Year 11 Course Guide

2024-2025

GCSE English & English Literature

Mr R Garry

Examination Board	AQA
Syllabus	8700/8702

Year 11 Autumn Term

- Students start the year studying a range of fiction in preparation for their English Language Paper 1 exam. This includes identifying and interpreting key information, analysing language, comparative analysis of texts and producing non-fiction texts. A mock exam for the English Language Fiction paper is sat at the end of this unit.
- The second half of the autumn term is spent revising *Macbeth* and *A Christmas Carol* in preparation for the Year 11 mock exams. During this time, students revisit the skills needed for the Literature Shakespeare and 19th Century Novel exam, which is assessed during Year 11 mock exams.

Spring Term

- Students begin the spring term by revising *An Inspector Calls* and the Power and Conflict poems. Time is also devoted to establishing ways of approaching the unseen poetry questions. A mock exam for the English Literature Modern Texts and Poetry paper is sat at the end of this unit.
- The spring term closes with revision of all aspects of the English Language GCSE. Students are provided with formative feedback of their progress and areas for improvement during this time. Key revision skills and strategies are taught.

Summer Term

- During the summer term students revise for all aspects of the English Literature GCSE. Students need to revisit all the Literature texts and plan a revision timetable to ensure successful revision is carried out at home.

Student Work
Work is regularly checked and monitored by the teacher. A minimum of one piece of homework is set weekly.

Assessment

All students have a GCSE target to aspire to that is based on prior performance in English to date. Progress is monitored through ongoing formal and informal assessment.

Helping at Home

- Talk about the work students are completing.
- You may like to read the texts that your child is studying as well so that you can discuss them together.
- Provide a quiet area where students can work on revision and homework.
- Encourage students to proofread their work and always aim for technical accuracy.
- Encourage students to read a range of fiction and non-fiction texts regularly.
- Encourage attendance at after-school English revision sessions.
- Do not hesitate to contact the school and talk to the English department.

Useful websites: www.aqa.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/english

GCSE Mathematics

Mrs E Griffiths

Examination Board	Edexcel
Syllabus	1MA1

GCSE Mathematics is a linear course where students are examined at the end of Year 11.

There are three examination papers (one non-calculator paper and two calculator papers) each lasting 1-hour 30 minutes. The course is divided into sections.

All students have the same calculator, given to them on arrival at the school, available to buy from the school shop (Logik Scientific).

Year 10

Autumn Term

Students develop work on number, algebra, geometry and measures. Some students start work on the entry level certificate.

Spring Term

Students continue working on algebra, number, statistics, geometry and measures.

Summer Term

Students develop work on geometry, algebra, statistics and take their Year 10 maths exam.

Year 11

Autumn Term

Students develop work on number, statistics, algebra, geometry and measures and take their mock exams: they will sit a mock for each paper. There are maths revision guides and workbooks available from the school shop and nearer to the exams, there will be packs of past papers also available to buy.

Spring Term

Students continue working on algebra, geometry and statistics and prepare for the examinations. They take a second mock in each paper just after February half-term in response to the previous mock exams.

Summer Term

GSCE comes to completion and is examined in June.

Student Work

Students work in an exercise book, which is regularly checked. In mathematics, all exercise books are seen as a means for developing knowledge and understanding and will include worked examples for reference. Students are encouraged to show all of their workings to a problem to help assess understanding and provide a useful resource for revision. A minimum of one piece of homework is set each week. This can take a variety of formats, but usually includes examination questions.

Assessment

All students have a GCSE target to aspire to that is based on prior performance in maths to date. Progress is monitored through ongoing formal and informal assessment. To assist in this the students will sit full mock examinations at various points throughout the course.

Helping at Home

- Talk about the work.
- Direct them to the appropriate pages in their revision guide.
- Contact the school and talk to the Mathematics department.
- Encourage attendance at the study support sessions that run every registration in the Mathematics department.
- Encourage use of the Corbettmaths website at home to support learning.

Useful Websites

www.bbc.co.uk/schools/gcsebitesize
www.gcsepod.com
www.corbettmaths.com

GCSE Statistics

Mrs E Griffiths

Examination Board	Edexcel
Syllabus	1ST0

GCSE Statistics is a linear course where students are examined at the end of Year 11.

There are two examination papers, both of which allow the use of a scientific calculator. Each exam is 1.5 hours long.

All students have the same calculator, given to them on arrival at the school, available to buy from the school shop (Logik Scientific).

Students are introduced to the skill of statistical enquiry, and practise statistical calculations and interpretation using real world data and authentic contexts. GCSE Statistics strengthens and supports GCSE Mathematics and is an excellent skills-based GCSE which will support research and data analysis for most A-level subjects.

This specification comprises different units of work, with internal exam sessions throughout the year, assessing what the students have studied up to this point. Analysis of the results is used to identify students' strengths and areas for development. The students will be motivated through the success they achieve throughout the course from section results. All students will study the Higher syllabus in the first instance.

Student Work

Students are expected to practise the skills they have learnt between lessons. A homework based on each lesson will be set every week. Students will find the use of internet resources beneficial to support their learning.

Assessment

All students have a GCSE target to aspire to that is based on prior performance in maths. Progress is monitored through ongoing formal and informal assessment. To assist in this the students will sit full mock examinations at various points throughout the course.

Helping at Home

- Talk about the work.
- Direct them to the appropriate pages in their revision guide/workbook.
- Contact the school and talk to the Mathematics/Statistics department.
- Encourage attendance at the study support sessions that run during registration.
- Encourage use of the Corbettmaths website at home to support learning.

Useful Websites

www.corbettmaths.com

GCSE Combined Science

Mrs C Jones

Examination Board	Edexcel
Syllabus	1SC0

GCSE Combined Science is started in Year 9 and completed over Years 10 and 11. The course covers topics in Biology, Chemistry and Physics and teaching is divided between specialist members of staff. Essentially, during the course students spend a third of the year on each discipline and rotate around all three. Each discipline has two examinations, which take place in the summer of Year 11. The six examinations are equally weighted and make up 100% of the final overall grades; all papers last 1-hour 10 minutes. The course is worth two GCSE's, so students will receive two grades at the end of the course.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- **Biology**
  Key concepts in biology: covering eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport
  Genetics**:** inheritance, variation, DNA and genes.
- **Chemistry**
  Particles separation techniques and representing reactions: the changes of state, separation techniques and writing word and balance symbol equations
  Key concepts in chemistry: atomic structure and patterns in the periodic table.
- **Physics**
  Quantities and units, energy stores and energy transfers, forces and speed
  Kinetic theory of matter, magnetic fields, electricity and waves

Year 10

Students will rotate through the three disciplines throughout the term, continuing the work started in Year 9. During these topics students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. During the Year 10 exam period, students sit a mock paper 1 in all disciplines. The topics covered throughout Year 10 are outlined below:

- **Biology**
  Genetics 2-Growth, cell division and genetic modification
  Health, disease and the development of medicines - communicable and non-communicable diseases, vaccines and immunity
  Ecosystems and material cycles.
- **Chemistry**
  Key concepts in chemistry - atomic structure and bonding, writing chemical equations
  Chemical changes - acids, neutralisation and electrolysis
  Groups in the periodic table and extracting metals.
- **Physics**
  Forces and motion
  Radioactivity
  Waves, light and the electromagnetic spectrum
  Energy - forces doing work

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Students sit a mock paper 1 in each discipline during the mock exam period in December. Mock paper 2 for each discipline is sat at the end of the spring term in April.

- **Biology**
  Key concepts in biology
  Plant structures and their functions
  Animal coordination, control and homeostasis
  Exchange and transport in animals.
- **Chemistry**
  Key concepts in chemistry - calculations
  Rates of reaction and energy changes
  Fuels and changes to the atmosphere.
- **Physics**
  Key concepts of physics
  Electricity and circuits
  Magnetism and electromagnetic induction
  Forces and matter.

Student Work
All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. Two pieces of homework are usually set each week where work is related to the units the student is studying at that time. Some homework will be set using 'Educake' or 'seneca learning' online resources that allow teachers to select targeted questions and provides instant feedback. Students will be provided with a login for 'Educake' and 'seneca learning' and shown how to access homework, as well as set themselves revision questions.

Assessment
All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use 'Educake' and 'seneca learning' to target their revision.
- Help students to use the road maps designed to support each unit .
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

https://www.educake.co.uk/
https://senecalearning.com/en-GB/
https://www.gcsepod.com/
http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/
https://qualifications.pearson.com

GCSE Biology

Mrs C Jones

Examination Board	Edexcel
Syllabus	1BI0

GCSE Biology is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- Key concepts in biology: covering enzymes, eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport.
- Genetics: inheritance, variation, DNA and genes.

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. Mock paper 1 is sat during Year 10 exams.

- Revision of key concepts: enzymes, cells and transport mechanisms.
- Growth, cell division and a more detailed look at complex genetic inheritance.
- Genetic engineering and selective breeding.
- Health, disease and the development of medicines - communicable and non-communicable diseases, vaccines and immunity, as well as plant diseases.
- Plant structures and their functions.

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Mock paper 1 is sat during Year 11 mocks in December. Mock paper 2 is sat at the end of the spring term.

- Revision of key concepts: enzymes, cells and transport mechanisms.
- Animal coordination, control and homeostasis
- Exchange and transport in animals, including respiration.
- Ecosystems and material cycles.

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is usually set each week where work is related to the units the student is studying at that time. Some homework will be set using ‘Educake’ or ‘Seneca learning’ online resources that allows teachers to select targeted questions and provides instant feedback. Students will be provided with a login for ‘Educake’ and ‘seneca learning’ and shown how to access homework, as well as set themselves revision questions. Students are also provided with a revision folder to help raise the profile of revision and to store revision sheets and tests.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit

tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use ‘Educake’ and ‘seneca learning’ to target their revision.
- Help students to use the roadmaps designed to support each unit.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

https://www.educake.co.uk/
https://www.gcsepod.com/
http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/
https://senecalearning.com/en-GB/
https://qualifications.pearson.com/

GCSE Chemistry

Mrs C Jones

Examination Board	Edexcel
Syllabus	1CH0

GCSE Chemistry is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- Particles, separation techniques and representing reactions: the changes of state, separation techniques and writing word and balanced symbol equations
- Key concepts in chemistry: atomic structure and patterns in the periodic table.

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations.

- Key concepts in chemistry - atomic structure and bonding, writing chemical equations
- Chemical changes - acids, neutralisation and calculations
- Extracting metals and electrolysis
- Groups in the periodic table and chemical tests.

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course.

- Rates of reaction and energy changes
- Reversible reactions and equilibrium
- Fuels and changes to the atmosphere
- Organic chemistry and polymers

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is usually set each week where work is related to the units the student is studying at that time. Some homework will be set using 'Educake' or 'seneca learning' online resources that allow teachers to select targeted questions and provides instant feedback. Students will be provided with a login for 'Educake' and 'seneca learning' and shown how to access homework, as well as set themselves revision questions.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit

tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use ‘Educake’ and ‘seneca learning’ to target their revision.
- Help students to use the road maps designed to support each unit.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites
https://www.educake.co.uk/
https://www.gcsepod.com/
http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/
https://senecalearning.com/en-GB/
https://qualifications.pearson.com/

GCSE Physics

Mrs C Jones

Examination Board	Edexcel
Syllabus	1PH0

GCSE Physics is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing work in the topics outlined below:

- Quantities and units, energy stores and energy transfers, forces and speed
- Kinetic theory of matter, magnetic fields, electricity and waves

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics, students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. Mock exam based on Year 9 and Year 10 work is sat during Year 10 exams.

- Radioactive decay and nuclear power
- Newton's laws of motion
- Distortions
- Circuits, domestic electricity, electromagnetism and static electricity
- Wave properties, sound and light, and the electromagnetic spectrum
- Heating
- The Solar System and stellar Evolution

Year 11

Students study work on the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Mock paper 1 is sat during Year 11 mock exams in December. Mock paper 2 is sat at the end of the spring term.

- Using radioactive decay
- Momentum and collisions
- Energy transfer, work and power
- Theories about the Universe
- Thermal radiation, Heating and changing state
- Temperature and pressure
- Effects of forces
- Controlling electrical current
- Using electromagnetism and electrostatics

The key concepts in Physics of measurements and the use of mathematics, are covered throughout the three years of study.

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is set every week and is based on either the topic currently under study or a previous topic. Students are expected to revise the topic, in preparation for 5 retrieval questions set over each of the next week's lessons. Students demonstrate their learning by answering these questions in a second exercise book. The marks for these questions are recorded every lesson. Students are provided with a range of resources to support their learning:

- a topic knowledge organiser, with definitions, equations and key concepts briefly explained
- a self-test sheet, with a series of questions and answers,
- a mastery booklet for the topic, with text and practice questions
- GCSE Pod playlist of relevant pods for the students to watch and listen to.

During the first week of Years 10 and 11, students are reminded of the different revision techniques they can employ to support their learning.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Help students to use the road maps designed to support each unit
- Encourage students to use 'Educake' and 'seneca learning' to target their revision.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites
https://www.educake.co.uk/
https://www.gcsepod.com/
http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/
https://senecalearning.com/en-GB/
https://qualifications.pearson.com/

GCSE Art and Design

Ms S Keeling

Examination Board	OCR
Syllabus	J170

Students follow the OCR GCSE examination course in Art and Design; a course, which encourages breadth and depth in more than one area of study. The syllabus facilitates opportunities for independent study where students can negotiate their own project content and work to their strengths and personal interests.

The specification comprises:

Component One
One Portfolio completed in controlled conditions (60%).

Component Two
An Exam board Set Task (40%).

Year 10

Students complete a series of workshop sessions that include introducing and working on a range of skills and techniques and their application within GCSE Art and Design.

Students develop a project based on a theme. Students are required to demonstrate evidence of

- A critical response to relevant imagery and artist's work.
- Recording observations and insights using a range of materials and photography.
- Refinement of ideas and planning with the intention of creating a visual outcome.
- A final artwork which is a resolution to the project and a personal response.

Summer Term
Students start the controlled coursework component. Students select from a range of starting points and begin to develop their initial ideas and observational work.

Year 11

Autumn Term
Students complete the controlled coursework component; they have 45-hours to complete this unit of work. This includes a Mock Exam before Christmas to produce the final outcome.

Spring Term
Students begin the Set Task responding to one question posed by the Exam Board in an Exam Paper released on the 1st of January. Students will meet the requirements of the assessment objectives again through investigation, recording and refinement of ideas. The final outcome will be produced in a 10 hour exam scheduled prior to the Easter Holidays.

Summer Term
Students present and exhibit their completed artwork for assessment.

Student Work

Students store their 2D work in A1 plastic wallets that are stored in the Art department and taken home each week to ensure sustained study.

Assessment

Students receive verbal feedback which is intended to guide students to consider how to make improvements to their artwork and encourage ownership and independence. This is in accordance with exam board regulations. All students have targets that are aspirational. Progress is monitored termly against these targets using OCR Marking Criteria. Students are encouraged to self-assess and use peer review to support their ongoing creative development, raise aspirations and inform learning.

Helping at Home

- Encourage students to look at a range of artists' work around studied topics. Look at art books, use the internet for research and visit art galleries.
- Encourage students to extend their individual planning work on a regular basis; experimenting with ideas, materials and techniques beyond the minimum requirement to promote depth and quality.
- Talk about their work.
- Provide access to work space and their own art materials.
- Encourage them to work on different scales, use different drawing materials/techniques and explore ideas imaginatively.

GCSE Computer Science

Subject Leader: Mrs V Pound

Examination Board	Pearson
Syllabus	1CP2

Computer Science is a terminally examined course split into two sections:

- Unit 1 Principles of Computer Science
- Unit 2 Application of Computational Thinking

Unit 1 is a 1-hour 30-minute written examination worth 50% of the final grade.
Unit 2 is a 2-hour on screen programming examination worth 50% of the final grade.

Year 10
Students will complete work in the following areas:

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Topic 6: Problem Solving with Programming – understanding what algorithms are, what they are used for and how they work in relation to creating programs; understanding how to decompose and analyse problems; ability to read, write, refine and evaluate programs.

Students sit a paper 1 mock examination during the Year 10 exam period.

Year 11
Students will complete further work on their Year 10 topics, as well as preparing for the second practical examination. This is a 2-hour coding paper, where students will be provided with coding files, a hard copy of the question paper, and the Programming Language Subset (PLS) document. Students should then answer the questions onscreen using Python 3. A full paper1 mock examination is taken at the end of the autumn term and a full paper 2 mock examination is undertaken in the spring term.

Student Work
All other work will be on computers and in exercise books.

Assessment
All students have a GCSE target to aspire to that is based on prior performance. Progress is monitored through ongoing formal and informal assessment. Students will receive feedback upon which they are expected to act.

Helping at Home
Homework will be set regularly and based on the learning outcomes for the units of study.

Useful Websites
https://csuk.io/ CSUK
https://groklearning.com/
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html
https://quizlet.com/content/edexcel-gcse-computer-science-flashcards Quizlet Flashcards

https://student.craigndave.org/gcse-edexcel-videos
https://www.advanced-ict.info/index.html Advanced ICT
https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb
https://www.computerscience.gcse.guru/ GCSE Guru
https://www.youtube.com/watch?v=j37XOdEBBNA Paper 1
https://www.youtube.com/watch?v=TXfwvWcTfNQ Paper 2

Revision guides and workbooks can be purchased from the school shop.

BTEC Tech Award Level ½ in Construction & the Built Environment

Introduction

The rationale for all qualifications in the BTEC Tech award suite in Construction & the Built Environment is:

- To provide an introduction to vocational learning.
- To inspire and enthuse learners to consider a career in the construction sector;
- To give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in the construction industry.
- To support progression to a more specialised Level 3 vocational or academic Construction course or an apprenticeship.
- To give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry. It includes three components which focus on the assessment of applied knowledge, skills and practices.

Course structure and content

Component 1: Construction Technology

This component covers the different forms of construction that can be used for low rise offices, retail units and homes. Learners will develop an understanding of the structural performance required and explore how substructures and superstructures are constructed. This unit will be assessed with a 1.5 hour exam taken in Year 10.

Component 2: Construction in Practice

In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical carpentry and joinery tasks which will be assessed internally.

Component 3: Construction and Design

In this component, design a low rise building. you will analyse client requirements and needs for a new building, you will consider the external constraints on a development, and how these influence designing a solution for a client's needs. Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills. This Component will be assessed internally.

Board	Controlled assessment	Examinations	Exam Duration
Edexcel	Component 2 - Internal (externally moderated) Component 3 - Internal (externally moderated)	Component 1 -One un-tiered written paper.	1.5 Hours

GCSE Design and Technology

Mr A Walker

Examination Board	AQA
Syllabus	8552

GCSE Design and Technology is assessed through two units:

- Examination (50%) One 2-hour exam paper that tests knowledge of the core technical principles, specialist technical principles and designing and making taken at the end of Year 11.
- Non-examined assessment (NEA) – (50%) A substantial design and make activity completed during the course.

Year 10

Students will cover the knowledge and skills that will allow them to succeed in the two assessed units. In Year 10 students will cover design issues such as new and emerging technologies; energy, materials, systems and devices; materials and their working properties; designing principles and making principles.

Autumn Term
Core technical principles – students will be given the opportunity to explore the wider issues of design and manufacture through a series of design projects. They will develop their skills and practice answering context based design problems.

Spring Term
Specialist technical skills – students will develop their knowledge and understanding of materials. They will investigate working properties and techniques through a range of tasks and experiments.
A full mock exam is taken during Year 10 exam week.

Summer Term
Designing skills – learning techniques for analysing, communicating ideas and presentation of information. Students sit a mock examination to test their knowledge and understanding to date.

Year 11

Autumn Term
Much of the second year of the course is dedicated to the controlled assessment task. Lessons will be split between examination preparation sessions and the actual controlled assessment task itself.
The second full mock exam is sat during Year 11 mock exam period.

Spring Term
Students complete the controlled assessment.

Summer Term
Students prepare for the final examination focusing on the examination board's pre-release material.

Student Work
Students have a design folder in which they will keep all of their paperwork and an exercise book in which they will keep theory notes and complete homework. In Year 11, the students will produce an electronic folder to show the 'story' of the development of their product. This folder and their practical work will be assessed.

Assessment

All students have a GCSE target to aspire to, that is both challenging but realistic and is based on prior performance to date. Progress is monitored through ongoing informal assessment and discussion. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work – students will need to canvas opinions and to test their products to gain feedback.
- Encourage the evaluation of products around the home as a starting point for their own designing (digital photographs would be especially useful).
- Don't hesitate to contact the school and talk to the Technology department.
- Encourage attendance to the workshops during lunchtimes and after school.

Useful Websites

http://www.technologystudent.com/
http://www.design-technology.info/
http://www.sda-uk.org/
http://www.stepin.org/
http://www.bbc.co.uk/schools/gcsebitesize/design/
http://www.howstuffworks.com/
http://www.techitoutuk.com/
http://www.baddesigns.com/index.shtml
http://ergonomics4schools.com/
www.gcsepod.com
www.aqa.org.uk

Revision guides and workbooks are available from the school shop.

GCSE Drama

Mr B Seager

Examination Board	EDUQAS
Syllabus	C6902QS

Assessment of GCSE Drama is 60% controlled assessment (20% practical performance exam, 40% teacher assessed performance and a portfolio submission) and 40% written examination lasting 1-hour 30 minutes. The course involves performing scripted scenes, devising/directing/producing play scripts for performance, self-evaluation of performance and evaluating professional performance. Students need to maintain a portfolio/log book and practice written questions.

The exam board will visit school and assess the performance component of the course. The written component is predominantly assessed by exam, although the portfolio is assessed by the teacher. This assessment will take place during the course.

The exam paper is rehearsed and marked by the teacher but assessed externally in the final exam at the end of Year 11. The exam assesses the set text and the student's ability to analyse and evaluate live theatre. Students will have an opportunity to see live theatre during the course but seeing live theatre outside the course is encouraged.

Year 11

Autumn Term

Students work on the performance of their Component 1 examination piece. They continue to study the set play for the exam. Students will also be preparing for their written component 3 examination.

Spring Term

Students perform their Component 2 examination piece to be formally assessed by an external examiner and practise examination skills. Students will also be preparing for their written component 3 examination.

Summer Term

Students will be preparing for their written component 3 examination.

Student Work

Students maintain an exercise book where they record their own answers and collate sample answers over the two-year course. It serves to record group progress in performance pieces, research completed and ways/methods students use to improve their work. Information required for the examination is stored in folders and includes practice questions, information in the form of handouts and consideration of drama techniques. A minimum of one piece of homework is set on a fortnightly basis (dependent upon what is being studied at the time in class) and will predominantly require students to record their findings, comment upon progress and suggest ways to improve.

Assessment

All students have a GCSE target to aspire to that is both challenging and realistic. Progress is monitored through ongoing informal assessment and performance in the coursework components. Progress is also monitored through practice examination questions. Individual and group feedback is given on what has gone well and how students could improve.

Helping at Home

- Talk about the work.
- Assist when it comes to researching background information for coursework.
- Don't hesitate to contact school and talk to the Drama teacher.
- Encourage attendance at after-hours rehearsals for coursework.
- Help learning lines.

Useful Websites

www.bbc.co.uk/bitesize

Food Preparation and Nutrition

Introduction

This GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, where ingredients come from and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Structure and Content

The majority of the course will be delivered through preparation and making activities.
You will develop the skills to be able to make the connections between theory and practice and apply your understanding of food and nutrition to practical preparation.

The course will focus on five key topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

You will be asked to supply ingredients for the practical lessons where a product will be taken home. Where students are undertaking shorter skill based activities all materials will be supplied by the department in the usual manner.

Completing the Food Preparation and Nutrition course

When you have completed this course you should be able to:

- show your knowledge and understanding of nutrition, food, food preparation and cooking
- apply your knowledge and understanding of nutrition, food, food preparation and cooking to different situations and tasks
- plan, prepare, cook and present a variety of dishes, using a range of appropriate skills and techniques
- analyse and evaluate different aspects of nutrition, food, food preparation and cooking, including food that you and others have made.

Assessment

Board	Controlled Assessment	Examinations	Exam Duration
AQA	Prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. • **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. • **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (50%)	• Written exam: • 100 marks • 50% of GCSE	1 hour and 45 minutes

GCSE French

Mrs L Shuker

Examination Board	AQA
Syllabus	8652

A GCSE in a Modern Foreign Language (MFL) is a course divided into four skill areas: listening, speaking, reading and writing. Each component contributes 25% towards the final overall mark. Each component will be assessed in a terminal examination at the end of Year 11. The content of the course covers three distinct themes. Each theme is then divided into several topics and sub-topics:

Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular Culture

- Free time activities
- Customs, festivals and celebrations
- Celebration culture

Theme 3: Communication and the World Around Us

- Travel and tourism
- Media and technology
- The environment and where people live

The course is progressive in terms of depth of grammatical knowledge and breadth of language and each term, content will be taken from a variety of themes, topics and subtopics.

Year 11

Autumn Term

Students work on theme 3 of the AQA GCSE French course and complete modules 7 and 8 of the AQA course. During this term, students sit their mock examinations and time is also given to revision.

Spring Term

Students complete the final module of the AQA course, a module based on the environment and where people live. Students begin to prepare for their speaking examinations in April.

Summer Term

Students concentrate on revising grammar and vocabulary as well as skills required for all four components in preparation for their final examinations.

Student Work

Classwork and written homework is completed in an exercise book, which is regularly checked. Students also have a second exercise book for recording new vocabulary items and grammar points. In French all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework

is set each week where work is related to the topic area the student is studying at that time. It may be written work, speaking practice or learning vocabulary.

Assessment

All students have a GCSE target to aspire to that is both challenging but realistic and is based on prior performance in French to date. It is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.
- Don't hesitate to contact the school and talk to a member of the MFL department.
- Direct them to the appropriate pages in their revision guide.
- Encourage attendance at any revision/help classes.

Useful Websites

http://zut.org.uk
http://www.languagesonline.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/french
http://www.edexcel.com/quals/gcse/gcse-leg/lang/french
http://www.bbc.co.uk/languages/french
https://tinycards.duolingo.com
http://www.duolingo.com
www.memrize.com
www.gcsepod.com

GCSE Geography

Mr P Lee and Mr Jervis

Examination Board	AQA
Syllabus	8035

"Widen minds, broaden horizons"

The aim of our Key Stage 4 course is for our pupil's to develop deeper geographical knowledge, understanding and skills that allow them to make decisions about the world and the role they have in the world.

We aim to inspire pupils' curiosity to know more about where they live and beyond – to be fascinated by the world. To see the bigger picture; make links from local to global, the interconnectivity in the world and to understand changes over time. We work from the known to the unknown.

Our aim is for teaching and learning to equip pupils to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement as an individual. We see the role of Geography as helping pupils to understand the complexity of people's lives, the process of change, the sustainable use of resources, the diversity of societies and relationships between different groups in differing locations, as well as their own identity and the challenges of their time. We aspire to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want students at Mary Webb school to enjoy their Geography lessons and to have a love for the subject that stays with them. That's why we became Geography teachers, to share and to pass on this passion for the subject we love to a new generation of Geographers.

GCSE Geography is 100% terminal examination, which comprises of three papers, all taken at the end of Year 11. The course covers human, physical and environmental geography.

Paper 1: Living with the physical environment (35%) 1-hour 30 minutes
Paper 2: Challenges in the human environment (35%) 1-hour 30 minutes
Paper 3: Geographical applications (30%) 1-hour 15 minutes

Year 10

Autumn Term

- Work of Rivers
- Physical field visit (links to paper 3)
- Work of the Sea

Spring Term

- Resource Management
- Energy

Summer Term

- Changing Urban Environments

Year 11

Autumn Term

- Urban field visit (links to paper 3)
- Changing Economic World

Spring Term

- Paper 3 Pre-Release

Summer Term

- Revision - Exam question practice
- Final examinations

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson. Students need these to revise from. Homework tasks vary in nature and in length. One homework task is set each week where the work set relates to the topic being studied in class.

Students will take part in field visits – both a physical and a human geography visit during Key Stage 4.

Assessment

All students have targets to aspire to which are recorded in the front of their workbooks. Assessment takes place throughout the course using a variety of methods that are both informal and formal. This allows progress to be monitored closely. Students are provided with individual feedback on their achievements and what they need to do in order to improve. Students sit the terminal examinations in the summer of Year 11.

Year 11 Mock GCSE paper focussing on urban, energy and geographical skills, sat during the Year 11 mock season.

Helping at Home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.marywebbschool.com
www.bbc.co.uk/bitesize/examspecs/zy3ptyc
www.acegeography.com/
www.digimapforschools.edina.ac.uk/
www.geography.learnontheinternet.co.uk
www.plymouth.ac.uk/Planetearth
www.ngm.nationalgeographic.com
www.coolgeography.co.uk
www.aqa.org.uk
www.gcsepod.com
www.educake.co.uk/
www.timeforgeography.co.uk
'Geography Hawks' on Youtube

GCSE History

Miss E Weston, Mr J Bird & Mr B Finch.

Examination Board	EDEXCEL
Syllabus	1H10

"Widen minds, broaden horizons"

The aim of our Key Stage four course is for our students to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Our aim is for teaching to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We see the role of history as helping pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We want students at Mary Webb school to enjoy their history lessons and have a love of history that stays with them for their adulthood.

GCSE History is 100% terminal examination, which comprises 3 papers taken at the end of Year 11.

Paper 1: Thematic study and historic content. 1-hour 15 minutes. 30% of GCSE.

- Medicine in Britain C1250 to present day with a study of the British sector of the Western Front.
- 1914-1918: Injuries, treatments and the trenches.

Paper 2: Period study and British depth study. 1-hour 45 minutes. 40% of GCSE

- Early Elizabethan England C1558-C1588
- The American West C1835 – C1895

Paper 3: Modern depth study. 1-hour 20 minutes. 30% of GCSE

- Weimar and Nazi Germany 1918 - 1939

Year 10

Autumn Term
- Recap American West
- Medicine through time

Spring Term
- Elizabeth I

Summer Term
- Weimer and Nazi Germany 1918-1939

Year 11

Autumn Term
- Weimar and Nazi Germany
-

Spring Term
- Weimer and Nazi Germany
- Revision – American West
  Medicine through time
  Elizabeth I

Summer Term
- Revision
- Final Examinations

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson. Students need these to learn from. Homework tasks vary in nature and in length. A minimum of one homework task is set each week where the work set relates to the topic being studied in class.

Assessment

All students have targets to aspire to which are recorded in the front of their workbooks. Assessment takes place throughout the course using a variety of methods that are both informal and formal. This allows progress to be monitored closely. Students are provided with individual feedback on their achievements and what they need to do in order to improve. Students sit the terminal examinations in the summer of Year 11.

Mock paper focussing on Weimar and Nazi Germany sat during Year 11 mock season.

Helping at Home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites
www.educake.co.uk
https://qualifications.pearson.com/
www.marywebbschool.com – Year 10 and Year 11 Historians (on the Webb)
www.gcsepod.com Play lists will be assigned
Weimar
www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany
www.johndclare.net/weimar1.htm
'Nazis – A Warning from History' (BBC 1998) available on DVD. Clips can be found online.
Elizabeth
www.bbc.co.uk/timelines/ztfxtfr
www.bbc.co.uk/history/people/elizabeth_I
Suggested reading: Time Travellers
Guide to Elizabethan England, Ian Mortimer
Films: Elizabeth (1998)
Elizabeth The Gold Age (2007)
Medicine
www.bbc.co.uk/education/topics/zhphvcw
http://www.bbc.co.uk/programmes/p01f51s5
Reading: Blood and Guts, Roy Porter
WWI Topic
www.iwm.org.uk/history/first-world-war
Films: BBC The Crimson Field
Anzac Girls
American West
www.americanwest.amdigital.co.uk
Films: Into the West

GCSE Music

Mr G Sassano

Examination Board	AQA
Syllabus	8271

GCSE Music is divided into the three core areas:

- Understanding music is assessed through a 1-hour 30 minutes exam taken at the end of Year 11 (40%).
- Performing music is assessed internally and moderated externally. Students need to perform a solo and an ensemble piece (30%).
- Composing music is assessed internally and moderated externally. Students need to create two compositions; one in response to a brief, the other is free (30%).

Year 11

Autumn Term
The second composition is started during this term following the same format as in Year 10. Work continues with listening, appraising and theory exercises and further opportunities for performance is available. Full Music mock exam is sat during Year 11 mock season.

Formal submission of the group/ensemble recordings is made.

Full Music mock exam is sat during Year 11 mock season.

Spring Term
At the beginning of the spring term, re-recordings take place (if needed). The final composition coursework is submitted and final performances are recorded for submission. Work continues in preparation for the final examination. Programme notes for composition are completed.

Summer Term
Final revision takes place this term and students sit the final exam.

Student Work

Much of the work is coursework that contributes towards a portfolio. Composition and appraisal assignments are completed under controlled conditions in school whilst preparation for the performance and listening aspects of the course can be done outside of school. Homework is set weekly to consolidate learning. The majority of homework is research, reading and listening.

Assessment

All students have a GCSE target to aspire to that is both challenging but realistic and is based on prior performance in Music to date. Through ongoing informal assessment, students are provided with individual feedback on what they have done well and what they need to do to improve in order to reach their musical potential.

Helping at Home

- Talk about the subject and their work.
- Encourage participation in extra-curricular activities such as singing group, keyboard club or WebbRock.
- Listen to a wide repertoire of music
- Attend additional afterschool sessions (every Tuesday 3.15pm – 5.00pm).
- Don't hesitate to contact the school and talk to Mr Sassano.

Useful Websites

http://www.bbc.co.uk/schools/gcsebitesize/music
http://www.soundjunction.org
http://www.bgfl.org/virtualkeyboard/
www.aqa.org.uk
www.musictheory.net

Revision guides and workbooks are available in the school shop.

GCSE Religious Education

Mrs S Manders

Examination Board	EDEXCEL
Syllabus	1RB0

"Widen minds, broaden horizons"

The aim of our Key Stage 4 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils' curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Students study Christianity and Islam and sit two examinations in Year 11. Paper 1, Religion and Ethics, is 1-hour 45 minutes. Paper 2, Religion, Peace and Conflict, is also 1-hour 45 minutes. They will engage with contemporary moral issues such as genetic engineering, the death penalty and war. Understanding religious views is vital for careers in politics, science, medicine and sociology, where religious literacy will be invaluable.

Year 10

Autumn Term

- Christian beliefs
- Marriage and the family

Spring Term

- Living the Christian life
- Matters of life and death

Summer Term

- Muslim beliefs

Year 11

Autumn Term

- Living the Muslim Life
- Peace and conflict

Spring Term

- Crime and punishment
- Revision and Exam question practice

Summer Term

- Final examination

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson as students need these to revise from. Homework tasks vary in nature and in length. A minimum of one homework task is set each fortnight where the work set relates to the topic being studied in class.

Assessment

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning

Mock during Year 11 exam week based on Islam - paper 2.

Helping at home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.bbc.co.uk/bitesize/examspecs/zm9pd6f
www.bbc.co.uk/bitesize/topics/zh7bxyc
www.bbc.co.uk/bitesize/topics/z6jv2sg
www.bbc.co.uk/bitesize/topics/zf64pg8
www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion
www.bbc.co.uk/schools/gcsebitesize/rs/
www.reonline.org.uk
www.rsrevision.com/contents/index.htm
www.sporcle.com/games/category/religion
www.revision-notes.co.uk/GCSE/Religious_Studies/index.html
www.gcsepod.com

Religious, Moral, Social and Cultural Studies (Non-examined)

Mr M Jervis, Mrs S Hanmer, Mr R Hollands

"Widen minds, broaden horizons"

The aim of our Key Stage 4 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils' curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Religious Education (R.E) is a compulsory subject at Key Stage 4. Over two years students follow a non-examined course that will give them an environment to explore and challenge their personal beliefs, whilst also giving them the religious literacy they need for their future lives. Students will explore a range of contemporary religious, moral, social and cultural issues and will be given opportunities to develop their speaking, listening and presentation skills.

Year 10

Autumn Term
- Christian beliefs

Spring Term
- Christian beliefs
- Marriage and the family

Summer Term
- Marriage and the family

Year 11

Autumn Term
- Muslim beliefs

Spring Term
- Peace and conflict

Summer Term
- Preparation for GCSE examinations

Student Work

Students will focus on their ability to debate, discuss and present ideas. They will be engaged in activities, which will improve their range of work-ready skills.

Assessment

Students will be assessed internally using a variety of assessment methods. Students will identify their areas of strength and their areas for further improvement.

Helping at home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.bbc.co.uk/bitesize/examspecs/zm9pd6f
www.bbc.co.uk/schools/gcsebitesize/rs/
www.bbc.co.uk/bitesize/topics/zh7bxyc
www.bbc.co.uk/bitesize/topics/z6jv2sg
www.bbc.co.uk/bitesize/topics/zf64pg8
www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion
www.reonline.org.uk
www.rsrevision.com/contents/index.htm
www.sporcle.com/games/category/religion
www.revision-notes.co.uk/GCSE/Religious_Studies/index.html
www.gcsepod.com

GCSE Spanish

Ms J Thompson and Mrs S Manders

Examination Board	AQA
Syllabus	8692

A GCSE in a Modern Foreign Language (M.F.L.) is a course divided into four skill areas: listening, speaking, reading and writing. Each component contributes 25% towards the final overall mark. Each component will be assessed in a terminal examination at the end of Year 11. The content of the course covers three distinct themes. Each theme is then divided into several topics and sub-topics:

Theme 1: People and Lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular Culture

- Free time and activities
- Customs, festivals and celebrations
- Celebrity culture

Theme 3: Communication and the World Around Us

- Travel and tourism
- Media and technology
- The environment and where people live

The course is progressive in terms of depth of grammatical knowledge and breadth of language and each term, content will be taken from a variety of themes, topics and subtopics.

Autumn Term

Students work largely on theme 3 of the AQA GCSE Spanish course and complete modules 7 and 8. During this term, students sit their mock examinations and time is also given to revision.

Spring Term

Students complete the final module of the AQA course, a module based on the environment and where people live. Students will begin to prepare for their speaking examinations in April.

Summer Term

Students concentrate on revising grammar and vocabulary as well as skills required for all four components in preparation for their final examinations.

Student Work

Classwork and written homework is completed in an exercise book, which is regularly checked. Students also have a second exercise book for recording new vocabulary items and grammar points. In Spanish all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework is set each week where work is related to the topic area the student is studying at that time. It may be written work, speaking practice or learning vocabulary.

Assessment

All students have a GCSE target to aspire to that is both challenging but realistic and is based on prior performance in Spanish to date. It is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.
- Don't hesitate to contact the school and talk to a member of the M.F.L. department.
- Direct your child to the appropriate pages in their revision guide.
- Encourage attendance at any revision/help classes.

Useful Websites and Resources

http://zut.languageskills.co.uk
http://www.languagesonline.org.uk
http://www.bbc.co.uk/schools/gcsebitesize/spanish
http://www.bbc.co.uk/languages/spanish
http://www.duolingo
www.gcsepod.com
www.aqa.org.uk
quizlet
kahoot

Cambridge National in Sports Studies

Mrs V Jevons

Examination Board	OCR
Syllabus	J829

The Cambridge National Sport Studies course offers a specialist qualification that focuses on sport. The qualification can extend a learner's programme of study and provide a vocational 'hands on' emphasis.

There is an intention that learners will get a feel of the sports industry and gain experience of some of the jobs they might consider in the future. Learners will finish the course with a portfolio of work that demonstrates the skills that they have developed.

This course is broadly equivalent to one GCSE and assessed through 3 units:

- **Contemporary Issues in Sport**
  (This is assessed externally through a paper exam in January of year 11. The paper is 1 hour and 15 minutes and out of 70 marks).

  In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

- **Performance and Leadership in Sports Activities**
  (This is assessed internally)

  In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.
  You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.

- **Increasing awareness of Outdoor and Adventurous Activities**
  (This is assessed internally)

  In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. You will also partake in outdoor activities and evaluate your participation within them.

Year 10	Year 11
Autumn Term • Performance in 2 sports coursework. • Leadership	**Autumn Term** • Contemporary Issues in sport
Spring Term • Leadership and teaching • Assessment in 2 sports.	**Spring Term** • Contemporary Issues in sport
Summer Term • Outdoor and Adventurous activities coursework and assessment.	**Summer Term** • Examination is taken in this term.

Formal video assessments will take place throughout the year.

Student Work

Theory work is completed on A4 lined paper organised into a folder/workbook. Homework is set on a weekly basis where the work set is related to the unit the student is studying at that time and can be a written, reading or research-based task. Unit folders are also stored on the students' area of the school network. Each unit can then be monitored by staff for standard/completion of work.

Assessment

All students have a target to aspire to. Progress is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do in order to improve.

Helping at Home

- Talk about lessons.
- Encourage participation in extra-curricular clubs.
- Encourage an active lifestyle, e.g. walking the dog, cycling, playing football.
- Encourage students to read their notes in their file.
- Allow students access to websites to help revision.
- Encourage them to do homework.

Useful Websites

www.thefa.com
www.sportsofficialsuk.com
https://www.s-cool.co.uk/
https://revisionworld.com/

GCSE Astronomy

Dr G Ward

Examination Board	Edexcel
Syllabus	1AS0

GCSE Astronomy is an additional GCSE on offer to all students. The weekly lesson is delivered after school. The course is aimed at students who want to understand more about the Universe around them and who want to develop an enthusiasm for astronomy as a theoretical and practical subject. The GCSE is made up from 2 units, each contributing to 50% of the qualification and each assessed by an examination paper.

Year 1

Autumn Term
Students start their studies with a mixture of each unit of work:

- A1 Planet Earth
- A2 Celestial Observations
- A3 The Lunar Disc
- A4 Exploring the Moon

Students have opportunities to practise their investigative skills through observational tasks set within the second topic and through the rest of the course.

Spring Term
Students' field of study opens out to the rest of the Solar System:

- A5 Exploring the Solar System
- A6 Solar System Observation
- A7 Early models of the Solar System

Summer Term
Students continue with their work looking at the solar system:

- A8 Planetary Motion and Gravity
- A9 Solar Astronomy
- A10 The Earth-Moon-Sun System

Year 2

Autumn Term
Students complete their look at planetary systems and start to explore the wider Universe:

- A11 Time and the Earth-Moon-Sun Cycles
- A12 Formation of Planetary Systems
- A13 Exploring Starlight

Students will sit a mock examination in December to help track their progress against their target grades.

Spring Term
Students complete the course:

- A14 Stellar Evolution

- A15 Our Place in the Galaxy
- A16 Cosmology

Summer Term
Students work through a structured revision programme before sitting the two external GCSE exams.

Student Work

Students will be expected to carry out written tasks as well as drawing diagrams and graphs, tabulating data and calculating astronomical quantities. This work will be carried out during lessons and as part of the weekly homework. The students will also be set observational tasks that will need to be carried out over a significant period of time as part of their homework.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress in the subject is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work and monitor the student's homework.
- Share observation tasks with the students.
- Download a free planetarium software, e.g. Celestia or Stellarium (see below).
- Encourage students to watch the monthly BBC programme 'The Sky at Night' and other television programmes.
- Don't hesitate to contact the school and talk to Dr. Ward.
- Encourage attendance at every lesson and as many extra events as possible.

Useful Websites

http://www.yusufahmed.com/gcse-astronomy/ : a good revision site
http://www.shatters.net/celestia/ : for free planetarium software
www.hubblesite.org : pictures from the Hubble Space Telescope
http://www.classzone.com/books/earth_science/terc/content/visualizations/es2707/es2707page01.cfm?chapter_no=27 : animation of meteors from radiant point
http://cse.ssl.berkeley.edu/SegwayEd/lessons/CometsTale/com.html : all about comets
www.starrynight.com : for planetarium software
www.sky-watch.org : lessons and competitions relating to robotic telescopes
www.schoolsobservatory.org : robotic telescope with associated activities and general astronomy resources.
www.faulkes-telescope.com : live robotic telescope
www.stellarium : for free planetarium software

Personal, Social, Health and Citizenship Education

Assistant Headteacher, Miss S Pugh

PSHCE is not an examined subject but is equally as important as one. The subject aims to develop students' knowledge and understanding of personal, social, health and citizenship education. The personal, social and health part of this is achieved through units of work that include money management, emotions, politics and crime. The citizenship work aims to develop a student's understanding of the world around them and to gain knowledge and understanding of what it means and how to be an active citizen.

PSHCE at Mary Webb School aims to help our students develop to become:

- Confident as individuals
- Responsible as citizens
- Successful as learners

Through the guidance and teaching of our tutors, students are given the opportunity to investigate and explore attitudes and their understanding of a range of issues. Thus helping them to develop as individuals, encouraging responsibility towards themselves and others and having the life skills they need.

Year 10

Autumn Term

Students work through the following topics:

- Being me in my world
- Celebrating difference
- Relationships

Spring Term

Students work through the following topics:

- Dreams and goals
- Healthy me

Summer Term

Students work through the following topics:

- Relationships
- Changing me

Year 11

Autumn Term

Students work through the following topics:

- Being me in my world
- Dreams and goals

Spring Term

Students work through the following topics:

- Healthy me

Summer Term

Students work through the following topics:

- Relationships

Student Work

Much of the work will be class discussion, which aims to encourage reflection on individual progress and identify what needs to be done to build on achievements.

Assessment

Students receive continuous oral feedback during lessons. Through the course, they will develop the skills to assess their own performance and the performance of others, identifying what needs to be done in order to progress.

Helping at Home

- Talk through the issues covered, asking how they feel about them.
- Help organise them so that they are prepared to participate in all lessons.

Due to the uncertainty surrounding COVID19, the PSHCE curriculum is subject to change, the subject matter will remain the same, but may be taught in a different order, dependant on the recovery curriculum required.

Useful Websites

www.marywebbschool.com

YEAR 11

REGISTRATION PROGRAMME

2024-2025

	YEAR 11
Monday	Assembly
Tuesday	Numeracy and News
Wednesday	Reading
Thursday	Character/Community/Careers
Friday	Reading