



# Year 11 Course Guide

## 2020-2021

# 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 19<sup>th</sup> 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 of 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 proof read their work and aim for technical accuracy at all times.
- Encourage students to read a range of fiction and non-fiction texts regularly.
- Encourage attendance at after-school English revision sessions.
- Don't hesitate to contact the school and talk to the English department.

Useful websites: [www.aqa.org.uk](http://www.aqa.org.uk)  
<http://www.bbc.co.uk/schools/gcsebitesize/english>

# GCSE Mathematics

**Mrs E Griffiths**

Examination Board	AQA
Syllabus	8300

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 9**

Students start their GCSE in the spring term of Year 9. They will develop deep conceptual understanding and fluency of basic mathematical skills.

## **Year 10**

### **Autumn Term**

Students develop work on statistics, number, algebra, geometry and measures.

### **Spring Term**

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

### **Summer Term**

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

## Year 11

### Autumn Term

Students develop work on number and 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 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

GCSE 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, including using the interactive online resource MyMaths.co.uk.

## 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 lunchtime in the Mathematics department and on Thursdays after school.
- Encourage use of the MyMaths website at home to support learning.

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

[www.mymaths.co.uk](http://www.mymaths.co.uk)

User name : Marywebb

Password : see exercise book

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.gcsepod.com](http://www.gcsepod.com)

[www.corbettmaths.com](http://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**  
Forces and motion, Newton's laws and conservation of momentum  
Energy transfer and conservation of energy, energy resources, basic 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**  
Waves, light and the electromagnetic spectrum  
Radioactivity  
Energy - forces doing work  
Forces and their effects.

## 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. Students are also provided with three revision folders, one for each science discipline, 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 checklists and 'question and answer' sheets 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	1B10

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 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.

- 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.

- Key concepts in biology - cells and transport
- 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 checklists and 'question and answer' sheets 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/>

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<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. 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 checklists and 'question and answer' sheets 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 the units of work outlined below:

- Forces and motion, Newton's laws and conservation of momentum
- Energy transfer and conservation of energy, energy resources, basic 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 paper 1 is sat during Year 10 exams.

- Sound, light and the electromagnetic spectrum
- Radioactivity
- Astronomy
- Energy - forces doing work
- Forces and their effects.

## **Year 11**

Students study work on the topic 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.

- Key concepts of physics
- Electricity and circuits
- Magnetism and the motor effect
- 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. 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. 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.
- Help students to use the checklists and 'question and answer' sheets 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 active learning where students can negotiate their own syllabus content and work to their strengths and personal interests.

The specification comprises:

## **Component One**

One coursework unit/portfolio completed in 45-hours under controlled conditions (60%).

## **Component Two**

An externally set controlled task (40%).

## **Year 10**

### **Autumn Term**

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 choose a starting point from a selection of three titles and go on to complete a project that includes:

- a personal, critical response to a selection of artists' work
- a record of ideas through direct observation, insight and digital media
- a process of experimenting with materials and ideas
- a personal, informed and meaningful response.

### **Spring Term**

Students develop a second unit of work based on their own art interests and inspiration following the same four assessment objectives identified in the last unit.

### **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 5-hour mock exam before Christmas to produce a final outcome.

### **Spring Term**

Students begin preparations for their final examination question and complete all final examination requirements.

## Summer Term

Students undertake the final 10-hour examination and exhibit their completed coursework for assessment.

## Student Work

Students store their 2D work in A1 plastic wallets that are stored in the Art department. Some planning and homework is completed in individual sketchbooks.

## 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 specifications. All students have targets that are both challenging yet realistic and 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.

## Useful Websites

[www.wikipedia.org](http://www.wikipedia.org)

[www.picsearch.com](http://www.picsearch.com)

[www.flickr.com](http://www.flickr.com)

[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

[www.freefoto.com](http://www.freefoto.com)

[www.google.co.uk](http://www.google.co.uk) (click 'images' then type in your topic)

# GCSE Computer Science

**Mr C Parkes**

Examination Board	Pearson
Syllabus	1CP1

Computer Science is a terminally examined course split into 3 sections:

- Unit 1 Principles of Computer Science
- Unit 2 Application of Computational Thinking
- Unit 3 Programming project

Unit 1 is a 1-hour 40-minute examination worth 50% of the final grade.

Unit 2 is a 2-hour examination worth 50% of the final grade.

Unit 3 is a 20-hour non-examined assessment.

## Year 10

Students will complete work in the following areas:

- Understand what algorithms are and how to create and amend them
- Program in Python.
- Understand the use of binary representation, data representation, data storage and compressions, encryption and databases.
- Understand the components of computer systems, the ability to construct truth tables as well as produce logic statements and read and interpret pseudocode.
- Understand the components used to create a computer network, the internet and the worldwide web.
- Understand the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

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

## Year 11

Students will complete further work on their Year 10 topics as well as preparing for and complete their non-examined assessment on programming. This is a 20-hour coding project. A second full mock unit 1 exam paper is sat just after February half-term.

## Student Work

Students will produce a programming project and technical report for component 3.

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.

Whilst completing the project, homework will be set based on the requirements for extended learning needed to succeed in the technical reports.

## **Useful Websites**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html>

[www.teach-ICT.com](http://www.teach-ICT.com)

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

[www.groklearning.com](http://www.groklearning.com)

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



# BTEC First Award - Construction and the Built Environment

Mr A Walker

Examination Board	Edexcel
Syllabus	FYL 85

The Edexcel BTEC Level 2 First Award in Construction and the Built Environment is comprised of four units:

- Unit 1 Construction technology  
This unit is externally assessed through a paper-based exam (25%)
- Unit 2 Scientific and mathematical applications for construction.  
This unit is an internally assessed e-portfolio (25%)
- Unit 3 Construction & Design  
This unit is an internally assessed e-portfolio (25%)
- Unit 5 Exploring carpentry and joinery principles and techniques  
This unit is assessed internally and is largely a practical unit supported by an e-portfolio. (25%)

## Year 10

### Autumn Term

Students have the opportunity to develop their practical skills through a series of carpentry and joinery tasks. They become increasingly familiar with the tools, materials, fixings and equipment that are commonly used. Health and safety is a key feature of this unit, preparing learners for work in this type of environment. Students record their activity in an e-portfolio.

### Spring Term

This term focuses on preparation for the externally assessed unit. Students develop an understanding of the different forms of construction that can be used in buildings; they will investigate how floors, walls and roofs are detailed.

### Summer Term

Students develop a broad understanding of the construction industry and the way it works. They start to look at the influence of clients' needs on the building design and develop their own design briefs. Students are then able to produce a series of sketch ideas to fit their brief. They are able to develop knowledge of key design principles in an engaging way. This work is in the form of drawings and supporting information and is internally assessed.

## **Year 11**

### **Autumn Term**

Students investigate the way in which forces and temperature change materials are used in construction. They learn how to use mathematical techniques to solve practical construction problems. The focus of this term is specifically on concepts that are immediately useful to learners when they undertake construction projects.

### **Spring Term**

Much of the spring and summer term is dedicated to the completion of assessment tasks in readiness for final submission.

### **Summer Term**

Much of the spring and summer term is dedicated to the completion of assessment tasks in readiness for final submission.

## **Student Work**

Students record their work for each unit in an electronic portfolio. Drawings and written work are scanned into an electronic format so that it can be included.

## **Assessment**

All students have a 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 that is being undertaken.
- Don't hesitate to contact the school and talk to the Technology department.
- Encourage attendance at the workshops during lunchtime and after school.

## **Useful Websites**

[www.bconstructive.co.uk](http://www.bconstructive.co.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.cskills.org](http://www.cskills.org)

[www.nhbcfoundation.org](http://www.nhbcfoundation.org)

[www.trada.co.uk](http://www.trada.co.uk)

[www.planningportal.gov.uk](http://www.planningportal.gov.uk)

[www.yourteacher.com](http://www.yourteacher.com)

[www.geoffswoodwork.co.uk](http://www.geoffswoodwork.co.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

# 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](http://www.gcsepod.com)  
[www.aqa.org.uk](http://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 examination piece. They continue to study the set play for the exam.

### **Spring Term**

Students perform their examination piece to be formally assessed by an external examiner and practise examination skills.

### **Summer Term**

Opportunity is provided for students to showcase their work in a school performance and they take their final 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](http://www.bbc.co.uk/bitesize)

# GCSE Food Preparation and Nutrition

Mrs I Chorr

Examination Board	AQA
Syllabus	8585

Food Preparation and Nutrition is assessed through:

- 1-hour 45 minutes written exam taken at the end of Year 11 (50%)
- Controlled assessment (Non-examined assessment – N.E.A.) completed throughout the course (50%), two tasks which include a compulsory practical investigation.

## Year 10

### Autumn Term

Students must be taught how and when to use different food preparation skills to achieve a range of different outcomes. This will include:

- General practical skills including: preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing
- Knife skills including: fruit, vegetables, meat, fish or alternatives
- Preparing fruit and vegetables
- Using the cooker including the hob, grill and oven
- Making dough including: bread and pastry, use of raising agents.

### Spring Term

Students will continue to develop their food preparation skills and develop a greater understanding of the function of ingredients through practical tasks and investigations including:

- Techniques to prepare, cook and combine different ingredients
- Sauce making including: starch based, reduction and emulsions
- Use of raising agents including: eggs, chemical, steam and biological
- Setting of mixtures through use of heat and egg protein
- Investigating environmental factors
- Explain how food is processed.

### Summer Term

Students will focus on combining different skills and investigate how to present food attractively. They will be looking at new and emerging technologies in the food industry and how food manufactures market their products.

Students take a full mock exam during Year 10 exam week.

## **Year 11**

### **Autumn Term**

Students will undertake a non-examined assessment (N.E.A.) Task 1: food investigation (30 marks) where their understanding of the working characteristics, functional and chemical properties of ingredients will help them to write a report of 1500 -2000 words including photographic evidence of the practical investigation. Towards the end of the term, pupils begin their N.E.A. (Task 2) Food Preparation assessment.

Students sit a second full mock exam during Year 11 mock exam week.

### **Spring Term**

Students will complete the non-examination assessment (N.E.A.) Task 2: food preparation assessment - students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition will be tested. Students will 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.

The practical exams will take place just before February half-term.

## **Student Work**

Students will complete the controlled assessment in an e-portfolio and/or are provided with folders to store work.

## **Assessment**

All students will be monitored regularly throughout practical lessons by formal assessment. Students will be given a wide range of examination resources to complete as part of the ongoing assessment process. Students will be working towards set targets.

## **Helping at Home**

- Students need to be encouraged to plan practical lessons in advance and are required to provide their own ingredients for practical lessons and to complete their coursework
- Encourage students to practice high level dishes at home
- Encourage students to revise using a wide variety of resources on offer (revision books, GCSE Pod, BBC bitesize)
- Encourage students to attend GCSE support sessions, after school or lunchtimes.

## **Useful Websites**

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Revision guides can be purchased from the school shop.



# GCSE French

Miss L Taylor

Examination Board	AQA
Syllabus	8658

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:** Identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in French-speaking countries/communities.

**Theme 2:** Local, national, international and global areas of interest:

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism.

**Theme 3:** Current and future study and employment:

- My studies
- Life at school/college
- Education Post-16
- Jobs, career choices and ambitions.

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 - Studio: current and future study and employment and complete modules 6 and 7 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 global areas of interest. 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](http://www.memrize.com)

[www.gcsepod.com](http://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

- How does the sea shape the coastline?
- How do Rivers shape the land?

#### Spring Term

- Are there enough resources for the World?
- Will the lights go out?

#### Summer Term

- How are urban areas evolving?

### Year 11

#### Autumn Term

- HICs, NEEs or LICs?
- Urban field visit (links to paper 3)

#### Spring Term

- Paper 3 Pre-Release
- Physical field visit (links to paper 3)

#### 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](http://www.marywebbschool.com)  
[www.bbc.co.uk/bitesize/examspecs/zy3ptyc](http://www.bbc.co.uk/bitesize/examspecs/zy3ptyc)  
[www.acegeography.com/](http://www.acegeography.com/)  
[www.digimapforschools.edina.ac.uk/](http://www.digimapforschools.edina.ac.uk/)  
[www.geography.learnontheinternet.co.uk](http://www.geography.learnontheinternet.co.uk)  
[www.plymouth.ac.uk/Planetearth](http://www.plymouth.ac.uk/Planetearth)  
[www.ngm.nationalgeographic.com](http://www.ngm.nationalgeographic.com)  
[www.coolgeography.co.uk](http://www.coolgeography.co.uk)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.gcsepod.com](http://www.gcsepod.com)  
[www.educake.co.uk/](http://www.educake.co.uk/)

# GCSE History

Miss E Weston and Mr Bird.

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

- Weimar and Nazi Germany 1918-1939

## Year 11

### Autumn Term

- Weimar and Nazi Germany
- 

### Spring Term

- Weimar 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

<https://qualifications.pearson.com/>

[www.marywebbschool.com](http://www.marywebbschool.com) – Year 10 and Year 11 Historians (on the Webb)

[www.gcsepod.com](http://www.gcsepod.com) Play lists will be assigned

### Weimar

[www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany)

[www.johndclare.net/weimar1.htm](http://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/zftxtfr](http://www.bbc.co.uk/timelines/zftxtfr)

[www.bbc.co.uk/history/people/elizabeth\\_1](http://www.bbc.co.uk/history/people/elizabeth_1)

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/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](http://www.iwm.org.uk/history/first-world-war)

Films: BBC The Crimson Field  
Anzac Girls

### American West

[www.americanwest.amdigital.co.uk](http://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](http://www.aqa.org.uk)

[www.musictheory.net](http://www.musictheory.net)

Revision guides and workbooks are available in the school shop.



# GCSE Religious Education

Miss E Weston and Mr M Jervis

Examination Board	EDEXCEL
Syllabus	1RBO

## “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](http://www.bbc.co.uk/bitesize/examspecs/zm9pd6f)  
[www.bbc.co.uk/bitesize/topics/zh7bxyc](http://www.bbc.co.uk/bitesize/topics/zh7bxyc)  
[www.bbc.co.uk/bitesize/topics/z6jv2sg](http://www.bbc.co.uk/bitesize/topics/z6jv2sg)  
[www.bbc.co.uk/bitesize/topics/zf64pg8](http://www.bbc.co.uk/bitesize/topics/zf64pg8)  
[www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion](http://www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion)  
[www.bbc.co.uk/schools/gcsebitesize/rs/](http://www.bbc.co.uk/schools/gcsebitesize/rs/)  
[www.reonline.org.uk](http://www.reonline.org.uk)  
[www.rsrevision.com/contents/index.htm](http://www.rsrevision.com/contents/index.htm)  
[www.sporcle.com/games/category/religion](http://www.sporcle.com/games/category/religion)  
[www.revision-notes.co.uk/GCSE/Religious\\_Studies/index.html](http://www.revision-notes.co.uk/GCSE/Religious_Studies/index.html)  
[www.gcsepod.com](http://www.gcsepod.com)

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

Mr P Lee, Mr M Jervis and Miss E Weston

**“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	Year 11
<b>Autumn Term</b> <ul style="list-style-type: none"><li>▪ Christian beliefs</li></ul>	<b>Autumn Term</b> <ul style="list-style-type: none"><li>▪ Muslim beliefs</li></ul>
<b>Spring Term</b> <ul style="list-style-type: none"><li>▪ Christian beliefs</li><li>▪ Marriage and the family</li></ul>	<b>Spring Term</b> <ul style="list-style-type: none"><li>▪ Peace and conflict</li></ul>
<b>Summer Term</b> <ul style="list-style-type: none"><li>▪ Marriage and the family</li></ul>	<b>Summer Term</b> <ul style="list-style-type: none"><li>▪ Preparation for GCSE examinations</li></ul>

## 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](http://www.bbc.co.uk/bitesize/examspecs/zm9pd6f)  
[www.bbc.co.uk/schools/gcsebitesize/rs/](http://www.bbc.co.uk/schools/gcsebitesize/rs/)  
[www.bbc.co.uk/bitesize/topics/zh7bxyc](http://www.bbc.co.uk/bitesize/topics/zh7bxyc)  
[www.bbc.co.uk/bitesize/topics/z6jv2sg](http://www.bbc.co.uk/bitesize/topics/z6jv2sg)  
[www.bbc.co.uk/bitesize/topics/zf64pg8](http://www.bbc.co.uk/bitesize/topics/zf64pg8)  
[www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion](http://www.bbc.co.uk/news/topics/cjnwl8q4ny3t/religion)  
[www.reonline.org.uk](http://www.reonline.org.uk)  
[www.rsrevision.com/contents/index.htm](http://www.rsrevision.com/contents/index.htm)  
[www.sporcle.com/games/category/religion](http://www.sporcle.com/games/category/religion)  
[www.revision-notes.co.uk/GCSE/Religious\\_Studies/index.html](http://www.revision-notes.co.uk/GCSE/Religious_Studies/index.html)  
[www.gcsepod.com](http://www.gcsepod.com)

# GCSE Spanish

Ms J Thompson

Examination Board	AQA
Syllabus	8698

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:** Identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spanish-speaking countries/communities.

**Theme 2:** Local, national, international and global areas of interest:

- Home town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism.

**Theme 3:** Current and future study and employment:

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions.

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 - Viva: current and future study and employment and complete modules 6 and 7. 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 global areas of interest. 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.

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](http://www.gcsepod.com)

[www.aqa.org.uk](http://www.aqa.org.uk)

[quizlet](http://www.quizlet)

[kahoot](http://www.kahoot)

[Target Grade Reading and Writing books from Pearsons](#)

# BTEC First Award in Sport (NQF)

Mrs V Jevons

Examination Board	Edexcel
Syllabus	HMT 16

The BTEC Level 2 offers a specialist qualification that focuses on sport. The certificate can extend a learner's programme of study and provide a vocational 'hands-on' emphasis.

This certificate is broadly equivalent to one GCSE. The course is assessed through four units.

The units are:

- **Fitness for sport & exercise**  
(This is assessed through an on-screen test)  
This unit gives learners the opportunity to explore the different components of fitness and the training methods that are used to develop them. The unit is designed for learners to actively engage in fitness training methods and to participate in fitness testing.
- **Practical sports**  
(This is assessed internally)  
This unit allows learners to demonstrate their skills and techniques in a practical sports context, understanding the rules, laws and regulations of sports, and reflecting on their own performance.
- **Training for personal fitness**  
This unit allows learners to plan, perform and evaluate a six-week personal fitness plan.
- **Leading sports activities**  
This unit allows learners to plan and lead a sporting activity. The unit is designed for learners to lead a small group of students, gaining confidence and teaching experience.

## Year 10

### Autumn Term

- Components of fitness
- Training methods

### Spring Term

- Fitness testing
- Development of training methods

### Summer Term

- Practical sport
- Gaining understanding of rules, laws and regulations
- Reflection and evaluation of performance

## Year 11

### Autumn Term

- Training for personal fitness
- Leading sports activities

### Spring Term

- Training for personal fitness
- Leading sports activities

### Summer Term

- Training for personal fitness
- Leading sports activities

## **Student Work**

Theory work is completed on A4 lined paper organised into a folder. 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 them to read their notes in their file.
- Allow them access to websites to help revision.
- Encourage them to do homework.

## **Useful Websites**

[www.bbcbitessize.co.uk/gcserevisionpe](http://www.bbcbitessize.co.uk/gcserevisionpe)

[www.edexcel.com/gcsepe](http://www.edexcel.com/gcsepe)

[www.btec.co.uk/2012](http://www.btec.co.uk/2012)

<https://qualifications.pearson.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 One

### 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 Two

### 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, eg 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](http://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](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](http://www.starrynight.com) : for planetarium software

[www.sky-watch.org](http://www.sky-watch.org) : lessons and competitions relating to robotic telescopes

[www.schoolobservatory.org](http://www.schoolobservatory.org) : robotic telescope with associated activities and general astronomy resources.

[www.faulkes-telescope.com](http://www.faulkes-telescope.com) : live robotic telescope

[www.stellarium](http://www.stellarium) : for free planetarium software

# Personal, Social, Health and Citizenship Education

## Assistant Headteacher. Key Stage 4: Mr M Jervis

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:

- Family
- Mental health
- Alcohol – would you go out looking like ...?
- Relationships/Work experience working with others
- Targets/Mentoring

### Spring Term

Students work through the following topics:

- Targets/Mentoring
- Revision plan & strategies
- RSE (Relationships and sex education)
- Sense of identity
- Create bullying video
- UK Parliament
- Law of the Land
- Sexuality
- Exam Preparation

### Summer Term

Students work through the following topics:

- British Values
- Finance (Money management, Budgeting)

## **Year 11**

### **Autumn Term**

Students work through the following topics:

- RSE – You can say no
- RSE – Make the right choice
- RSE – STI'S
- RSE – Parenthood
- Sexual diversity
- Careers
- Revision strategies
- Mental Health

### **Spring Term**

Students work through the following topics:

- Finance
- Drugs including legal highs
- Careers (Application Process)
- Planned revision
- Reports and target setting

### **Summer Term**

Students work through the following topics:

- Planned revision

### **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.

### **Useful Websites**

[www.marywebschool.com](http://www.marywebschool.com)

# Shropshire Wildlife Trust – Wildlife and Conservation

Awards and Accreditation	John Muir Awards and AQA Unit Award Schemes
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Wildlife and Conservation is a course that encourages personal and social development through training and education outside of the formal classroom setting. A range of outdoor activities aim to challenge, focus and motivate students. Practical training, activities and courses will engage, stimulate and provide life skills.

Students work on: confidence, leadership, communication, health, self-esteem, responsibility, self-awareness, co-operation, supporting others, learning new skills, trust, sharing experiences, working co-operatively, perseverance, achieving success, broadening horizons and team building.

## Year 10

### Autumn Term

Students work on team building activities and this term is used as an introduction to skills needed for future activities. This includes:

- A first aid certificate
- An introduction to survival skills
- An introduction to basic safe fire lighting
- An introduction to the safe use of hand tools.

### Spring Term

Students will learn new practical skills and develop the basic skills they learned in the autumn term. This will include:

- Using hand tools in conservation management on a local nature reserve
- Using hand tools to create greenwood products e.g. spatulas and spoons
- An introduction to cooking on an open fire
- Confidence and self-esteem building exercises. For example, tree climbing with a harness.

### Summer Term

Students will be exposed to different local experts and develop knowledge of the local landscape. This includes:

- Wildlife surveying techniques. For example, aquatic invertebrate and mammal surveys
- A visit to local landscapes and heritage areas such as The Stiperstones and the mine at Snailbeach
- Further exposure to conservation management of a nature reserve
- Further development of natural product design and creation.

## **Year 11**

### **Autumn Term**

Students learn more complex woodland craft and conservation management skills. They are introduced to how you can use the environment to make a living.

### **Spring Term**

Students design and carry out a green community project using the skills they have learned in the last two years.

### **Student Work**

Students work is mainly practical and outdoors either in school grounds or on local nature reserves. Students are asked throughout the course to guide their own learning and make suggestions based on their interests.

### **Assessment**

Students work towards various AQA unit awards. These are assessed using a teacher observation checklist. They will also work towards the two levels of the John Muir Award which is about getting to know and conserve local wild spaces. Students are also asked to set targets at the beginning of the year.

### **Helping at Home**

- Students could use learned skills to create habitats in outdoor areas at home.
- Encourage students to go outside and explore local wild spaces.
- Discuss the progress that students are making.

### **Useful Websites**

<https://www.shropshirewildlifetrust.org.uk/>

<http://www.aqa.org.uk/programmes/unit-award-scheme>

<https://www.johnmuirtrust.org/john-muir-award>

**YEAR 11**  
**REGISTRATION PROGRAMME**  
**2019-2020**

	<b>YEAR 11</b>
<b>Monday</b>	Whole School Reading
<b>Tuesday</b>	Whole School Reading
<b>Wednesday</b>	Assembly
<b>Thursday</b>	News
<b>Friday</b>	Numeracy