – Artificial Things</p> <p>http://www.phoenixdancetheatre.co.uk – Shadows</p> <p>http://www.roh.org.uk/productions/infra-by-wayne-mcgregor - Infra</p>
<p>Other subject specific information</p>	<p>A revision guide is provided prior to the examinations. Students undertaking Dance will be expected to attend extra rehearsals and trips to see professional dance works. They are given the opportunity to perform in the School's annual Dance Production, as well as other GCSE and A level choreography pieces. All students will have access to rehearsals outside of lesson time with their teacher. Those students needing extra support with literacy or performance skills will be invited to attend additional sessions to support their development through a personalised education plan.</p>

Subject	Drama
Courses offered	WJEC EDUQAS GCSE Drama
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Two or three hours a week depending on option block
Grouping	Mixed ability
Content of courses offered	<ul style="list-style-type: none"> • Component 1 – Devising Theatre Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. • Component 2 – Performing from a Text Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts. • Component 3 – Written Examination Students will be required to answer two sections. Section A: Set Text Section B: Live Theatre Review
Assessment	<ul style="list-style-type: none"> • Component 1 (40%) Students will be assessed on either acting or design. Students must produce: a realisation of their piece of devised theatre (15 marks) a portfolio of supporting evidence (30 marks) an evaluation of the final performance or design under supervised conditions (15marks) This is internally assessed and externally moderated. • Component 2 (20%) Learners will be assessed on either acting or design of a scripted extract. This is internally assessed in Year 10 and externally assessed in Year 11. • Component 2 (40%) This will consist of a Mock 1 ½ hour written examination in January and May.
Deadlines	<p>Component 1 – On-going notes to be maintained throughout the devising process of Practical work in preparation for the written portfolio. Homework will also be assessed as part of the process and understanding of skills development for all components.</p> <p>Component 1 & 2 – Mock assessment to take place in May 2017</p>

Higher/foundation	There is a common tier of entry.
Useful websites	<p>EDUQAS website – Drama section</p> <p>www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/</p> <p>BBC Bitesize http://www.bbc.co.uk/education/subjects/zbckjxs</p>
Other subject specific information	<p>All students must attend theatre trips in preparation for Component 3.</p> <p>Students are encouraged to take part in any extra-curricular performing arts opportunities.</p> <p>Students must attend additional rehearsals with their groups outside of lessons under teacher supervision in preparation for Components 1 and 2.</p>

Subject	English
Courses offered	Edexcel English Language (1EN0) Edexcel English Literature (1ET0)
Level and value of awards	Each is worth 1 x GCSE (grades 9 – 1)
Time allocation	Three hours per week
Grouping	English Language and English Literature are core subjects. Students are set by ability. Students will study English Literature alongside their study of English Language.
Content of courses offered	<p><u>Edexcel English Language (1EN0)</u></p> <p>100% examination, consisting of:</p> <p>Component 1 [40%] – Fiction and Imaginative Writing</p> <ul style="list-style-type: none"> • Section A – Reading: questions on an unseen 19th-century fiction extract. • Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract. <p>Component 2 [60%] – Non-Fiction and Transactional Writing</p> <ul style="list-style-type: none"> • Section A – Reading: questions on two thematically linked, unseen non-fiction extracts. • Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts. <p>In addition, students will be assessed on their Oral Communication; a separate number will appear on their GCSE certificate for this. <i>It does not form any part of the overall GCSE result.</i></p> <p><u>Edexcel English Literature (1ET0)</u></p> <p>100% examination, consisting of:</p> <p><u>Component 1 [50%] – Shakespeare and Post-1914 Literature</u></p> <ul style="list-style-type: none"> • Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. • Section B – Post-1914 British play or novel: ONE essay question.

Content of courses offered	<p><u>Component 2 [50%] – 19th Century Novel and Poetry since 1789</u></p> <ul style="list-style-type: none"> • Section A – 19th-century novel: a two-part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text. • Section B – Part 1: ONE question comparing a named poem from the <i>Pearson Poetry Anthology</i> collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems. <p>Students will study set texts in preparation for these examinations. Your son's/daughter's teachers will have indicated to them which texts will be studied in Year 10.</p>
Assessment	Assessment is 100% examination.
Deadlines	All classes will have deadlines for the preparation of notes and practice essays, compositions, and analyses of texts. All examinations will take place in the 2018 Summer examination series.
Higher/Foundation	There is a common tier of entry.
Useful websites	<p>www.pearsonschoolsandfecolleges.co.uk/English</p> <p>www.bbc.co.uk/gcsebitesize</p> <p>www.englishbiz.co.uk/</p> <p>www.universalteacher.org.uk</p>
Other subject specific information	Revision classes and extra support classes are offered to students later in the course. Gifted and Talented students in English are invited to attend after school sessions later in the course.

Subject	Food Preparation and Nutrition
Courses offered	Eduqas GCSE
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Three hours per week (two practical sessions and one theory)
Grouping	Mixed ability
Content of courses offered	<p>GCSE Food Preparation and Nutrition</p> <p>The following units of work will be taught:</p> <ol style="list-style-type: none"> 1) Practical Sessions covering the selection, storage, preparation and serving of all food commodities 2) Food Commodities 3) Principles of Nutrition 4) Diet and Good Health 5) The Science of Food 6) Food Hygiene and Safety
Assessment	<p>The course is assessed through one theory paper of one hour and forty five minutes, which is taken in Year 11. It is worth 50% of the final grade.</p> <p>Pupils will also carry out two non- examination assessments. The first is a food science investigation which tests understanding in relation to scientific principles underlying food preparation and nutrition. This is worth 15% of the final grade. The second is a food preparation assessment where a range of highly skilled dishes have to be planned, prepared and presented. This is worth 35% of the final grade.</p>
Deadlines	<p>Scientific NEA deadline November of Year 11.</p> <p>Practical assessment NEA February of Year 11.</p>
Higher/Foundation	N/A
Useful websites	<p>www.eduqas/wjec.co.uk (for the specifications etc.)</p> <p>www.5aday.nhs.uk</p> <p>www.nutrition.org</p> <p>www.foodforum.org.uk</p> <p>www.bbcgoodfood/recipes</p> <p>www.eatwell.gov.uk</p> <p>www.foodfactoflife.org.uk</p>

Other subject specific information	<p>Revision booklets will be produced by the department.</p> <p>Eduqas GCSE Food Preparation and Nutrition Revision Guide by Jayne Hill</p> <p>My Revision Notes WJEC Eduqas by Helen Buckland</p> <p>Publications from The Chartered Institute of Environmental Health.</p> <p>Revision classes will be offered before any examinations.</p> <p>Workshops with professional chefs will be offered.</p>
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Subject	French (8658)
Courses offered	AQA GCSE
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Two hours per week
Grouping	Three sets in the X half, one high ability, one middle ability and one lower ability. In the Y half there is one mixed ability group.
Content of courses offered	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, students cover the following themes over the 2 years up to the GCSE:</p> <p><u>Theme 1: Identity and culture</u> <u>Topic 1:</u> Me, my family and friends</p> <ul style="list-style-type: none"> • Relationships with family and friends • Marriage/partnership <p><u>Topic 2:</u> Technology in everyday life</p> <ul style="list-style-type: none"> • Social media • Mobile technology <p><u>Topic 3:</u> Free-time activities</p> <ul style="list-style-type: none"> • Music, Cinema and TV, Food and eating out, Sport <p><u>Topic 4:</u> Customs/Festivals in French speaking countries/communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u> <u>Topic 1:</u> Home, town, neighbourhood and region</p> <p><u>Topic 2:</u> Social issues</p> <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living <p><u>Topic 3:</u> Global issues</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness <p><u>Topic 4:</u> Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u> <u>Topic 1:</u> My studies</p> <p><u>Topic 2:</u> Life at school/college</p> <p><u>Topic 3:</u> Education post 16</p> <p><u>Topic 4:</u> Jobs, Career choices and ambitions</p>

<p>Assessment</p>	<p>Examinations in:</p> <ul style="list-style-type: none"> ▪ Listening (25%) (Foundation:30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time) ▪ Reading (25%) (Foundation: 45 minutes; Higher: 1 hour) will be taken during the examination period (May 2017) ▪ Writing (25%) Foundation: 1 hour Higher: 1 hour 15 minutes ▪ Speaking (25%) The oral examination will take place during the Spring of 2018 Foundation: 7 to 9 minutes Higher: 9-11 minutes <p>Each of these papers (excluding the oral) will be taken during the final examination period.</p> <p>Practice examinations in Reading, Listening and Writing examinations will be taken in throughout the year, in correlation with the internal examinations schedule.</p>
<p>Deadlines</p>	<p>Homework is set twice weekly and must be given in on time.</p>
<p>Higher/Foundation</p>	<p>Students will be entered for the Higher OR Foundation Tier in all the examinations. They will no longer be able to sit a mixture of papers (e.g. Higher Reading and Foundation Listening)</p> <p>Higher tier grades 9 - 4</p> <p>Foundation tier grades 5 - 1</p>
<p>Useful websites</p>	<p>www.aqa.org.uk/8658 (for the specification)</p> <p>www.bbc.co.uk/schools/gcsebitesize/french (listening and reading practice)</p> <p>www.samlearning.com (reading practice)</p> <p>www.aqa.org.uk (sample papers as this is a new course)</p> <p>www.text-to-speech-translator.paralink.com (speaking practice)</p>
<p>Other subject specific information</p>	

Subject	Geography
Courses offered	Edexcel B GCSE Geography (Specification 1GB0)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Either - three hours per week in Year 10 and two hours per week in Year 11 Or - two hours per week in Year 10 and three hours per week in Year 11
Grouping	Mixed ability groups
Content of courses offered	<p><u>Component 1 – Global Geographical Issues</u></p> <p>This component looks at patterns and processes at a global scale. Topics include Hazardous Earth, Development Dynamics and Challenges of an urbanising world. Below are the topics outlined in more detail:</p> <p><u>Hazardous Earth:</u></p> <p>Students answer questions such as; How does the world’s climate function, why does it change and how can this be hazardous to people? How are extreme weather events increasingly hazardous for people? Why do causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <p><u>Development Dynamics:</u></p> <p>Students answer questions such as; What is the scale of global inequality and how can it be reduced? How is India managing to develop?</p> <p><u>Challenges of an urbanising world:</u></p> <p>Students answer questions such as; What are the causes and challenges of rapid urban change? Why does quality of life vary so much within ONE megacity?</p> <p><u>Component 2 – UK Geographical Issues</u></p> <p>This component looks at patterns and processes within the UK. Topics covered are:</p> <p><u>SECTION A: The UK’s evolving physical landscape, which includes Coastal Change and conflict and River processes and pressures.</u></p> <p><u>SECTION B: The UK’s evolving human landscape, which includes Changing Cities and Changing Rural areas.</u></p>

<p>Content of courses offered</p>	<p>SECTION B: The UK's evolving human landscape, which includes Changing Cities and Changing Rural areas.</p> <p>SECTION C: Geographical investigations – Students complete 2 days of fieldwork. One in a human and one in a physical setting. There will be questions in Paper 2 about their fieldwork. Questions will be based on at least two of the following areas; Understanding the enquiry process, the methods they used to collect their data, the processing and presenting of data, analysing data and applying theories, drawing conclusions and reflecting critically on the enquiry process.</p> <p><u>Component 3 – People and environmental issues</u></p> <p>Students will study 3 topic areas:</p> <ul style="list-style-type: none"> • People and biosphere • Forests under threat • Consuming energy resources <p>The examination will consist of a booklet of sources provided in the examination. It requires students to make effective use of, analyse and interpret the resources material. The final extended writing question requires students to make reasoned justifications for proposed solutions to a problem or issue.</p>
<p>Assessment</p>	<p>Components 1 and 2 (37.5% each) Questions will range from short questions, up to larger extended writing questions. Calculations will also need to be made in some answers.</p> <p>Component 3 (25%) is a decision-making exercise using a resource booklet that students will receive in the examination based on a geographical issue in a particular location. Questions will assess students' understanding of the resources and their ability to make decisions and provide justification for their choices.</p> <p>Spelling, Punctuation and Grammar – Additional marks will be awarded for spelling, punctuation and grammar throughout all components of the GCSE examinations.</p>
<p>Tiers</p>	<p>There is a common tier of entry.</p>
<p>Useful websites</p>	<p>www.edexcel.org.uk (for the specification etc.)</p> <p>www.rgs.co.uk; www.news.bbc.co.uk</p> <p>www.bbc.co.uk/schools/gcsebitesize/geography/; www.geography.org.uk</p>
<p>Other subject specific information</p>	

Subject	German (8668)
Courses offered	AQA GCSE
Level and value of awards	1 x GCSE (grades 9 –1)
Time allocation	Two hours per week
Grouping	Two sets in the Y half, one of higher to middle ability, one of mixed (middle to lower) ability; one set in the X half of mixed ability.
Content of courses offered	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, pupils cover the following themes over the 2 years up to the GCSE:</p> <p><u>Theme 1: Identity and culture</u></p> <p><u>Topic 1:</u> Me, my family and friends</p> <ul style="list-style-type: none"> • Relationships with family and friends • Marriage/partnership <p><u>Topic 2:</u> Technology in everyday life</p> <ul style="list-style-type: none"> • Social media • Mobile technology <p><u>Topic 3:</u> Free-time activities</p> <ul style="list-style-type: none"> • Music, Cinema and TV, Food and eating out, Sport <p><u>Topic 4:</u> Customs/Festivals in German-speaking countries/communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p><u>Topic 1:</u> Home, town, neighbourhood and region</p> <p><u>Topic 2:</u> Social issues</p> <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living <p><u>Topic 3:</u> Global issues</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness <p><u>Topic 4:</u> Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u></p> <p><u>Topic 1:</u> My studies</p> <p><u>Topic 2:</u> Life at school/college</p> <p><u>Topic 3:</u> Education post-16</p> <p><u>Topic 4:</u> Jobs, Career choices and ambitions</p>

<p>Assessment</p>	<p>Examinations in:</p> <ul style="list-style-type: none"> ▪ Listening (25%): Foundation: 30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time ▪ Reading (25%): Foundation: 45 minutes; Higher: 1 hour ▪ Writing (25%) Foundation: 1 hour; Higher: 1 hour 15 minutes ▪ Speaking (25%) Foundation: 7-9 minutes; Higher: 9-11 minutes <p>Each of these papers (excluding the oral) will be taken during the final examination period (May 2019) Practice examinations in Speaking, Reading, Listening and Writing examinations will be taken around the time of the internal examinations schedule for Year 10 and Year 11.</p>
<p>Deadlines</p>	<p>Homework is set twice weekly and must be given in on time.</p>
<p>Higher/Foundation</p>	<p>Pupils will be entered for the Higher OR Foundation Tier in all of the examinations. They will no longer be able to sit a mixture of papers (e.g. Higher Tier Reading and Foundation Tier Listening)</p> <p>Higher Tier: grades 9 - 4</p> <p>Foundation Tier: grades 5 - 1</p>
<p>Useful websites</p>	<p>http://www.aqa.org.uk/subjects/languages/gcse/german-8668 (for the specification etc.)</p> <p>www.bbc.co.uk/schools/gcsebitesize/german (listening and reading practice)</p> <p>www.samlearning.com; www.klar.co.uk (reading practice)</p> <p>www.text-to-speech-translator.paralink.com (speaking practice)</p> <p>There will be links to all of these websites on the Year 10 section of the German webpage on SharePoint.</p>
<p>Other subject specific information</p>	<p>Pupils can use Quizlet and other resources to help with independent interactive learning and testing of vocabulary.</p> <p>A wide range of other independent revision resources is available also via the KS4 section of the German Webpage on SharePoint.</p>

Subject	History
Courses offered	Edexcel (Specification 1H0)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Either - three hours per week in Year 10 and two hours per week in Year 11 Or - two hours per week in Year 10 and three hours per week in Year 11
Grouping	All groups are mixed ability.
Content of courses offered	Paper 1: Thematic Study and Historic Environment Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches. Paper 2: Period Study and British Depth Study Superpower relations and the Cold War, 1941-1991 and the reigns of Richard I and King John, 1189-1216 Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-1939
Exam dates and structure of assessments	Students will complete three examination papers at the end of Year 11.
Higher/Foundation	There is a common tier of entry.
Useful websites	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments (for the specification) www.bbc.co.uk/history www.activehistory.co.uk www.spartcus.schoolnet.co.uk www.schoolhistory.co.uk www.johnclare.net
Other subject specific information	Once the syllabus has been completed students will receive a thorough revision programme to help them prepare for their examination. Revision classes will begin in October of Year 11.

Subject	IT (Option Groups)
Courses offered	OCR GCSE Computer Science (Specification J276)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Three hours per week, or two hours per week, in Year 10 and Year 11 respectively
Grouping	Mixed ability groups
Content of courses offered	<p>This course requires a high level of mathematical understanding and ability.</p> <p>Component 01: Computer Systems: This component introduces students to the Central Processing Unit, computer memory and storage, wired and wireless networks, network topologies, system security and system software. System security is an integral part of this component.</p> <p>Component 02: Computational Thinking: This component incorporates and builds on the knowledge and understanding gained in Component 01. Students will apply their knowledge and understanding using the principles of computational thinking. They are introduced to algorithms, programming techniques, computational logic, facilities of computing languages. Computer mathematics is the core of this unit and students will study the number systems used by computers – binary and hexadecimal.</p> <p>Component 03: Programming Project: The programming project takes place in Year 11. The task is set by the examination board in September of Year 11. Students are expected to create suitable algorithms to provide a solution to the problems identified in the task. Code written is expected to be suitably annotated to describe the process. Full testing and evaluation is a requirement. This is a controlled assessment component and completed within a supervised environment.</p>
Exam dates and structure of assessments	<p>Component 01 and 02 are assessed by external examination. These are undertaken in June of Year 11. Each examination is 1 hour and 30 minutes. Each constitutes 40% of the total GCSE grade.</p> <p>Component 03 is assessed internally and moderated externally by the examination board. This will be undertaken in June of Year 11 and is 20% of the overall GCSE grade.</p>
Coursework deadlines	It is expected that Assessment Component 03 is completed by February 2019 for Year 11 and by February 2020 for current Year 10.
Higher/Foundation	Students complete the same controlled assessment projects and examination.
Useful websites	http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/ for the specification etc.

Other subject specific information

Regular assessment is used to decide which students should attend additional sessions. We aim for all to meet or exceed their target grade. Strong mathematical skills are required for this course.

Subject	Mathematics
Courses offered	Edexcel GCSE Mathematics (Specification 1MA1) AQA Level 2 – Further Mathematics (Specification 8360)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Three hours per week. Four hours for students following the Alternative Curriculum.
Grouping	Students are set into ten groups. Those who follow the Alternative Curriculum are generally taught separately.
Content of courses offered	Students continue to study Mathematics throughout Years 10 and 11, building upon their experiences from lower down the School. Dependent on their ability, students will study areas of Algebra, Numbers, Handling Data, Geometry, Calculations and Using and Applying Mathematics. Exceptionally able students in sets 1 and 2 will have the opportunity to sit the AQA Level 2 in Further Mathematics.
Assessment	All students will sit the qualification in June of Year 11. There will be three papers, each of 1 hour and 30 minutes in length. A calculator is allowed in two of these examinations.
Deadlines	There is no controlled assessment requirement for GCSE Mathematics
Higher/Foundation	Sets 1- 6 study Higher Tier for grades 9 - 4 Sets 7 -10 including the Alternative Curriculum study Foundation Tier 5 –1.
Useful websites	www.bbc.co.uk/schools/gcsebitesize/maths/ www.mymaths.co.uk – log-in codes supplied by the School www.edexcel.com – GCSE Mathematics www.mathswatch.vle.com
Other subject specific information	Students receive a thorough revision programme to help them prepare for their examination. Once the syllabus is complete each student will receive a folder of past papers and a log in for revision website to help develop examination technique. Revision classes are often run for borderline students.

Subject	Media Studies
Courses offered	AQA GCSE Media Studies (Specification 4812)
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Two/three lessons per week dependent on option block. These switch around in Year 11.
Grouping	Mixed ability across two option blocks
Content of courses offered	<p>Students study all aspects of the mass media across the three platforms: Broadcast, print and e-media, and are introduced to the key concepts of language, representation, institution and audience. Students are required to produce three controlled assessments, which include a mix of written/analytical work and a pre-production task, such as constructing a storyboard for a film sequence. The three assignments are:</p> <p>Introduction to the Media – how are texts constructed and how are they consumed by different audiences?</p> <p>Cross Media Study – understanding the relationship between media texts and platforms.</p> <p>Practical Production – in groups, or individually, students create an original media product.</p>
Assessment	<p>There are three controlled assessment (coursework) tasks across different types of media. These are worth 60% of the overall GCSE.</p> <p>An external assessment (worth 40%) is completed in Year 11 at the end of the course. This is a pre-release paper, which allows students to prepare for the examination in advance. The topic for this is set by the examination board and changes every year. In June 2018 it will be on the subject of television serial dramas.</p>
Deadlines	Precise dates will be set by the classroom teacher, but as a guide one assessment will be completed every term in Year 10.
Tier of Entry	Single tier entry (grades 9 - 1)
Useful websites	<p>www.aqa.org.uk (for the specification etc.)</p> <p>www.bfi.org.uk www.filmeducation.org.uk www.englishandmedia.co.uk (for resources)</p> <p>www.mediaguardian.co.uk (for useful articles)</p>
Other subject specific information	Media Studies students are advised to take an overall interest in the mass media and should regularly consume a variety of texts, including print media such as newspapers and magazines.

Subject	Music
Courses offered	Edexcel GCSE Music (Specification 1MU0)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Three lessons per week in Year 10; two lessons per week in Year 11
Grouping	Mixed ability class
Content of courses offered	<p>The course has three units which are:</p> <p>1. Performing, 2. Composing and 3. Appraising.</p> <p>In Performing, students develop their skills in solo and ensemble performance; in Composing they extend their compositional skills in a range of styles and in Appraising they study eight set works drawn from four Areas of Study.</p>
Assessment	60% of the work is assessed by internally marked, controlled assessment in the Composing and Performing units. There is one external examination (40%) which tests students' knowledge and understanding of the set works. This paper is an examination of 1 hour and 45 minutes.
Deadlines	Two performances have to be recorded. One is a solo item; the other an ensemble. Two compositions have to be submitted to the teacher for assessment prior to moderation; the deadline for submission is the end of the Spring term in Year 11.
Higher/Foundation	There is a common tier of entry.
Useful websites	<p>www.edexcel.com/quals/gcse/gcse09/music/Pages/default.aspx</p> <p>Others include: www.dsokids.com sfskids.com www.philharmonia.co.uk www.classical.net www.musictheory.net www.youthmusic.org.uk http://www.bbc.co.uk/schools/gcsebitesize/music/</p>
Other subject specific information	<p>All students taking GCSE Music are expected to participate fully in the musical life of the School by being active and committed members of at least one extra-curricular group in addition to the School Choir, which is compulsory for all GCSE students. The Choir provides an excellent opportunity for developing ensemble skills and improving score-reading and general musicianship. Students are given ample opportunity to perform throughout the course, including large-scale evening concerts as well as less formal events and assemblies. Trips to various concerts are arranged in order that all students experience a full range of musical styles. Assistance with meeting coursework deadlines is given mainly on a one-to-one basis following the outcome of the mock examinations in Year 11.</p>

Subject	Physical Education
Courses offered	AQA GCSE Physical Education (Specification 8582)
Level and value of awards	1 x GCSE (grades 9 –1)
Time allocation	Three hours per week in Year 10 and two hours per week in Year 11
Grouping	Mixed ability
Content of courses offered	<p>Subject content includes the following:</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data.
Assessment	<p>Two theory examinations are at the end of Year 11. Both examinations are 1hr 15mins in duration and marked out of 78 Marks.</p> <p>The practical element is ongoing from the start of Year 10.</p> <p>Overall grade: 40% (10% written coursework related to performance analysis) practical and 60% theory.</p>
Deadlines	Theory coursework final deadline February half term in Year 11.
Higher/Foundation	There is a common tier of entry.
Useful websites	<p>www.aqa.org.uk for GCSE course specification etc.</p> <p>www.bbc.co.uk/schools/gcsebitesize/pe/</p> <p>www.teachPE.com</p> <p>www.s-cool.co.uk/gcse/pe.html</p> <p>https://www.brianmac.co.uk/index.htm</p>
Other subject specific information	<p>Revision guides can be brought from the Department.</p> <p>Text books are given to each student.</p> <p>Revision classes will be offered throughout the two years of the course, with a greater frequency in the second year.</p>

Subject	Religious Studies
Courses offered	AQA GCSE Religious Studies: Specification A Full Course
Level and value of awards	<p>Full Course GCSE is offered. Those students who are doing the Full Course GCSE will take their examinations in May of Year 11. Those students following the Alternative Curriculum route have the potential to study for the Short Course GCSE and, if appropriate, would sit the examination in May of Year 11.</p> <p>Full Course 1 x GCSE, Short Course 0.5 x GCSE (grades 9 – 1)</p>
Time allocation	Three hours per fortnight. One hour per fortnight for the Alternative Curriculum.
Grouping	Religious Studies classes are set with IT and PSHE. Sets 1, 2, 3, 4, 5 and 6 are set according to attainment levels at the end of Year 9 by the RS and IT Departments. All sets 1- 5 are entered for the Full Course GCSE.
Content of courses offered	<p>Students start the GCSE course, Unit 1 in Year 9. There are 6 units of study:</p> <ol style="list-style-type: none"> 1. Relationships and Families – Students will start this course in January of Year 9. 2. Christianity: Beliefs and Teachings – Students will start studying this unit in the Summer Term and complete in the Autumn Term of Year 10. 3. Religion Crime and Punishment – will be taught second half of the Autumn term in year 10. 4. Sikhism: Beliefs and Teachings – Students study this unit in the spring term of Year 10. 5. Religion and Life – Students will study this unit in the summer term of Year 10 and the first part of the autumn term of Year 11. 6. Religion: Peace and Conflict – Students will study this in the second part of the Autumn term in year 11
Assessment	Students will sit a mock GCSE examination in January and May of Year 10 based on the units they have studied, and a mock in Year 11.
Deadlines	There is no controlled assessment in Religious Studies
Higher/Foundation	There is a common tier of entry.
Useful websites	<p>www.aqa.org.uk for the specification etc.</p> <p>www.rsrevision.com</p> <p>www.bcbitesize.co.uk</p> <p>Recommended revision guides include AQA GCSE Revision guide (can be ordered through the Department at a reduced cost) BBC Bitesize Religious Studies, CGP and Letts.</p>
Other subject specific information	Revision classes are offered during lunchtimes, after school, Saturdays and during the Easter and May half term holidays.

Subject	Science
<p>Courses offered</p>	<p>GCSE Separate Sciences (Separate GCSEs in Biology, Chemistry and Physics (Triple Award)) Please note, all three must be taken in this option</p> <p>or</p> <p>Combined Science (Double Award).</p> <p>All GCSEs are AQA (specifications; Biology 8461, Chemistry 8462, Physics 8463 Combined Science Trilogy 8464)</p>
<p>Level and value of awards</p>	<p>GCSE Triple Award 3 x GCSEs (grades 9 – 1)</p> <p>GCSE Combined Science 2 x GCSEs (grades 9 –1)</p>
<p>Time allocation</p>	<p>Triple Award - seven hours per week in Year 10, eight hours per week in Year 11.</p> <p>Double Award - five hours per week</p>
<p>Grouping</p>	<p>Set by ability</p>
<p>Content of courses offered</p>	<p>A mixture of Biology, Chemistry and Physics topics based on the themes of Human Biology, Evolution and Environment, Products from Rocks, Oils, Earth and Atmosphere, Energy and Electricity, Radiation and the Universe.</p> <p>There is a strong emphasis on the application of science and practical work.</p>
<p>Assessment</p>	<p>Separate Science GCSE Scientists will take terminal examinations at the end of Year 11 for the award of separate GCSEs in Biology, Chemistry and Physics.</p> <p>Combined Science sit all examinations at the end of Year 11 for the award of GCSE Combined Science (Double Award)</p>
<p>Deadlines</p>	<p>Students will take a number of prescribed practicals throughout the course. Questions on these practical experiments will feature in the written examinations at the end of the course, along with the theoretical content of each course as set out in the specifications.</p>
<p>Higher/Foundation</p>	<p>GCSE students may be entered in the Higher or Foundation Tiers</p> <p>Higher tier grades 9 - 4</p> <p>Foundation tier grades 5 - 1</p> <p>The tier of entry is decided by the teachers and is based on progress throughout the year.</p>

<p>Useful websites</p>	<p>Detailed information about the course and assessments may be found on the examination board websites.</p> <p>For students following Science follow Combined Science (Trilogy) (8464): http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p> <p>Then for Separate Science each specification can be found at: Biology (8461) http://www.aqa.org.uk/subjects/science/gcse/biology-8461 Chemistry (8462) http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 Physics (8463) http://www.aqa.org.uk/subjects/science/gcse/physics-8463</p> <p>There is a wealth of information and GCSE Science support materials on the internet, for example: www.bbc.co.uk/schools/gcsebitesize/science/</p> <p>along with the School's website.</p>
<p>Other subject specific information</p>	<p>A variety of enhancement activities are available depending on the course taken. These may include educational visits and guest speakers.</p>

Subject	Sociology
Courses offered	AQA GCSE Sociology (Specification 4190)
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Two/three hours per week
Grouping	Mixed ability
Content of courses offered	<p>GCSE Sociology (4190) is made up of two mandatory externally assessed units.</p> <p>Unit 1: <i>Studying Society; Education; Families (worth 50% of overall grade).</i> This includes investigating research methods, social structures, social processes and social issues. This unit will be studied during Year 10.</p> <p>Unit 2: <i>Crime and Deviance; Mass Media; Power; Social Inequality (worth 50% of the overall grade).</i> Candidates study three of these areas in detail. This unit will be studied during Year 11.</p>
Assessment	<p>Unit 1 is a 90 minute written paper to be taken at the end of Year 11.</p> <p>There are three compulsory topic areas:</p> <ul style="list-style-type: none"> • Topic 1 - Candidates answer all questions. • Topics 2 and 3 – Candidates answer six compulsory questions and one question from a choice of two. <p>Unit 2 is a 90 minute written paper to be taken at the end of Year 11. Candidates answer six compulsory questions and one question from a choice of two.</p>
Deadlines	N/A
Higher/Foundation	There is one common tier of entry.
Useful websites	<p>www.aqa.org.uk (for the specification etc.)</p> <p>www.s-cool.co.uk/alevel/sociology good for revision of research methods and the family</p> <p>http://www.podology.org.uk/#/home/4556339389 – a selection of videos and podcasts on a range of topics, great for extra research and developing sociological understanding.</p>
Other subject specific information	Each student will be given an AQA recommended textbook and revision guide.

Subject	Spanish
Courses offered	GCSE AQA (Specification 8698)
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Two hours per week
Grouping	Two sets in each year half, one of higher to middle ability, one of mixed (middle to lower) ability.
Content of courses offered	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, students cover the following themes over the two years up to the GCSE:</p> <p><u>Theme 1 Identity and culture</u></p> <p><u>Topic 1:</u> Me, my family and friends</p> <ul style="list-style-type: none"> • Relationships with family and friends • Marriage/partnership <p><u>Topic 2:</u> Technology in everyday life</p> <ul style="list-style-type: none"> • Social media • Mobile technology <p><u>Topic 3:</u> Free-time activities</p> <ul style="list-style-type: none"> • Music, Cinema and TV, Food and eating out, Sport <p><u>Topic 4:</u> Customs/Festivals in Spanish-speaking countries/communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p><u>Topic 1:</u> Home, town, neighbourhood and region</p> <p><u>Topic 2:</u> Social issues</p> <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living <p><u>Topic 3:</u> Global issues</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness <p><u>Topic 4:</u> Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u></p> <p><u>Topic 1:</u> My studies</p> <p><u>Topic 2:</u> Life at school/college</p> <p><u>Topic 3:</u> Education post-16</p> <p><u>Topic 4:</u> Jobs, Career choices and ambitions</p>

<p>Assessment</p>	<p>Examinations in:</p> <ul style="list-style-type: none"> ▪ Listening (25%): Foundation: 30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time ▪ Reading (25%): Foundation: 45 minutes; Higher: 1 hour ▪ Writing (25%) Foundation: 1 hour; Higher: 1 hour 15 minutes ▪ Speaking (25%) Foundation: 7 to 9 minutes; Higher: 9-11 minutes <p>The Speaking will take place in the Spring term of 2019 or 2020.</p> <p>Each of these papers (excluding the Speaking) will be taken during their final examination period (May 2019 or 2020)</p>
<p>Deadlines</p>	<p>Homework is set twice weekly and must be given in on time.</p>
<p>Higher/Foundation</p>	<p>Students will be entered for the Higher OR Foundation Tier in all of the examinations. They will no longer be able to sit a mixture of papers (e.g. Higher Tier Reading and Foundation Tier Listening)</p> <p>Higher Tier: grades 9 - 4</p> <p>Foundation Tier: grades 5 - 1</p>
<p>Useful websites</p>	<p>http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698 (for the specification etc.)</p> <p>www.bbc.co.uk/schools/gcsebitesize/spanish (listening and reading practice)</p> <p>https://revisionworld.com/gcse-revision/spanish (reading practice)</p> <p>www.text-to-speech-translator.paralink.com (speaking practice)</p> <p>There will be links to all of these websites on the Year 10 section of the Spanish webpage on SharePoint.</p>
<p>Other subject specific information</p>	<p>An e-version of the textbook ¡Viva! plus interactive consolidation and extension activities will be available online to all students after the Autumn half-term break.</p> <p>Students will be provided with a CPG Spanish Vocabulary book with accompanying DVD-ROM for independent interactive learning and testing of vocabulary.</p> <p>A wide range of other independent revision resources is available also via the Year 10 section of the Spanish Webpage on SharePoint.</p>

Subject	Textiles
Courses offered	AQA GCSE Textiles Art and Design
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Three or two hours per week, alternating between Year 10 and Year 11
Grouping	Mixed ability
Content of courses offered	First and second term: Creative and practical skills in Textiles and Fashion. Students learn skills in decorative and construction methods, materials, techniques and processes. Also, drawing, annotation and theory.
Assessment	40% External assessment in June 2019, 60% by controlled assessment
Deadlines	The controlled assessment task is set in the summer term for research and ideas. Deadlines will be given approximately every two weeks, when work will be collected in and marked with feedback.
Higher/Foundation	There is one common tier of entry.
Useful websites	www.aqa.org.uk (for the specification and practice papers) www.bbc.co.uk/schools/gcsebitesize/design/textiles www.fabrics.net/fabricinfo.asp 42explore.com/fibers.htm www.fashion-era.com/fashion_tutorials.htm
Other subject specific information	Two 40-minute homework tasks are set per week. GCSE club in DT6 and after school on Thursdays.

Subject	Textiles
Courses offered	AQA Level 1/2 Technical Awards: Fashion and Textiles
Level and value of awards	1 x GCSE (grades 9 - 1)
Time allocation	Three or two hours per week, alternating between Year 10 and Year 11
Grouping	Mixed ability
Content of courses offered	First term: Practical skills project. Students learn basic skills of making a garment or interior product from a commercial pattern. Students cover decorative techniques and construction, fashion drawing and theory. Second and Third term: Controlled Assessment
Assessment	40% by final examination in June 2019, 60% by controlled assessment
Deadlines	The controlled assessment task is set in the spring term for research and ideas. Deadlines will be given approximately every two weeks, when work will be collected in and marked with feedback.
Higher/Foundation	There is one common tier of entry.
Useful websites	www.aqa.org.uk (for the specification and practice papers) www.bbc.co.uk/schools/gcsebitesize/design/textiles www.design-technology.info/page6.htm www.hiraeth.com/ytg www.fabrics.net/fabricinfo.asp 42explore.com/fibers.htm www.fashion-era.com/fashion_tutorials.htm
Other subject specific information	Two 40-minute homework tasks are set per week. GCSE club in DT6 and after school on Thursdays.

Careers Education and Guidance (CEG)

Careers Education and Guidance (CEG) is provided for all students. CEG is delivered through the PSHE programme as well through enterprise activities, careers conferences, visits by external employers and events.

The CEG Programme is designed to empower students to:

- Review their progress at School, identify their interests, strengths and weaknesses, to set targets for improvement and to plan ahead.
- Research their career interests using a variety of careers literature, web-based tools and software to explore future education, training and employment opportunities.
- Develop effective career management skills including self-assessment using information and guidance to devise realistic action plans to shape their future studies at School and beyond.

The focus in Year 10 is for students to learn how to access and use a variety of careers and work information sources and advice so as to be able to:

- Research their career interests and begin to explore their options for Post-16.
- Find out about the changing world of work and how this will affect their career choices

The School works closely with the specialist providers including Personal Advisors from Careers Bromley who also attend various events run by the School. If parents or carers would like to request any additional careers guidance then they should email the School who will refer their enquiry to the correct person.

Students are encouraged to make use of the School's well-resourced Careers Library located in the Work-Related Learning Centre (at the side of the Barker Building, opposite Science). Here they can access information from a variety of sources on Further and Higher Education, Apprenticeships, internships, gap years, self-employment, careers and other work-related subjects.

Tips for Success

Completing coursework/controlled assessment successfully

In order to achieve the highest possible mark for this component of an examination, a student must:

- Listen to instructions from their teachers, who are experts in their subject areas. They will be given deadlines about what to complete by when and must stick to these deadlines.
- Ensure they follow instructions about the type of work that is allowed to be conducted at home and that which must be undertaken under supervision by the teacher. This will vary from subject to subject.
- Listen to and act upon advice on how to improve their work if they are given the opportunity to produce a final draft.

Parents can contact their child's teachers using the Planner if they are concerned whether coursework has been completed. Alternatively, please telephone the School and an appropriate member of staff will contact you.

Getting the most from revision

To achieve in any examination, three things are required:

- Knowledge, understanding and skills relevant to the subject being examined. These will vary according to the specification followed by the department.
- Practice of past examination questions, ensuring the student knows how to get the most marks on each section and does not make fundamental errors.
- Attendance and active participation at revision classes, backed up by further revision at home.

Two forms of revision are possible – that facilitated by a teacher at School and that conducted independently at home by a student. Both, of course, are important. There can be a tendency to not consider revision until the final weeks before an examination. This is not the most effective way to ensure learning is to a sufficient depth that key ideas, concepts, facts and understanding are embedded for the highest grades to be achieved. If classwork carried out during the School day is revisited that night and then again frequently over the weeks and months ahead throughout Years 10 and 11, there is much more chance that it will be memorised for the examinations. With all examinations now at the end of the two years it is even more important to do this now than it may have been in previous years (see the previous section on GCSE Reforms).

When special revision sessions are provided in Departments we ask that students attend regularly. Here they will gain practice at GCSE papers and are given opportunities to discuss how to improve their answers.

Resources available for revision include students' own exercise books, but also revision guides (from School or purchased on the high street) as well as booklets given out by teachers.

There are also now many online resources, which students find extremely engaging and useful. Websites recommended by Heads of Department are indicated in the individual subject guides included in this booklet. Other online resources are presented in the remainder of this booklet.

Ten Tips for Parents and Carers

1. Check that your child knows when additional/revision sessions are running (lunchtime, after school, in the holidays).
2. Insist your child attends these sessions.
3. Make sure your child has a suitable quiet space to work at home.
4. Check your child's planner daily for homework that should be completed.
5. Instil in your child a routine of revisiting work completed in lessons and ensure they are looking on the VLE for additional resources.
6. Purchase revision guides for them.
7. Use reports from school to track progress against target grades.
8. Ensure your child is working hard. Make sure they are not becoming overly stressed, especially when the examinations approach.
9. Make sure your child eats a healthy balanced diet.
10. Use the contacts list in this booklet if you have any questions.

Office 365 – the School’s Virtual Learning Environment

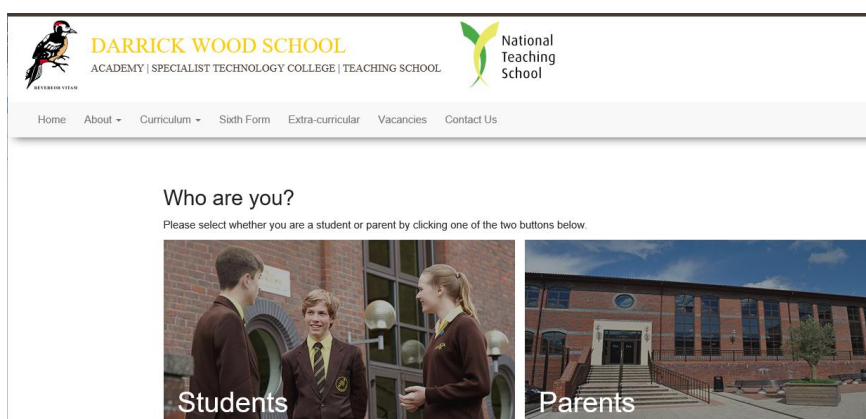
The School’s Virtual Learning Environment is hosted on Office 365. Your child can access the Microsoft Office Portal using their school email address as the username and password that they use to log in to the School’s network.

Office 365 has many features, but one of the most important is that students are able to view tailor-made revision resources online, within School and from home as provided by their teachers. Inside School, students access resources through Internet Explorer.

From home, or anywhere else connected to the Internet, they should type the following into the address bar: portal.office.com

Parents are able to access the Parent Portal by clicking on the link from the School’s website and clicking Parents:

www.darrickwood.bromley.sch.uk



When logging in as a parent, (with your unique login and password) you are able to view your child’s attendance record, latest assessment data and other information related to your child. Electronic copies of the letters sent home are also available along with the School calendar. If, for any reason, you are unable to log-in, please contact the School.

Office 365 – the School’s Cloud environment

Office 365 provides students with access to email and online use of Microsoft Office software without it having to be installed on their PC at home. This allows students to collaborate on class projects and homework regardless of where they are working and on what device. They are able to create documents with the Office Web Apps which provide all the same features as the desktop versions they use in school. The environment is ring-fenced so that there is no interaction available outside the Darrick Wood Office 365 environment.

Office 365 is a secure and moderated environment thus students’ content and personal data are fully protected. The IT curriculum equips the students with the knowledge, understanding and skills to use this environment responsibly.

Class Charts

Class Charts is Darrick Wood's Praise and Rewards system. Teachers and other School staff can award students house points to reflect a variety of learning behaviours which may include:

- Attitude to Learning
- Progress
- Ownership
- Subject knowledge
- Homework
- Organisation
- Perseverance and Resilience
- Collaboration
- Contribution to School Community
- Good effort

Form Tutors, pastoral staff and parents can view the house points that have been awarded in different subjects and outside the classroom, perhaps for a contribution to an extra-curricular club. Parents will have received the log-in details for their son/daughter – if you have not received these then please contact the School.

As part of this new system, your son/daughter will no longer be given effort grades by their teachers. Instead, there will be four occasions during the school year when you will receive a "Learner Profile" which summarises the positive and negative house points that have been awarded to your son/daughter. Please discuss these reports with your son/daughter and help them to understand those issues with which they may require additional support.

GCSEPod

GCSEPod is an award-winning, user-friendly and convenient way of providing students with subject knowledge they can use to help them to succeed, in short, sharp, student-friendly 3-5 minute chunks. The content is written by practicing teachers and can be filtered by exam board. GCSEPod is proven to help improve outcomes – whatever students prior attainment.

With GCSEPod, you can help your child to reach their potential whilst building their confidence across a range of subjects. Use GCSEPod to learn a new topic together or help them identify their weakest areas and fill their knowledge gaps. The content on GCSEPod can be filtered to the correct exam board, so you can login with the peace of mind that what's available will really make a difference to their progress.

E-Safety: A selection of guidance for Students

Title	Content	Link
Student E-Safety Portal	Help sheets, website links and videos on how to use online technology and stay safe.	Accessed from the school SharePoint VLE.
ThinkUKnow	Find the latest information on the sites you like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it. If you look after young people there's an area for you too – with resources you can use in the classroom or at home.	https://www.thinkuknow.co.uk/
Childnet	The Childnet Hub is for young people aged 11-18. The internet is a brilliant place to connect with others, to be creative and to discover new things. In the Childnet Hub you'll find top tips, competitions, blogs and advice to help you to use the internet safely, responsibly and positively.	http://www.childnet.com/young-people/secondary/
Securing your facebook account	A guide to make sure you Facebook account is used safely.	http://www.sophos.com/security/best-practice/facebook.html/
Stop cyberbullying	A guide to help protect children from cyber bullying.	http://www.stopcyberbullying.org

E-Safety: A selection of guidance for Parents

Title	Content	Link
NSPCC online safety	The NSPCC have teamed up with O2 to give you everything you need to know about keeping children safe online.	http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/
Parental settings guidance	Discover tips for staying safe online.	http://sp.darrickwood.bromley.sch.uk/sites/vle/parents/_layouts/15/start.aspx#/SitePages/E-Safety.aspx