



HAYDON SCHOOL

CURRICULUM GUIDES

2009/2010

YEAR 10



This guide is to help parents support students through Year 10 and ensure that students are able to work to the best of their ability. It contains an outline of the work that will be covered in each subject and other useful advice.

To be successful requires a certain standard and therefore we would like to remind you that students of Haydon School have agreed to:

- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- wear the Haydon uniform correctly at all times during the school day and on the journey to and from school
- attend school and arrive on time
- no more than two lates per half term

This list represents the essential ingredients for a successful school career.

Within this guide you will find information regarding the text books that are used in school. It is not essential that these are purchased by you but you may feel, in certain instances, that it may be beneficial.

The best source of up to date information is of course the World Wide Web and it would be helpful, but not essential, that your child has access to it.

We look forward to working with you and celebrating your child's continued success.

S Robson
Headteacher

YEARS 10 & 11

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: ART

COURSE OUTLINE:

This course outline covers both Year 10 and 11.

Students are required to complete two units of coursework and an externally set assignment. Each unit of coursework must consist of a body of research, supporting studies and development work leading to one or more outcomes. Each unit of work must fully cover all four assessment objectives and an understanding of their inter relationships.

Students will be given approximately ten weeks to prepare for the externally set assignment (exam). During this period students may consult with staff and be supplied with supporting guidance and materials. The work produced under examination conditions (10 hours) must be unaided in execution. The theme set by the exam board will form the starting point for the students work, it will also give some suggestions for possible starting points and directions or areas of study.

Work Journal

It is a mandatory requirement that students keep a Work Journal (sketchbook). The Work Journal must contain evidence of the development of students' ideas, including reference to the work of others, showing understanding of meanings, contexts and the ability to make skilled judgements, using an appropriate visual/verbal form.

The work journal is a vital tool in supporting and stimulating the artistic process and has a major role in the production of preparatory work through offering a context for exploration and discovery. Its use encourages creative thinking and can improve students' general learning skills.

Unit 1 Natural Forms }

Unit 2 Material World

60% of overall mark

By Year 11 students will already have completed unit 1 and 25% of unit 2.

Unit 3 Externally set Examination Paper
Dates to be confirmed

40% of overall mark

Exam Board: EDEXCEL

Syllabus: Art & Design 1027

YEARS 10 & 11 (Continued)

ASSESSMENT:

Students will be continually assessed throughout each unit of work and an overall grade will be given at the end of each unit.

Grades will be given in line with the GCSE assessment matrix A-E.

- Unit 1
 - Unit 2
 - Unit 3
- } 60% of overall grade
- 40% of overall grade

All work carried out over the two years has to be displayed as part of the GCSE so all work must be kept carefully.

Work may be re-submitted during the course for remarking.

HOMEWORK:

Students will be expected to complete at least 1½ hours of homework each week to add to their coursework. This may take the form of research or practical work. Students will need art equipment at home in order to be able to complete their work successfully.

EQUIPMENT:

Students must have an A3 sketch book for each unit of work including exam. These may be purchased from the Art Department along with other essential art equipment. It would be an advantage to have a set of acrylic paints, oil pastels and good quality coloured pencils. Students must keep their work in good condition as their work is needed for display at the end of the key stage. An A2 Art Portfolio is a good idea to keep work in pristine condition.

Textbook: BBC GCSE Bitesize Art & Design ISBN: 0563515597

WAYS IN WHICH PARENTS CAN HELP:

Please ensure students meet deadlines and hand in homework every week. Try to make sure students are equipped for lessons. Try to encourage students to read art reviews in newspapers and visit exhibitions of work in galleries.

HEAD OF FACULTY:	Mr N Taylor	EMAIL ADDRESS: ntaylor4@hillingdongrid.org
HEAD OF DEPARTMENT:	Ms S Grealish	EMAIL ADDRESS: sgrealish@hillingdongrid.org
SUBJECT TEACHERS:	Ms S Grealish, Miss R Skertchly	

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
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DEPARTMENT:	CATERING
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COURSE OUTLINE:

This course gives students the opportunity to gain knowledge of the catering industry and to learn a wide range of practical skills. It builds on the basic skills students have acquired in Years 7- 9.

The course covers four main units:

- The Catering Industry
- Nutrition and Menu planning
- Food Production
- Technological Developments

Topics that are covered within these units include health, safety and food hygiene, management structure within the industry, the study of a range of commodities, costing, catering terminology, food processing, packaging, labelling, catering equipment and use of ICT.

The course involves a large amount of practical food preparation work on a weekly basis for which ingredients must be purchased. Students will be expected to develop a high standard of skills using a range of techniques, processes and equipment.

Teaching will be through teacher demonstrations, discussions, videos, IT, outside speakers and visits to catering institutions where appropriate.

Exam Board: Welsh Joint Examining

Syllabus: WJEC 124

YEAR 10 (Continued)

ASSESSMENT:

Testing will take place at the end of major topics. The results of these tests will enable the teacher to decide which level the students will be entered for in the final examination.

At the end of Year 10 there will be a full written paper.

In the summer term of Year 10 there will be the first of the practical assessments, lasting two hours – making up 15% of the coursework. This will consist of a practical exam and the planning and evaluation work.

The students work experience placement will contribute to 20% of the coursework.

HOMEWORK:

Homework will be set each week and will be in a variety of forms, written work such as research, questions, making notes, completing planning or evaluations.

Students will be expected to take responsibility for keeping their written notes up to date and must catch up when absent.

EQUIPMENT:

The following will be required:

- Theory Lesson – organiser, exercise book, pen, pencil, ruler, rubber
- Practical Lesson – **all** ingredients required preferably ready weighed out and in an appropriate dish or container.

WAYS IN WHICH PARENTS CAN HELP:

Allowing the students to gain as much practical experience at home as possible – both with planning meals and the preparation of them. Allowing students to help with shopping enables them to develop an awareness of prices. Access to a computer, both for producing written work and for internet use for research. Students will also need a basic recipe book, or a variety of recipe books covering different areas.

HEAD OF FACULTY:

Mr N Taylor

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SUBJECT TEACHERS:

Ms R Ndegwa, Mrs J Huddart, Ms S Hawthorne

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
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DEPARTMENT:	CONSTRUCTION
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COURSE OUTLINE:

Course Title: BTEC First Diploma in Construction

This course is for students who might be thinking of working in the Construction Industry; particularly those students who like practical work and are thinking of working in the building trades/crafts. Throughout the two year course will complete projects. The projects are designed to give you a realistic situation that may encountered in the construction industry. The successful completion of the projects will generate evidence showing that students have gained knowledge and developed skills. BTEC First Diplomas are equivalent to four GCSEs.

The course is divided in to six Units:

Unit 1: An Introduction to the Construction Industry

Unit 2: Exploring Health, Safety and Welfare in Construction

Unit 3: The Use of Science and Mathematics in Construction

Unit 4: Exploring Carpentry and Joinery

Unit 5: Exploring Trowel Operations

Unit 6: Exploring Building Services Techniques

In Year 10 students will study Units 1, 2 and 4

Unit 1: An Introduction to the Construction Industry

This unit focuses on understanding the key factors affecting the development of a sustainable built environment by the construction industry, the diversity and complexity of the construction industry, the human resources available to the construction industry and the factors that influence construction projects.

Unit 2: Exploring Health, Safety and Welfare in Construction

This unit focuses on understanding the importance of health, safety and welfare, and the responsibility of the individual to themselves and to others in the construction and built environment sector. It looks at identifying hazards and associated risks commonly encountered on construction sites and good health, safety and welfare practice in the construction industry.

Unit 4: Exploring Carpentry and Joinery

This unit introduces learners to the hand tools most commonly used in carpentry and joinery and to the basic skills required to form simple joints and frames from timber.

Exam Board: EDEXEL

Syllabus: Level 2, BTEC First Diploma in Construction

YEAR 10 (Continued)

ASSESSMENT:

The course is assessed through 100% coursework, there is no examination. All work completed during Year 10 will be internally assessed by the subject teachers and will go towards the final grade. A sample of internally assessed work will be checked by a moderator who will be appointed by the exam board.

HOMEWORK:

Homework will be set each week that will take the form of either written work relating to the syllabus or research, planning or investigative work related to set projects. Students will be expected to take responsibility for ensuring notes, records of work and project work are dated and kept in order in an appropriate file since this will contribute towards their final grade. Students must participate fully in all practical work and if absent are expected to make up missed work as advised by staff.

EQUIPMENT:

It is important that work produced shows pupil's skills to their best advantage and although the school does have fine-line drawing pens, pencils, set squares and protractors, these will only be available during lesson times. Since much of the work will be done at home as homework it is highly recommended that students buy their own 0.3 and 0.7 black fine-line pens, 2H and HB pencils, ruler, protractor, 30/60 degree and 45 degree set squares. Much of this equipment can be used in other subjects and will improve the quality of all the work the student has to produce. In class time they will also know that the equipment they are using will be in perfect condition. All equipment needed for practical tasks will be provided by the school.

WAYS IN WHICH PARENTS CAN HELP:

Access to books, encyclopaedias and a computer would all be very useful when students are in the research stages of a project. Although computer originated type will make finished display work look more professional students would not lose marks if their projects were simply hand drawn or lettered. The school IT facilities are available at lunchtimes and after school and some lessons may be based in the computer rooms. The networked facility has access to various software packages including WinWord (Word processing), Excel (Spreadsheets), Access (Database), Adobe Photoshop (Design), 2D Design (Design) and, of course, the Internet. It would not be necessary to buy any of these programmes for home but obviously work can be done using any of the many varied packages available. An A3 drawing board is not essential but would be useful although any firm, flat surface will allow students to do their homework.

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SUBJECT TEACHERS:	Mr S Knowles, Mr G Nicholls, Mr N Taylor	

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
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DEPARTMENT:	GRAPHICS
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COURSE OUTLINE:

This option of Design & Technology studies concentrates on designing and making quality items that might take the form of two-dimensional media or three-dimensional prototypes for consumer products, such as promotional, packaging and display materials.

It is a two year course assessed over four units:

- Introduction to Designing and Making
- Sustainable Design
- Making Quality Products
- Technical Aspects of Designing and Making

Each of the two years will include an exam and a Design make coursework project. Units 1 and 2 will be completed in Year 10; Units 3 and 4 will be completed in Year 11.

Unit 1 aims to give students an introduction to Designing and Making using Graphic materials. Students must select one of the exam board's published themes and will then need to identify a specific product or starting point that is associated with the theme. They will then undertake research associated with the specific product before establishing their own design brief and detailed specification for an improved or similarly functioning prototype product. They then develop their design and use modelling before making and evaluating their prototype. Throughout, the students will record research and design developments using portfolios.

Unit 2 aims to develop a student's knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Working with Graphic materials, students will look at how Design and Technology has evolved through examination of products from the past and present. Students need to consider how future designs will impact on the world in which we live. Students will need to study examples of both old and new products in order that they might gain awareness and understanding of trends and innovations in design and manufacture, labelling, packaging and the impact that the design of such products is having on the environment, society and the economy.

Exam Board: OCR

Syllabus: OCR GCSE in Design and Technology: Graphics J303

YEAR 10 (Continued)

ASSESSMENT:

Unit 1 is a controlled assessment unit where instruction and theory will be taught for the first half of the year, then 20 hours of supervised lessons are allowed to complete the coursework project. This will be internally marked and externally moderated. This will be worth 30% of the GCSE.

Theory for Unit 2 will be taught throughout the year and assessment will be through an externally set and marked public exam in June. This will be worth 20% of the GCSE.

HOMEWORK:

Homework will be set each week that will take the form of either written work relating to the syllabus or research, planning or investigative work related to the set project. Students will be expected to take responsibility for ensuring notes, records of work and project work are dated and kept in order in an appropriate file since this will form the basis for their final project and written examination. Similarly, students must participate fully in all practical work and if absent are expected to make up missed work as advised by staff.

EQUIPMENT:

Some of the work students produce during the two years of study will be submitted as coursework for the GCSE examination. This will account for up to 60% of the mark that contributes to their final grade. It is, therefore, obviously important that work produced shows their skills to their best advantage and although the school does have fine-line drawing pens, pencils, set squares and protractors, these will only be available during lesson times. Since much of the work will be done at home as homework it is highly recommended students buy their own 0.3 and 0.7 black fine-line pens, 2H and HB pencils, ruler, protractor, 30/60 degree and 45 degree set squares. Much of this equipment can be used in other subjects and will improve the quality of all the work the student has to produce. In examinations students will also have the advantage of not wasting time in needing to ask for the loan of equipment available in the exam halls. In class time they will also know the equipment they are using will be in perfect condition. It is also recommended students have their own set of coloured pencils or felt-tipped pens as they will undoubtedly want to enliven their design work with colour. They will also need an A3 folder to carry work to and from school without damage and these can be purchased from the Design & Technology Department.

WAYS IN WHICH PARENTS CAN HELP:

Parents can be a mine of information and can offer ideas and opinions about how students might improve their work and products. They can be a valuable trial audience on which students can test how easy it is to understand their work and how well it has been presented. Parents or friends may have had experience as consumers of very many badly or well designed products and may suggest valuable sources of research or initial ideas.

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Mr N Taylor

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SUBJECT TEACHERS:

Mr G Nicholls, Miss S Taank, Mr N Taylor

YEAR 10

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: RESISTANT MATERIALS

COURSE OUTLINE:

This course is basically a design and make course using a range of different resistant materials e.g. wood, metal or plastic to solve design problems. Students have had experience of working to a limited degree in this sphere in their lower school years and should be able to build upon previous skills and knowledge.

It is a two year course assessed over four units:

- Introduction to Designing and Making
- Sustainable Design
- Making Quality Products
- Technical Aspects of Designing and Making

Each of the two years will include an exam and a design and make coursework project. Units 1 and 2 will be completed in Year 10; Units 3 and 4 will be completed in Year 11.

Unit 1 aims to give students an introduction to Designing and Making using Resistant materials. Students must select one of the exam board's published themes and will then need to identify a specific product or starting point that is associated with the theme. They will then undertake research associated with the specific product before establishing their own design brief and detailed specification for an improved or similarly functioning prototype product. They then develop their design and use modelling before making and evaluating their prototype. Throughout, the students will record research and design developments using portfolios.

Unit 2 aims to develop a student's knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Working with Resistant materials, students will look at how Design and Technology has evolved through examination of products from the past and present. Students need to consider how future designs will impact on the world in which we live. Students will need to study examples of both old and new products in order that they might gain awareness and understanding of trends and innovations in design and manufacture, labelling, packaging and the impact that the design of such products is having on the environment, society and the economy.

Exam Board: OCR

Syllabus: OCR GCSE in Design and Technology: Resistant Materials J306

YEAR 10 (Continued)

ASSESSMENT:

Unit 1 is a controlled assessment unit, where instruction and theory will be taught for the first half of the year, then 20 hours of supervised lessons are allowed to complete the coursework project. This will be internally marked and externally moderated. This will be worth 30% of the GCSE.

Theory for Unit 2 will be taught throughout the year, and assessment will be through an externally set and marked public exam in June. This will be worth 20% of the GCSE.

HOMEWORK:

Homework will be set each week that will take the form of either written work relating to the syllabus or research, planning or investigative work related to set projects. Students will be expected to take responsibility for ensuring notes, records of work and project work are dated and kept in order in an appropriate file since this will form the basis for their final project and written examination. Similarly, students must participate fully in all practical work and if absent are expected to make up missed work as advised by staff.

EQUIPMENT:

Some of the work students produce during the two years of study will be submitted as coursework for the GCSE examination. This will account for up to 60% of the mark that contributes to their final grade. It is, therefore, obviously important that work produced shows their skills to their best advantage and although the school does have fine-line drawing pens, pencils, set squares and protractors, these will only be available during lesson times. Since much of the work will be done at home as homework it is highly recommended students buy their own 0.3 and 0.7 black fine-line pens, 2H and HB pencils, ruler, protractor, 30/60 degree and 45 degree set squares. Much of this equipment can be used in other subjects and will improve the quality of all the work the student has to produce. In examinations students will also have the advantage of not wasting time in needing to ask for the loan of equipment available in the exam halls. In class time they will also know that the equipment they are using will be in perfect condition. It is also recommended students have their own set of coloured pencils or felt-tipped pens as they will undoubtedly want to enliven their design work with colour. They will also need an A3 folder to carry work to and from school without damage and these can be purchased from the Design & Technology Department.

WAYS IN WHICH PARENTS CAN HELP:

Access to books, encyclopaedias and a computer would all be very useful when students are in the research stages of a project. Although computer originated type will make finished display work look more professional students would not lose marks if their projects were simply hand drawn or lettered. The school IT facilities are available at lunchtimes and some lessons may be based in the computer rooms. The networked facility has access to various software packages including PowerPoint (Page Layout), Excel (Spreadsheets), Photoshop (Images), 2D Design (Design), and of course the Internet. It would not be necessary to buy any of these programmes for home but obviously work can be done using any of the many varied packages available. An A3 drawing board is not essential but would be useful although any firm, flat surface will allow students to do their homework.

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SUBJECT TEACHERS:	Mr S Knowles, Mr G Nicholls, Miss S Taank, Mr N Taylor	

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
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DEPARTMENT:	TEXTILES
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COURSE OUTLINE:

This option of Design & Technology studies concentrates on designing and making quality items from textiles materials. These items follow either a fashion route, a furnishing route or a combination of both.

During the first year of the course students will undertake three teacher set projects which will guide them through activities related to industrial practice, investigation, disassembly and evaluation of familiar textile items. They will develop their making skills to produce finished pieces resulting from the research into the tasks set.

Students will develop knowledge of the properties, function and enhancement of fabrics. Projects include an item of clothing, a fashion accessory and a piece of home furnishing based on a cultural theme. Garment construction and decorative techniques are taught throughout the course.

Exam Board: AQA

Syllabus: 4570 Textiles Technology

YEAR 10 (Continued)

ASSESSMENT:

Assessment during Year 10 will be internal marking of coursework in line with the Haydon grading. Assessed work includes focused practical tasks, research, design, planning, developing and making items. There will also be theory tests and an end of year exam.

HOMEWORK:

Homework will be set each week that will take the form of either written work relating to the syllabus or research, planning, investigative or practical work related to the set project. Students will be expected to take responsibility for ensuring notes, records of work and project work are dated and kept in order in an appropriate file since this will form the basis for their final project and written exam. Similarly, students must participate fully in all practical work and if absent are expected to make up missed work as advised by staff.

EQUIPMENT:

Students will be expected to bring organisers, exercise books, a pen, rubber, ruler and colouring pencils to every lesson. They will also be expected to provide some of the fabric and components to make the final items in their focused practical tasks. Students will need an A3 folder to carry work to and from school without damage. These can be purchased from Design & Technology Department.

WAYS IN WHICH PARENTS CAN HELP:

Parents can be informative and can offer ideas and opinions about how work and products can be improved. They can be a valuable trial audience on which ideas and presentation of work can be tested. The managing and organisation of their own work is an important feature of this course. Students need to provide appropriate resources where required. Developing practical skills can be encouraged through sewing machine work at home where possible. Please ensure that students meet deadlines and hand in homework every week. Try to make sure that students are fully equipped for lessons.

HEAD OF FACULTY:

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SUBJECT TEACHERS:

Miss M Fedrick, Miss C Gunter

YEAR 10

FACULTY:	ENGLISH
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DEPARTMENT:	ENGLISH
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COURSE OUTLINE:

If students have done well in English in the past, they can build on their strengths as they work their way to excellent GCSE results. If they have not done as well as they would have liked, this is a new beginning. Their greater maturity will help to achieve more than when they were younger, and their teacher will be delighted to give advice on how to improve.

The majority of students will be entered for two GCSEs, one in English and the other in English Literature.

GCSE English

GCSE English will be awarded as follows:

- 20% from oral coursework
- 20% from written coursework
- 60% from two exam papers

Throughout Year 10 English teachers will regularly record how well students do in individual, pair or group activities, in whole class discussion and in role-play. This assessment will go towards the final oral coursework grade.

For written coursework students will need four units of work: a piece of creative writing, an assessment on 'Macbeth' by Shakespeare; an essay on a media topic and another piece on 'Frankenstein' by Mary Shelley. Most of these pieces will be completed in Year 10. Students can word-process much of their coursework but, even if they do not, high standards of presentation are expected. They must never plagiarise.

To prepare students for the exams, they will be given practice papers. These will involve answering questions to show their understanding of media texts and writing their own pieces in different styles. They will also begin to prepare for an exam question on poems that they will have studied in class.

GCSE Literature

The final grade for this course also results from a mixture of coursework and examination, the percentages this time being 30% for coursework and 70% for the exam.

The coursework folder in Literature will contain three pieces, but two of these will already have been completed for the English coursework; students can double up on the Shakespeare and the piece on pre-1914 fiction. The third unit of coursework will be based on a modern play, either 'An Inspector Calls' or 'A View from the Bridge'.

In the exam, students will be asked to write about a range of 19th and 20th century poetry. Study of these will be spread across the two years and, as with English, exam practice will help students write about them well in a set time. They will also answer a question on 'Of Mice and Men'

Exam Board: AQA

Specification: A

YEAR 10 (Continued)

ASSESSMENT:

ENGLISH: AQA 3702

EXAM: 60% COURSEWORK: 40%

ENGLISH LITERATURE: AQA 3712

EXAM: 70% COURSEWORK: 30%

HOMEWORK:

- Students should extend themselves through homework. Generally they will have one reading and one written homework a week, to a minimum of 40 minutes each. Remember that, if students want to achieve more than a minimum grade, they must be prepared to do more homework. They should pace themselves with coursework; a piece will not be done well if it is written in a rush. It is essential to keep coursework and classwork deadlines. Students should see their teacher if they are unclear about the work or the hand-in date.
- Students should read widely - it will help them with all areas of the course. If they are already readers, they should extend the range of reading material. It is important to read both fact and fiction books and reading a daily paper (articles, leaders and letters included) will also improve their English and their understanding of print media. Computers may be used for written work unless otherwise instructed. However, students must never plagiarise.

EQUIPMENT:

Students will be given a free copy of the AQA anthology which is theirs to keep and use for two years. However, their exam copy of 'Of Mice and Men' should be purchased via the school so they are able to annotate their copies and keep them for revision. The English Department will make provisions for those students who are unable to purchase their own copy of the text. All other copies of texts needed for the course will be supplied. Students need to be aware that, should they lose any texts, they will be at a great disadvantage as it will contain all the notes they have taken in class. They will also need a good dictionary.

WAYS IN WHICH PARENTS CAN HELP:

Parents are very welcome to help students prepare for their exams. However, parental help is not permitted in the writing of coursework and the English Department check work very carefully for plagiarism.

HEAD OF FACULTY:

Ms L Beauchamp

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SUBJECT TEACHERS:

**Ms A Qureshi, Ms L Baker, Ms C Greaves,
Ms L Beauchamp, Ms M Giddens, Ms D Hines,
Ms A Alexander, Miss M Burke, Ms L Rundle,
Mr T Ogunlade, Ms R Sutton, Ms S Touhey,
Mr A Williams. Ms D Jarrett.**

YEAR 10

FACULTY:	HUMANITIES
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DEPARTMENT:	CLASSICAL CIVILISATION
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COURSE OUTLINE:

Students will study four topics. These are:

Unit A351: City Life in the Classical World.. Option 1: Athens

Unit A352: Epic and Myth. Option 1: Homer the Odyssey

Unit A352: Community Life in the Classical World. Option 2: Pompeii

Unit A354: Culture and Society in the Classical World. Option 3: Olympic Games

During the course students will be finding out about some of the most interesting aspects of Greek and Roman culture and society. They will be finding out about how people lived in classical times and will have the opportunity to sample some of the most important works of classical literature.

Exam Board: OCR

Syllabus: Classical Civilisation

YEAR 10 (Continued)

ASSESSMENT:

The first three Units are assessed by examination. Unit A354 is the controlled assessment unit. Each Unit accounts for 25% of the whole course. The controlled assessment is set by the examination board. The task will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in the unit. The word limit is 2000 words.

Either – Lower Tier: Grades G to C
Or – Higher Tier: Grades D to A*

The level for which each student will be entered in the examination will be based on how well they have performed throughout the course. This will include: classwork, homework and other assessments.

HOMEWORK:

Either one or two homeworks will be set each week according to the nature of the work. This will take a variety of forms but will usually consist of at least one piece of written work e.g. essay. Sometimes reading or research homework will be set. All students will be expected to hand in work on time.

EQUIPMENT:

Basic equipment required for writing and note taking. Students would benefit from having a file to keep notes and worksheets. They should also make sure that they bring their copy of the set texts with them to the lesson when these are required.

Textbook: *'In Search of the Greeks'* ISBN: 978-1-85399-699-3

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by ensuring that their child completes any homework that is set. They can also help by showing an interest in the Classics work that their child is undertaking in the course. Parents can also help when their child has tests or examinations by helping them to revise. Visits to local libraries would also be beneficial as would visits to museums where there are classical artefacts such as the British Museum and St. Albans.

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HEAD OF DEPARTMENT:	Miss S Clifford	EMAIL ADDRESS: sclifford@hillingdongrid.org
SUBJECT TEACHERS:	Miss S Clifford, Miss C Gray	

YEAR 10

FACULTY:	HUMANITIES
DEPARTMENT:	GEOGRAPHY

COURSE OUTLINE:

The Syllabus covered is the new Edexcel B course. The world is always changing. This specification gives students the chance to learn about those changes. This course combines a core content of key geographical ideas and information with a problem solving/issues based approach to the management of our Environment. Students will be given a detailed guide to the content and key questions in each module.

In Year 10 the following modules will be studied.

- **Unit 1: Dynamic Planet**

This will give students a sound understanding of important physical processes such as geological processes, ecosystems, the atmosphere and climate and the hydrological cycle. These topics are interlinked and although you may study them separately, the unit is designed to show you how physical geography combines to create a 'life support system' for the planet.

- **Unit 2: People and the Planet**

This focuses on human geography. In a similar way to Unit 1, it links together to build an overall understanding of human geography. Students will study how populations grow and change, where people live and work, and how they exploit and use resources. There are also options in Units 1 and 2 so students will choose to study some topics in more depth such as rivers or coasts, cities or the countryside, development or economic geography and oceans or extreme climates.

There will be a four day residential field trip undertaken at the end of the Summer Term (location to be confirmed). During this visit the primary data for the controlled assessment unit will be collected.

Exam Board: Edexcel
Syllabus: Geography B

YEAR 10 (Continued)

ASSESSMENT:

There will be regular assessments based on GCSE style questions.

The external examinations will take place as follows:

- June 2010 – Unit 1 – Dynamic Planet 1hr
- June 2010 – Unit 2 – People and the Planet 1hr
- June 2010 – Unit 3 – Making Geographical Decisions 1hr

Both exams have papers at Higher and Foundation level. Decisions about which tier students will sit will be taken in February 2010.

- Controlled Assessment - 25% of final grade

HOMEWORK:

This will be set twice a week (each of about ½ hour) and will be a variety of formal written work; coursework and learning work for tests and exams.

EQUIPMENT:

In common with all lessons, it is expected that students will have their exercise book, pen, pencil, ruler, rubber and colouring pencils (not felt-tips). It would be very helpful if an atlas was available at home.

WAYS IN WHICH PARENTS CAN HELP:

Please encourage students to read through work for mistakes and possible improvements. Please try to provide a suitable, quiet place to work and ensure that they spend sufficient time on homework to complete it to the best of their ability. Encourage further private study, using reference books or the Internet.

HEAD OF FACULTY: Ms L Sandell

EMAIL
lsandell@hillingdongrid.org

ADDRESS:

SUBJECT TEACHERS: Ms L Sandell, Ms S Mead, Mr T Randman

YEAR 10

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

Study in Development: Medicine Through Time Autumn and Spring Term

This study in development examines continuation and changes in the history of medicine. It focuses on medicine in prehistoric, ancient times, medieval, the renaissance and the 19th and 20th Centuries. Students should develop a knowledge and understanding on the main developments in the history of medicine.

Controlled Assessment – Modern World Study: Conflict in Ireland

The Modern World Study looks at the Conflict in Ireland. Students will investigate the history of the country and will try to establish reasons and causes of the problems which occurred in the 20th Century. Students will learn about the various groups in Northern Ireland and their different aims and beliefs, all the while developing their own point of view on the issues. Towards the end of the course and over the summer students will investigate the situation in Northern Ireland today, asking whether the troubles are finally over or not. This work will be in preparation for writing a piece of coursework on the topic at the start of Year 11.

MODULE EXAM details	Time of year	Percentage of AS weighting
Medicine Through Time	June 2011	45%
Modern World Study: Ireland	June 2010	25%

Exam Board and Syllabus: OCR 1935 Syllabus A (SHP)

YEAR 10 (Continued)

ASSESSMENT:

Students must demonstrate the ability to:

- Recall, select, organise and use knowledge of the syllabus content
- Describe, analyse and explain the events, changes and issues studied
- Describe, analyse and explain the key features and characteristics of the periods, people, societies or situations studied in relation to the historical context history.
- Comprehend, analyse and evaluate representations and interpretations of the events, people and issues studied
- Comprehend, interpret, evaluate and use a range of sources of information of different types

There will be various end of unit tests throughout the Autumn and Spring terms to monitor students' progress. At the end of Year 10, students will have two mock exams on 'Medicine Through Time'.

HOMEWORK REQUIREMENTS:

A variety of approaches are used in setting homework from reading, investigative work and writing to revision. Students are set on average two ½ hour homeworks per week although students are encouraged to fully develop their work and they may wish to spend more time upon certain tasks.

EQUIPMENT:

Students will be issued with an exercise book and paper where appropriate. Students are issued with their own textbooks for the duration of the unit. Students should have access to the reference materials contained in the school and public libraries.

Textbook: *'Medicine Through Time'* ISBN: 0 435 30922 6

There are also various resources on the internet. A particularly good website is: www.schoolhistory.co.uk.

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in history and on a regular basis read through their written work. However please bear in mind that some activities are not written ones or are not written up into best straight away. Students would benefit, not only from being a member of the school library, but also their branch library. Parents could encourage their child to use the library's resources regularly.

HEAD OF FACULTY: Ms E Sandell

EMAIL ADDRESS:

lsandell@hillingdongrid.org

KS4 and 5 History Coordinator: Mrs C Gray

EMAIL ADDRESS:

cgray@hillingdongrid.org

SUBJECT TEACHERS: Mrs J Ashman, Miss L Newman, Mr A Nowicki

YEAR 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES - GCSE (Short Course)

COURSE OUTLINE:

Religion and Life

Students study five units over two years and take one exam. There is NO coursework. Students have one lesson each week and homework is set each week. With each topic, students learn about non-religious, Christian and Muslim attitudes.

The units are:

Believing in God

- Creation and the Big Bang
- Arguments in favour of God
- The Problem of Evil and Suffering

Matters of Life and Death

- The Sanctity of life
- Abortion
- Euthanasia

Marriage and the Family

- Marriage & cohabitation
- Divorce
- Family life

Community Cohesion

- The role of men and women
- Multi-faith society
- Racism and discrimination

Exam Board: Excel
Syllabus: Unit A

YEAR 10 & 11 (continued)

ASSESSMENT:

There are three main areas assessed at the end of the course:

- Recall, select, organise and deploy knowledge of the syllabus content
- Describe, analyse and explain the relevance and application of a religion or religions
- Evaluate different responses to religious and moral issues

Students will be assessed during the year at the end of each unit. The GCSE short course is assessed by a two hour written exam paper at the end of Year 11. Grades will be awarded from A*-G. There is no coursework component.

HOMEWORK:

Homework is set every lesson and will take a variety of forms. It is required to fulfil the extent of the syllabus.

EQUIPMENT:

Students are issued with an exercise book which must be brought to each lesson. Necessary stationery must also be brought. Relevant resources are available in the department, though students will be supplied with a syllabus and guidance notes for reference.

Textbook: *'Religion and Life'*

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in Religious Studies, and if issues are being discussed within lessons, parents can assist by discussing them with their child at home and encourage them to develop viewpoints which they can justify.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr A Berg Mrs K Gajparia	EMAIL ADDRESS: aberg2@hillingdongrid.org kditcher@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Gajparia, Mr A Berg, Mrs T Maze, Ms L Newman	

YEAR 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES - GCSE (Full Course)

COURSE OUTLINE:

Religion and Society

Students can opt to make their GCSE a full one. In this case they have two exams. Students study five units over two years. There is NO coursework. Students have one lesson each week during lunchtime (a twilight class) and homework is set each week. With each topic, students learn about non-religious, Christian and Muslim attitudes.

The units are:

Environment and Medical Issues

- Fertility Treatment
- Genetic Engineering
- Organ Transplants
- The Threat of Pollution
- Creation and Stewardship
- Animal Rights

Crime and Punishment

- Law and Justice
- Theories of punishment
- Capital Punishment

Peace and Conflict

- Pacifism and War
- Bullying
- Conflict with family and friends

Religion and Social Responsibility

- The Authority of Religion
- The Political System in the UK
- The Welfare State

Exam Board: Excel
Syllabus: Unit H

YEAR 10 & 11 (continued)

ASSESSMENT:

There are three main areas assessed at the end of the course

- Recall, select, organise and deploy knowledge of the syllabus content
- Describe, analyse and explain the relevance and application of a religion or religions
- Evaluate different responses to religious and moral issues

Students will be assessed during the year at the end of each unit. The GCSE full course is assessed by one written exam paper at the end of Year 11, of 1 hour 45 minutes. Grades will be awarded from A*-G. There is no coursework component.

HOMEWORK:

Homework is set every lesson and will take a variety of forms. It is required to fulfil the extent of the syllabus.

EQUIPMENT:

Students are issued with an exercise book which must be brought to each lesson. Necessary stationery must also be brought. Relevant resources are available in the department, though students will be supplied with a syllabus and guidance notes for reference.

Textbook: *'Religion & Society'*

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in Religious Studies, and if issues are being discussed within lessons, parents can assist by discussing them with their child at home and encouraging them to develop viewpoints which they can justify. The course is designed with a view to encouraging students to be aware of current issues in the media.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr A Berg / Mrs K Gajparia	EMAIL ADDRESS: aberg2@hillingdongrid.org kditcher@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Gajparia, Mr A Berg, Mrs T Maze, Ms L Newman	

YEAR 10 and 11

FACULTY: HUMANITIES

DEPARTMENT: TRAVEL AND TOURISM (BTEC FIRST DIPLOMA)

COURSE OUTLINE:

This course is equivalent to four GCSEs at A* to C grades.

Grade equivalents:

Distinction = 2x A* and 2x A grades

Merit = 4x B grades

Pass = 4 x C grades

This is a practical course which encourages students to develop investigative and research skills so students can apply knowledge to practical situations. A total of six units are studied.

Unit 1: The UK Travel and Tourism Industry

This unit will provide students with a broad overview of the UK Travel and Tourism industry. Students will learn about the different organisations and how the travel and tourism industry has developed and how it continues to. Students will also study the impact of legislation and other issues on the UK Travel and Tourism industry.

Unit 2: Exploring Customer Service in Travel and Tourism

This unit is designed to allow students to explore customer service within the Travel and Tourism industry. Students will gain an insight into different approaches to customer service and how organisations meet the needs of different types of customers. Students will also be required to demonstrate their customer skills and techniques in travel and tourism role-play situations.

Unit 3: UK Travel and Tourism Destinations

In this unit students will find out about a range of UK tourist destinations. They will investigate the appeal of these destinations for different types of visitors. They will then be able to plan a holiday in the UK to meet specific customer needs.

Unit 4: European Holiday Destinations

In this unit students will find out about a range of destinations in Europe. Students will research the factors that influence the appeal of European holiday destinations and present in a Travel Show format. Students will then need to provide customers with information about different holiday destinations

Unit 5: Exploring Marketing in Travel and Tourism

In this unit students will study the principles of marketing in the Travel and Tourism industry. Students will investigate how organisations provide a range of products and services to meet different customer needs. Students will also be required to produce promotional material for use in travel and tourism.

Unit 7: Developing Employability Skills for Travel and Tourism

In this unit students will investigate the job roles in the Travel and Tourism industry. Students will plan and carry out a work-related project in order to develop personal and employability skills. Students will also undergo a job application process.

Year 10 and 11 (continued)

ASSESSMENT: No exam

All units are assessed through portfolio work in which students will build up a file of evidence based on a given assignment to demonstrate knowledge and understanding.

All units are graded at Distinction, Merit, Pass or Below Pass. The overall award is dependent on the total points achieved across all units.

Deadlines will be given each term for portfolios.

Students have the opportunity to participate in vocational and applied learning through trips, events, guest speakers, presentations, interview skills and more practical activities that offer the development of transferable skills for their future.

HOMEWORK:

The majority of homework will be based on development of portfolio work. It is vital that students keep up to date with work. Some homework may be in the form of research activities or exam revision.

EQUIPMENT:

Textbook, exercise book, pen, pencils, ruler, colouring pencils. Access to a computer and the internet is preferable although there are sufficient facilities within the school both during and outside lessons.

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to take an interest in Travel and Tourism issues in the media and monitor portfolio work.

HEAD OF FACULTY:	Miss E Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF DEPARTMENT:	Ms R Money	EMAIL ADDRESS: rmoney1@hillingdongrid.org
SUBJECT TEACHERS	Miss A Hulme	

YEAR 10

FACULTY: INFORMATION & COMMUNICATION TECHNOLOGY

COURSE: DIPLOMA IN DIGITAL APPLICATIONS (DiDA)

COURSE OUTLINE:

In Year 10 students will either be following the Diploma in Digital Applications (DiDA) or OCR Nationals in ICT Level 2 course.

DiDA

DiDA is the Diploma in Digital Applications, a revolutionary suite of four paperless qualifications from Edexcel that focuses on the practical application of technology. DiDA qualifications prepare students for the real world of work or further education. They are designed to stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects. This qualification is worth up to four GCSEs at grades A* to C. There is no traditional examination for this course but Edexcel produce a special project for each Unit which assessed.

Year 10 students following this course will have started Unit 1 Using ICT in Year 9. This includes web design; creating multimedia presentations, carrying out research and using spreadsheets and databases to analyse data and produce graphs. Students will also create paper-based documents such as flyers and sponsorship forms. They will complete this Unit in the first term. They will then go on to Unit 2 Multimedia which will involve web design; animation; research, video editing and graphic design.

OCR

The OCR Nationals suite of qualifications provide students with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related, skills-based qualifications that provide valuable opportunities for individuals to develop skills and understanding which will support entry into work or work related training. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest students. This qualification is worth up to four GCSEs at grades A* to C. All work is assessed as coursework and there is no traditional examination for this course.

Year 10 students following this course will complete Unit 1 Using ICT, this will include research tasks; email; business documents, multimedia presentations; spreadsheet and database. They will then do Unit 21: Creating Graphics. This unit is a foundation for creating web graphics and includes tasks such as researching, designing and creating graphics, used when creating websites. They will then do Unit 4: Creating Multimedia Products. This unit focuses on designing a product for a specific user that features a wide range of multimedia elements. Students look at the purpose of multimedia products, design and create a product for a specific audience and purpose.

ASSESSMENT:**DiDA**

There is no traditional examination for this course but Edexcel produce a special project brief for each Unit which is assessed.

OCR

All work is assessed as coursework and there is no traditional examination for this course.

HOMEWORK:

Homework will generally be research, planning and designing. It will sometimes involve completing computer based tasks. Computers rooms are open to students before school, every lunch time and after school if students have limited or no access to either a computer or the internet at home.

EQUIPMENT:

A PC with internet connection and Microsoft Office and Adobe Creative Suite Web Standard software installed would be advantageous. Student licences for Microsoft and Adobe software are available from computer suppliers at reduced costs. Students will also be able to access their work and support materials at home via Fronter, if they have an internet connection.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by showing an interest in their child's work, by helping with planning, organisation, proof-reading and giving feedback on project work before it is submitted.

HEAD OF FACULTY:	Miss S Clifford	EMAIL ADDRESS: sclifford@hillingdongrid.org
SUBJECT TEACHERS:	Miss S Clifford, Mr A Bennett, Mr P Dua-Brown, Ms L Hollowood, Ms C Lawrence, Mr S McTiernan, Ms A Patel, Miss R Patel, Mr A Thawley	

Year 10

FACULTY:	MATHEMATICS
DEPARTMENT:	MATHEMATICS

COURSE OUTLINE:

The GCSE Mathematics course follows a two tier modular syllabus. Please note that there is no longer any coursework in Mathematics. The following units will be covered in Year 10:

Unit 1: Handling Data

Including:

- Specify and plan for a statistical problem
- Collecting data - data collection sheets, questionnaires, surveys, two-way tables and types of data
- Processing and Representing Data – pie charts, scatter graphs, frequency diagrams, stem-and-leaf diagrams, cumulative frequency diagrams, box plots, histograms, working with the averages, probability scale, relative frequency 'OR' and 'AND' probability and using tree diagrams.
- Interpreting and discussing results – interpret a wide range of diagrams/graphs, compare distributions, check correlation, interpret inter quartile range, understand frequency density, use vocabulary of probability and compare experimental and theoretical probability.

Unit 2: Number & Algebra/Shape, Space & Measure

Including:

Using & Applying Number & Algebra – break down complex calculations, select and use efficient techniques to solve numerical and algebraic problems, use estimation, choose suitable degree of accuracy, understand difference between proof and practical demonstration and show step by step deductions in solving problems.

Number and Algebra - integers, HCF, LCM, prime factor form, powers and roots, rules of indices, manipulation of fractions, decimals and percentages, four rules applied to fractions, percentage problems, standard index form, manipulation of algebraic expressions, formulae and equations, nth term of sequences, $y=mx + c$.

Using & Applying Shape, Space and Measure - Angle properties, properties of circles, co-ordinates (including 2-D), accuracy of measures, converting units of measure, compound measures, finding perimeters/areas/volumes of 2-D/3-D shapes as appropriate and work with surface area.

Examinations

Unit 1 will be taken in March 2010

Unit 2 will be taken in June 2010

YEAR 10 (Continued)

ASSESSMENT:

Key: Data Handling (DH) Shape Space and Measure (SSM) Number & Algebra (NA) Using & Applying Maths (A01)
Criteria for GCSE Mathematics

Assessment Objectives	Weighting		
Unit 1	DH	Exam	20%
Unit 2	NA/SSM	Exam	30%
Unit 3	NA/SSM	Exam	50%

Tier of Entry	Grades	Unit 1	Unit 2	Unit 3
Foundation	C D E F G U	40 mins 20mins calc 20 mins non-calc	1 Hour 30 mins non-calc Multiple choice 30min calc	2 Hours 1 hour calc 1 hour non-calc
Higher	A* A B C D U	40 mins 20mins calc 20 mins non-calc	1 Hour 30 mins non-calc Multiple choice 30 mins calc	2 Hours 20 mins 1 hr 10mins calc 1 hr 10mins non- calc

A booklet containing past papers will be available for students prior to each examination. Students will be asked for a small contribution towards the cost of producing these booklets.

HOMEWORK:

Students will be given up to one hour per week. This will be mainly written work, but could include online mymaths tasks, research or investigation.

EQUIPMENT:

Students need for lessons and homework:

Pen, Pencil, Ruler (30cm), Protractor (preferably 360°), Compass, Calculator (scientific calculator required for higher tier).

Textbook: GCSE Mathematics for Edexcel (Hodder)

WAYS IN WHICH PARENTS CAN HELP:

Parents can support by taking an interest in their child's work and by helping where appropriate. They should ensure that adequate time is spent on the homework and that workings are shown.

We recommend revision material from CGP and these materials for the whole course will be sold prior to the first modular examination. The CGP website is www.cgpbooks.co.uk. Parents can also encourage their child to use the websites the school subscribes to. These include:

		Username	Password
My Maths	www.mymaths.co.uk	Haydon	Details given at school
Learn Premium	www.learnpremium.co.uk	HA52LX	05500009
Sam Learning	www.samlearning.com	HA5HA3	Details given at school

HEAD OF FACULTY:

Mr A Mirkovic

EMAIL ADDRESS: amirkovic@hillingdongrid.org

SUBJECT TEACHERS:

**Miss V Abrahams, Mr R Austin, Ms L Emerson,
Mr I Fowler, Mrs B Haria, Miss K Harrison,
Miss F Johnson, Miss S Lackey, Mrs J Lothian,
Mrs E MacGarty, Mr A Mirkovic, Ms K Punjwani,
Mrs M Wyman**

YEAR 10

FACULTY:	MODERN FOREIGN LANGUAGES
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DEPARTMENT:	French / German / Italian / Spanish
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COURSE OUTLINE:

The course aims to develop the ability to understand and use the Target Language effectively for the purposes of practical communication as well as imaginatively and creatively. Students' understanding and application of grammar will be developed as will their awareness of the nature of language and language learning. In addition, students will gain insights into the culture and civilisations of the countries where the language is spoken. The GCSE course provides enjoyment, intellectual stimulation and forms a sound base of the skills, language and attitude required for further study, work and leisure. Other skills are also promoted such as information communication technology and learning skills such as analysis, memorising and drawing inferences.

The GCSE Examination

There are two tiers: Foundation (for grades C-G) and Higher (for grades A*-C). The examination consists of two papers taken at the end of Year 11. The students write controlled assessments in place of a final written exam. Speaking and Writing are worth 30% each and Listening and Reading 20%. The importance of regularly and thoroughly learning vocabulary cannot be understated, as no dictionaries are allowed in the final examinations. In order to gain grade C and above, candidates have to demonstrate a knowledge of past, present and future tenses as well as opinions. In the speaking tests candidates have to be recorded by their teacher on two different tasks.

The themes for Speaking and Writing are: Media and Culture, Sports and Leisure, Travel and Tourism and Business and Employment.

The topics for Listening and Reading are: Out and About, Customer Service and Transactions, Personal Information and Future Plans, Education and Work.

Exam Board: Edexcel
Syllabus: Full course

YEAR 10 (Continued)

ASSESSMENT:

Assessments will take place each term and will normally consist of tests in listening, speaking, reading and writing.

COURSEWORK:

No longer available

HOMEWORK:

In Year 10 students will be given two homework tasks per week, one learning vocabulary or revising grammar to prepare for a test and one involving reading and/or writing. Time taken to learn the key vocabulary will help students become more confident in all the skills.

EQUIPMENT:

Each student is provided with an exercise book and a vocabulary booklet. Textbooks will be available in classrooms.

WAYS IN WHICH PARENTS CAN HELP:

Check work in exercise books and vocabulary books to ensure class and homework is being completed regularly
Test students on their vocabulary
Encourage speaking in the language at home
Watch relevant foreign language learning programmes with students
Encourage reading in the foreign language (eg Mary Glasgow magazines, easy readers)

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Head of French: Miss H Sidhu	EMAIL ADDRESS: hsidhu@hillingdongrid.org
Head of Spanish: Mrs K Daley	EMAIL ADDRESS: kdaley@hillingdongrid.org
Head of German: Mr A Robertshaw	EMAIL ADDRESS: arobertshaw@hillingdongrid.org
Head of Italian: Mr J Earnshaw-Crofts	EMAIL ADDRESS: jearnshawcrofts@hillingdongrid.org

YEAR 10

FACULTY:	MODERN FOREIGN LANGUAGES
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DEPARTMENT:	JAPANESE
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COURSE OUTLINE:

The GCSE course aims to develop the ability to understand and use Japanese effectively for the purpose of practical communication as well as imaginatively and creatively. Students' understanding and application of grammar will be developed as will their awareness of the nature of language and language learning. In addition, students will gain insights into the culture and civilisation of Japan. The GCSE course aims to provide enjoyment, intellectual stimulation and forms a sound base of the skills, language and attitude required for future study, work and leisure. Other skills are also promoted such as the use of information communication technology and learning skills such as analysis, memorising and drawing inferences.

The GCSE Examination

There is one tier of entry for grades A* to G. The examination consists of four papers taken at the end of Year 11: listening, speaking, reading and writing. The listening and the reading exams each make up 23% of the final grade, the speaking and writing exams each make up 27% of the final grade. Students are allowed to use an English-Japanese dictionary in the written exam only. The importance of regularly and thoroughly learning vocabulary and kanji characters cannot be underestimated. In order to gain grade C and above, candidates have to demonstrate knowledge of past, present and future tenses as well as opinions.

The common topic areas for the listening and reading exams are out and about, customer service and transactions, personal information and future plans, education and work.

The themes for the speaking and writing exams are media, travel and culture and sport, leisure and work.

Exam Board: Edexcel

Syllabus: GCSE in Japanese (2JA01)

Students need to have studied Japanese at Key Stage 3 or be native Japanese speakers to take this course.

YEAR 10 (Continued)

ASSESSMENT:

Assessments will take place each term and will normally consist of tests in listening, speaking, reading and writing based on the units studied.

HOMEWORK:

In Year 10 students will be given two homeworks per week; one learning vocabulary or revising grammar to prepare for a test and one involving reading and/or writing. In order for them to become more confident in all the skills and particularly as dictionaries are not permitted in the final examinations, students must take time to thoroughly learn the key vocabulary.

EQUIPMENT:

Each student is provided with an exercise book.

WAYS IN WHICH PARENTS CAN HELP:

Check work in exercise books and vocabulary books to ensure class work and homework is being completed regularly

Test students on their vocabulary

Watch relevant foreign language learning programmes with students

Encourage reading in the foreign language (easy readers, language learning websites)

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr K Squibb	EMAIL ADDRESS: ksquibb@hillingdongrid.org
SUBJECT TEACHERS:	Mr K Squibb	

YEAR 10

FACULTY:	MODERN FOREIGN LANGUAGES
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DEPARTMENT:	TWILIGHT CLASSES
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COMMUNITY LANGUAGES:

As a Language College, Haydon School runs classes in Community Languages. At present classes in Hindi, Gujarati, Punjabi, Greek, Arabic and Urdu take place in the Language Centre. These classes prepare our students, who already have a basic understanding of those languages, for GCSE qualification either at Foundation or Higher level. These lessons are free of charge and open to students of all age groups.

Please contact the school for registration in the existing classes or to express an interest in your child studying a language which is not yet on offer.

GCSE GERMAN, FRENCH AND ITALIAN TWILIGHT CLASSES:

German French and Italian are taught on two evenings a week for students who wish to follow a two year GCSE course in those languages in addition to their standard curriculum. Students need to have studied German, French and Italian at Key Stage 3. The courses are geared to Year 10 students but would also benefit Year 12 students wishing to retake their GCSE in French or German, or students of all ages with a particular interest in those languages.

HEAD OF FACULTY:	Mr T Bowen
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EMAIL ADDRESS: tbowen@hillingdongrid.org
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YEARS 10 & 11

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	DRAMA

COURSE OUTLINE:

Paper	Title	Description
1	<p>Drama Coursework (60%)</p> <p>Unit 1: Drama Exploration 1 Teacher-assessed practical work supported by a portfolio of documentary evidence.</p>	<p>This unit of coursework is concerned with the use of Drama to explore ideas and issues. Students will have the opportunity to use Drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of Drama.</p> <p>The assessment activities for this unit are set and marked within prescribed guidelines.</p>
	<p>Unit 2: Drama Exploration II Teacher-assessed practical work supported by a portfolio of documentary evidence.</p>	<p>This unit of coursework is concerned with the exploration of a complete and substantial play. The purpose of the unit is to give students' knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of Drama to communicate their ideas to an audience.</p> <p>The assessment activities for this unit are set and marked within prescribed guidelines.</p>
2	<p>Drama Performance (40%) Externally assessed practical examination of ONE of the following options:</p> <p>Option A: Devised performance</p> <p>Option B: Performance support</p> <p>Option C: Scripted performance</p>	<p>This paper is concerned with the skills required in Drama to perform work to an audience. Students will have the opportunity to demonstrate their skills as performers or technicians using any appropriate material as a stimulus for performance. For Option C, the stimulus must be a play script.</p> <p>The assessment activities for this paper are set within prescribed guidelines and are externally marked.</p>

Exam Board: Edexcel
Syllabus: GCSE Drama 2DRO1

YEAR 10 (Continued)

ASSESSMENT:

- Students will complete **two major** units of practical coursework; one in response to their exploratory drama work and one in response to their study of the chosen set text (40%).
Students will submit written coursework in the form of a portfolio for each of these two units. Each portfolio consists of three written pieces based on the practical sessions (one of these pieces must be a theatre review) (20%). Students need to record progression and development of their work during lessons to create raw material for their portfolio exercises.
- Students will be assessed on their performance within the context of the performance of a devised or scripted play to an audience. (40%)

HOMEWORK:

Students will be expected to complete working diaries on a weekly basis and complete specific coursework tasks by the given deadlines. Two portfolios must be submitted in order to be entered for the exam.

EQUIPMENT:

Books will be provided for written work.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging students in their dramatic interests perhaps by discussing work that has been undertaken, checking on the regularity of diary completion, line learning and possible theatre visits. Parents can help ensure that Portfolio tasks are completed and deadlines are met.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS: tdaley@hillingdongrid.org
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SUBJECT TEACHERS:	Miss J Goldthorpe, Mr A Maclean, Miss C Greaves	

YEAR 10

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	MEDIA STUDIES

COURSE OUTLINE:

Media Studies, GCSE relies upon students being able to develop a critical interest in the Media and to be prepared to think quite deeply about those things that other people see as leisure pursuits (such as watching TV and films or reading magazines).

Media Studies as a subject, rewards hard work. The students who get the most out of Media Studies are those who are methodical, organised and willing to watch and read the Media outside of school.

Exam Board: AQA

ASSESSMENT:

Coursework – 4 Assignments: Comics, Film Promotion, Music Video, Magazines (worth 60%)

Controlled Test – Exam Topic for 2011: Action / Adventure Film (40%)

HOMEWORK:

Mainly assignment related work with 2-3 major deadlines a term.

EQUIPMENT:

The school has a range of practical equipment to help students with assignments including software such as Adobe Photoshop and Premier.

A range of different texts are employed.

WAYS IN WHICH PARENTS CAN HELP:

Encouraging critical watching of a **range** of TV programmes

Encouraging students to read a **range** of newspapers – Guardian Media Supplement

Encouraging use of Internet for research

Purchase support texts – *'Media and Meaning'* ISBN: 085170-843-9

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS: tdaley@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr M Fisher	EMAIL ADDRESS: mfisher1@hillingdongrid.org
SUBJECT TEACHERS:	Miss S Baker, Mr T Daley, Mr M Fisher, Mr M Johns	

YEAR 10 & 11

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	MUSIC

COURSE OUTLINE:

Over the two years of the course the students' curriculum will be based around the twelve set pieces from the four Areas of Study. These are:

Area of Study 1 – Western classical music 1600-1899

- “Chorus: And the Glory of the Lord” from Handel’s Messiah
- 1st Movement from Mozart’s Symphony No. 40 in G minor
- Prelude No 15 in D flat major by Chopin

Area of Study 2 – Music in the 20th century

- “Peripetie” from Five Orchestral Pieces by A. Schoenberg
- “Something’s Coming” from West Side Story by L. Bernstein
- 3rd Movement (fast) from Electric Counterpoint by S Reich

Area of Study 3 – Popular music in context

- “All Blues” from the album Kind of Blue by Miles Davis
- “Grace” from the album Grace by Jeff Buckley
- “Why Does My Heart Feel So Bad?” from Play by Moby

Area of Study 4 – World music

- “Skye Waulking Song” from the album Nàdurra by Capercaillie
- “Yiri” from the album Balafons And African Drums by Koko from Burkina
- “Rag Desh” as played by:
 - Anoushka Shankar on the album Live at Carnegie Hall
 - Saraswati and Heeralal Dhandhada on the album Mewar Re Mira
 - Benjy Wertheimer and Steve Gorn on the album Priyagitah: The Nightingale

During their course students will be involved in the interrelated activities of Listening, Performing and Composing in each of the above topics. They will need to build up a portfolio of compositions on a variety of topics and to build up a portfolio of performances in which they play or sing an individual part. These performances will take place either in the classroom or in school concerts. In both the Year 10 and Year 11 examinations students will need to take part in a solo or an ensemble performance.

During the course students will also need to develop their knowledge and usage of technical musical vocabulary. The list as specified by EDEXCEL will be given to the students in the first year of the course. They will encounter a variety of styles and traditions of music across all four Areas of Study in their listening work.

YEAR 10 & 11 (Continued)

ASSESSMENT:

The percentage weighting of the three papers is as follows:

Paper 1 - Performing - 30%

Paper 2 - Composition - 30%

Paper 3 - Listening and Appraising - 40%

Solo and ensemble performances and composition work will be assessed against the criteria specified in the syllabus. Students will experience listening under test conditions which will become more pronounced in Year 11. They will have a formal listening examination in both

Year 10 and Year 11 and will be required to submit compositions for coursework assessment at the examination times in both years.

HOMEWORK:

This will take the form of research, ongoing composition assignments and practise for performance assignments. It will also include preparation for listening tests.

EQUIPMENT:

Students will need to bring their own instrument to a considerable number of music lessons. Their GCSE Music Teacher(s) will make it very clear when they need to bring their instruments which can be locked away during the day in Room 80A.

WAYS IN WHICH PARENTS CAN HELP:

In order to help support your child in their study of GCSE music, the department would like to suggest the following strategies:

- Students should be practicing their instrument for at least 30 minutes a day. Ask to listen to your child perform once a week. This helps students overcome the nerves of public performance, and is particularly helpful for those who are considering taking A-Level Music.
- Encourage your child to listen to music outside of their own tastes. An important element of the GCSE course is being able to recognise possible composers and dates of any piece of music from the topics listed above. Classical Music Radio stations are particularly good for *Western Classical Music 1600 – 1899* and *Music in the 20th Century*. Allowing your child to delve into your music collection, whatever that may be, and discussing your taste in music with your child is also helpful!
- Ask to listen to coursework tasks such as composition. Students are composing music on a regular basis, and parental encouragement is always helpful.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS : tdaley@hillingdongrid.org
HEAD OF DEPARTMENT:	Miss H Day	EMAIL ADDRESS : hday@hillingdongrid.org
SUBJECT TEACHERS:	Miss H Collier, Miss H Day, Mrs K Mignot, Mr J Sloan	

Year 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (Full Course)

COURSE OUTLINE:

Physical Education will give students the opportunity to develop their skills in a wide range of sports and activities as well as improving their own performance. They will learn about exercise and how the body works as well as the reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, this will be a very enjoyable course.

Topics to be Studied:

Unit 1: Knowledge and Understanding for the Active Participant (e.g. roles of the active participant, the demands of performance, health fitness & active lifestyle, opportunities for becoming involved in physical activity, International & other factors.)

Unit 2: The Active Participant (2 internally assessed activities - Developing skills, Decision Making, Evaluating & Improving)

Unit 3: Knowledge and Understanding for the Active Participant (Extension of Unit 1 topics plus Injuries, Leisure & Recreation, Diet, School Influences, Emotional Well-being, Cultural & Social Factors, Vocational Opportunities, Science & ICT.)

Unit 4: The Active Participant (4 internally assessed activities - Developing skills, Decision Making, Evaluating & Improving)

Full course PE also forms a good basis for further study in PE at Sixth Form either with a BTEC or AS/A2 course.

Exam Board: AQA

Syllabus: Physical Education Spec. A

Year 10 & 11 (Continued)

ASSESSMENT:

The final GCSE mark is made up from two components:

- A. Written Paper (1 hour 30 minutes – 40%)
This will test students' knowledge and understanding of the theory element of the course.
- B. Controlled Assessment (90 marks – 60%)
four assessments from at least two groups / ways of thinking: at least two as player / participant, at least one in a different role e.g. umpire / referee.

HOMEWORK:

Students will be given homework once a week in order to prepare them for the written exam. Homework is an integral part of the course. Homework will also be given in regards to the practical sports covered i.e. rules tests & analysis of performance. Students are expected to play sport on a regular basis in and out of school.

EQUIPMENT:

Physical Education kit as set out in student organiser / prospectus.
All sports equipment is provided but pupils may bring their own equipment at their own risk. students need to provide an A4 hardback folder but will be provided with paper, text books etc.

Textbook: AQA GCSE Physical Education
ISBN: 978-1-4085-0298-3

WAYS IN WHICH PARENTS CAN HELP:

Parents can take an active role in homework that students are set. Parents can also encourage students to participate regularly in physical activities.

HEAD OF FACULTY: Mrs M Wall

EMAIL ADDRESS: mcrane@hillingdongrid.org

SUBJECT TEACHERS: Mr D Gosling, Miss K Hannan, Mr G Searle, Mr A Karadia,
Mr C Jepsen, Miss K Avent, Miss Y Thomas

Year 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (Short Course)

COURSE OUTLINE:

Physical Education will give students the opportunity to develop their skills in a wide range of sports and activities as well as improving their own performance. They will learn about exercise and how the body works as well as the various reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, who were unable to select PE as one of their main options, this will be a very enjoyable course.

Short course PE is the equivalent to half a GCSE. Students will have one double lesson a week in both Year 10 and 11, where both practical and theoretical aspects of the course will be completed. It is an optional choice for those students who were unable to opt for the GCSE PE full course as one of their options and will be covered in core games time.

Topics to be Studied:

Unit 1: Knowledge and Understanding for the Active Participant (e.g. roles of the active participant, the demands of performance, health fitness & active lifestyle, opportunities for becoming involved in physical activity, International & other factors.)

Unit 2: The Active Participant (two internally assessed activities - Developing skills, Decision Making, Evaluating & Improving in practical sports.)

Short course PE also forms a good basis for further study in PE at Sixth Form either with a BTEC or AS/A2 course.

Exam Board: AQA

Syllabus: Physical Education Spec. A

Year 10 & 11 (Continued)

ASSESSMENT:

How Students Will be Assessed

The final GCSE mark is made up from two components:

- A. Written Paper (45 minutes – 40%)
This will test students' knowledge and understanding of the theory element of the course.
- B. Controlled Assessment (45 marks – 60%)
two assessments from two group's ways of thinking: One as a player and one in a different role e.g. umpire / referee.

HOMEWORK:

Students will be given homework once a week in order to prepare them for the written exam. Homework is an integral part of the course. Homework will also be given in regards to the practical sports covered i.e. rules tests & analysis of performance. Students are expected to play sport on a regular basis in and out of school.

EQUIPMENT:

Physical Education kit as set out in student organiser / prospectus.
All sports equipment is provided but students may bring their own equipment at their own risk. Pupils need to provide an A4 hardback folder, but will be provided with paper, text books etc.

Textbook: AQA GCSE Physical Education
ISBN: 978-1-4085-0298-3

WAYS IN WHICH PARENTS CAN HELP:

Parents can take an active role in homework that students are set. Parents can also encourage students to participate regularly in physical activities.

HEAD OF FACULTY: Mrs M Wall

Email Address: mcrane@hillingdongrid.org.

**SUBJECT TEACHERS: Mr D Gosling, Miss K Hannan, Mr G Searle, Mr A Karadia,
Mr C Jepsen, Miss K Avent, Miss Y Thomas**

Year 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (Core)

COURSE OUTLINE:

This is a non-examination subject that is compulsory for all Year 10 and 11 students based on the requirements of the National Curriculum. All students will study various sports throughout the course including badminton, basketball, fitness training, netball, rugby, soccer and trampolining. The focus of the course is to ensure pupils maintain a healthy and active lifestyle, continuing physical activity in later life. Pupils are encouraged to learn and display attributes such as teamwork, leadership and cooperation in a sporting environment. Students also have the opportunity to complete GCSE Short Course PE during core PE time if appropriate.

HOMEWORK:

All students are encouraged to take part in extra curricular activities within the department.

EQUIPMENT:

Students are required to wear appropriate kit as set out in the school prospectus for each activity area. The kit must be worn at all times. If a student cannot participate they must bring a note from home and must still get changed into kit in order to assist the teacher within the lesson.

WAYS IN WHICH PARENTS CAN HELP:

Parents can take a leading role in providing the opportunity for students to follow a healthy and active lifestyle both within school and in their leisure time.

HEAD OF FACULTY: Mrs M Wall

Email Address: mcrane@hillingdongrid.org

**SUBJECT TEACHERS: Mr D Gosling, Miss K Hannan, Mr G Searle, Mr A Karadia,
Mr C Jepsen, Miss K Avent, Miss Y Thomas**

YEAR 10 & 11

FACULTY:	SCIENCE
DEPARTMENT:	CORE SCIENCE

COURSE OUTLINE:

The Key Stage 4 Core Science Course is based on the AQA syllabus. The course leads to one GCSE grade (A* - G). The course is assessed mainly written examinations and a teacher assessed component. The syllabus may be accessed on the AQA website: www.aqa.org.uk.

During the two years pupils will study the topics:

- Core Biology
- Core Chemistry
- Core Physics
- As well as learning "How Science Works"

The content of Core Science is the minimum that a student leaving school, at 16, should really know to allow pupils to make informed choices about science. The course is not suitable for students wishing to study science at AS or A2. Since all students in Year 10 must study core science pupils in the pathway will follow the same lessons and content (as all other students in Year 10, irrespective of the pathway chosen).

Exam Board: AQA

Syllabus: Science

Number: 4462

STUDENT TEXTBOOK: AQA Science (Core)

PUBLISHER: Nelson Thornes

ISBN: 978-0748796342

YEAR 10 & 11 (Continued)

ASSESSMENT:

The specification consists of four assessments units:

- Core Biology 25% written exam (45 minutes)
- Core Chemistry 25% written exam (45 minutes)
- Core Physics 25% written exam (45 minutes)
- “How Science Works” 25% teacher assessment & written exam (45 minutes)

HOMEWORK:

Homework is an important part of learning and will be set once a week. Students have a textbook and are encouraged to use this book to help complete homework to the best of their ability. On line homework, such as www.samlearning.com, can also be set.

Ten minutes per day using this resource has been proven to improve a pupils performance by ONE grade

EQUIPMENT:

The following should be brought to every lesson: basic stationary, exercise book, a calculator.

WAYS IN WHICH PARENTS CAN HELP

Look positively at all work being completed and be prepared to support the school in ensuring that your child completes all work to the best of his/her ability. Parents could also provide access to appropriate internet sites and check progress for example on www.samlearning.com

HEAD OF FACULTY:	Mr D Dennis	EMAIL ADDRESS: ddennis@hillingdongrid.org
DEPUTY HEAD OF FACULTY:	Mr A Azariah	EMAILADDRESS: aazariah@hillingdongrid.org
SUBJECT TEACHERS:	Mr D Dennis, Mr A Azariah, Mr M Shah, Mrs R Cotterell, Ms C Saeb, Ms A Johnston	

YEAR 10 & 11

FACULTY: SCIENCE

DEPARTMENT: ADDITIONAL APPLIED SCIENCE

COURSE OUTLINE:

The Key Stage 4 Additional Applied Science Course is based on the AQA syllabus. The course will result in each student being awarded TWO GCSE grades (A* - G). The syllabus may be accessed on the AQA website: www.aqa.org.uk.

In Year 10 students will study the topics:

- Core Biology B1
- Core Chemistry C1
- Core Physics P1
- As well as learning “How Science Works”

In Year 11 students will study the topics

- Unit 1: Science in the workplace
- Unit 2: Science at work
- Unit 3: Using scientific skills

In Year 11 Additional Applied Science builds on the Core science (learnt in Year 10) and has more of a vocational focus. Students learn about “science at work” and the science of work”. Practical tasks are still a key part of learning. Students focus on preparing for their exam (in January) and compile a portfolio of assessment tasks.

Exam Board: AQA

Syllabus: Applied Science

Number: 4863

YEAR 10 & 11 (Continued)

ASSESSMENT:

The specification consists of three assessments units:

- Unit 1: Science in the workplace – a teacher assessed portfolio 20% overall mark
- Unit 2: Science at work - a written exam 40% overall mark
- Unit 3: Using scientific skills -a teacher assessed portfolio 40% overall mark

Unit 2 is externally assessed. The unit 2 exam is in January of Year 11

HOMEWORK:

Homework will be set once a week. This may take the form of research for a portfolio or more formal answering questions from a textbook. On line homework (www.samlearning.com) can also be set.

EQUIPMENT:

The following should be brought to every lesson: basic stationary, portfolio and laboratory exercise books and a calculator.

WAYS IN WHICH PARENTS CAN HELP

Look positively at all work being completed and be prepared to support the school in ensuring that your child completes all work to the best of his/her ability. Parents could also provide access to appropriate internet sites and check progress for example on www.samlearning.com

HEAD OF FACULTY:

Mr D Dennis

EMAIL ADDRESS: ddennis@hillingdongrid.org

SUBJECT TEACHERS:

Dr E Warenus, Dr S Hoyle, Mrs S Kazim, Ms S Pandya

YEAR 10 & 11

FACULTY:	SCIENCE
DEPARTMENT:	ADDITIONAL SCIENCE

COURSE OUTLINE:

The Key Stage 4 Additional Science Course is based on the AQA syllabus. The course will result in each student being awarded TWO GCSE grades (A* - G). The syllabus may be accessed on the AQA website: www.aqa.org.uk.

In Year 10 students will study the topics:

- Core Biology B1
- Core Chemistry C1
- Core Physics P1
- As well as learning "How Science Works"

In Year 11 students will study the Topics

- Additional Biology B2
- Additional Chemistry C2
- Additional Physics P2
- As well as learning "How Science Works"

In Year 11, Additional Science builds on the Core science (learnt in Year 10). The content is generally more challenging and prepares students more fully for everyday science and/or science(s) at AS/A2 and beyond. Practical tasks are still a key part of learning. Students will focus on preparing for their exams (in January) and complete a second teacher assessed "ISA".

Exam Board: AQA

Syllabus: Applied Science

Number: 4463

YEAR 10 & 11 (Continued)

ASSESSMENT:

The specification consists of four assessments units:

- Additional Biology B2 25% written exam (45 minutes)
- Additional Chemistry C2 25% written exam (45 minutes)
- Additional Physics P2 25% written exam (45 minutes)
- “How Science Works” 25% teacher assessment & written exam (45 minutes)

HOMEWORK:

Homework is an important part of learning and will be set once a week. Students have a textbook and are encouraged to use this book to help complete homework to the best of their ability. On line homework, such as www.samlearning.com, can also be set.

Ten minutes per day using this resource has been proven to improve a pupils performance by ONE grade.

EQUIPMENT:

The following should be brought to every lesson – basic stationery, exercise books and a calculator.

WAYS IN WHICH PARENTS CAN HELP

Look positively at all work being completed and be prepared to support the school in ensuring that your child completes all work to the best of his/her ability. Parents could also provide access to appropriate internet sites and check progress for example on www.samlearning.com

HEAD OF FACULTY:

Mr D Dennis

EMAIL ADDRESS: ddennis@hillingdongrid.org

SUBJECT TEACHERS:

Mr A Azariah, Mrs R Cotterell, Mr D Dennis, Mr M Holloway, Mrs A Houston, Dr S Hoyle, Mrs A Johnston, Mrs S Kazim, Mr H Koyani, Ms J Lewell, Mr A Mahmud, Mr L Muhammad, Ms S Pandya, Mr M Shah, Dr E Warenus

YEAR 10 & 11

FACULTY:	SCIENCE
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DEPARTMENT:	BIOLOGY
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COURSE OUTLINE:

The Key Stage 4 Biology course is based on the AQA Syllabus. It is a modular course consisting of three modules and a centre assessed unit. The syllabus can be accessed on the AQA website www.aqa.org.uk.

During the course students will study the modules:

- B1 – B1a – Human Biology
- B1b – Evolution and Environment
- B2 – Additional Biology
- B3 – Further Biology

Students will be entered for either higher or foundation levels.

A substantial amount of the work in class will be practically based. The theme of 'How Science Works' within Biology runs through all of the topics as do key skills such as ICT and application of number.

Exam Board: AQA
Syllabus: Biology 4411

YEAR 10 & 11 (Continued)

ASSESSMENT:

Modules B1, B2 and B3 are examined by a 45 minutes external exam during the course.

In Year 10:

- B1 is examined in January – 25%
- CAU examination – 25%

In Year 11:

- B2 is examined in January – 25%
- B3 is examined in June – 25%

The Centre Assessed Unit (CAU) comprises a practical task followed by an examination paper (45 minutes) relating to the data collected.

Student programme will also be monitored through regular internal assessments during the course.

HOMEWORK:

One piece of homework of one hour duration will be set every week. This may take the form of research for coursework or may consist of other research activities. Questions from the textbook may also be set to enhance students' understanding. Practice examination questions and self-study tasks will form the basis of some homework assignments.

EQUIPMENT:

The following should be brought to every lesson – basic stationery, exercise book, textbook and a calculator. All students will be loaned the course textbooks.

The course textbooks are:

'AQA Science: GCSE Biology'
Ann Fullick, Nelson Thornes

ISBN: 0-7487 9641-X

WAYS IN WHICH PARENTS CAN HELP:

Look positively at all work being completed and be prepared to support the school in ensuring that your child completes all work to the best of his/her ability. Parents could also provide access to appropriate internet sites and should try to encourage interest in Biology.

HEAD OF FACULTY: Mr D Dennis	EMAILADDRESS: ddennis@hillingdongrid.org
HEAD OF BIOLOGY: Ms R Cotterell	EMAILADDRESS: rcotterell@hillingdongrid.org
SUBJECT TEACHERS: Mr A Azariah, Ms R Cotterell, Mr D Dennis, Mrs A Johnston Miss S Pandya, Miss E Warenus, Miss J Lewell,	

YEARS 10 & 11 Chemistry Triple Science

FACULTY:	SCIENCE
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DEPARTMENT:	CHEMISTRY
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COURSE OUTLINE:

The Key Stage 4 Chemistry course is based on the AQA syllabus. It is a modular course consisting of six modules and a centre assessed unit. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course students will study the modules:

- C1 – C1a – Products from Rocks – C1b – Oil, Earth and Atmosphere
- C2 – Additional Chemistry
- C3 – Further Chemistry
- C4 – Centre assessed practical work

A substantial amount of the work in class will be practically based. The theme of 'How Science Works' within Chemistry runs through all of the topics as do key skills such as ICT and application of number.

Exam Board: AQA
Syllabus: Chemistry B 3243

YEAR 10 & 11 (Continued)

ASSESSMENT:

Each module is examined by a 45 minute external exam during the course.

Year 10:

- C1 is examined in January 2009 – 25%

Year 11:

- C2 is examined in January 2010 – 25%
- C3 is examined in June 2010 – 25%

The Centre Assessed Unit (CAU) comprises a practical task followed by an examination paper (45 minutes) relating to the data collected. Students will complete this in June of Year 10 with a further opportunity in October of Year 11.

Student programme will also be monitored through regular internal assessments during the course.

HOMEWORK:

This will be set regularly and take a variety of formats including; structured questions to test understanding; preparation for coursework; writing up coursework or practicals; research; tasks to help with recalling information and SAM Learning (www.samlarning.com).

EQUIPMENT:

Text books will be provided. A standard pencil case and calculator will be required for lessons

Textbook: *Science : GCSE Chemistry*
Patrick Fullick

ISBN 0-7487 9644 4

WAYS IN WHICH PARENTS CAN HELP:

Test students on key words from the glossary of the textbook. Provide access to appropriate internet sites (list given to students). Please check homework. Encourage interest in Science, trips to museums etc. Draw attention to items of scientific interest on TV and Radio. Help student prepare and revise for external exams.

HEAD OF FACULTY:	Mr D Dennis	EMAIL ADDRESS: ddennis@hillingdongrid.org
HEAD OF KS4 CHEMISTRY:	Mr M Holloway	EMAIL ADDRESS : mholloway@hillingdongrid.org
SUBJECT TEACHERS:	Mr M Holloway, Miss A Houston, Mr A Mahmud, Mr M Shah, Dr. Hoyle	

YEAR 10

FACULTY:	SCIENCE
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DEPARTMENT:	PHYSICS
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COURSE OUTLINE:

The Key Stage 4 Physics course is based on the AQA syllabus. It is a modular course consisting of three externally examined modules and a centre assessed unit. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course students will study the modules:

- P 1 – Core Physics
- P 2 – Additional Physics
- P 3 – Further Physics

There are two tiers of assessment: Foundation (G-C) and Higher (D-A*)
The centre-assessed unit is not tiered.

A substantial amount of the work in class will be practically based. The theme of 'How Science Works' within Physics runs through all of the topics as do key skills such as ICT and application of number.

Exam Board:	AQA
Syllabus:	Physics 4451

YEAR 10 (Continued)

ASSESSMENT:

Each module is examined by a 45 minute external exam during the course.

Year 10:

- P1 is examined in January 2010 – 25%

Year 11:

- P2 is examined in January 2011 – 25%
- P3 is examined in June 2011 – 25%

The Centre Assessed Unit (CAU) comprises a practical task followed by an examination paper (45 minutes) relating to the data collected. Students will complete this in April of Year 10 with a further opportunity in November of Year 11.

Student programme will also be monitored through regular internal assessments during the course.

HOMEWORK:

This will be set regularly (1 hour per week) records will be kept to monitor student progress.

EQUIPMENT:

Students will be lent an appropriate text book for which they are responsible, also an exercise book. Students will be expected to arrive at each Physics lesson with the above books plus basic writing equipment and a calculator.

Textbook 'AQA Science GCSE Physics' ISBN: 0 7487 9647 9

WAYS IN WHICH PARENTS CAN HELP:

Provide access to appropriate internet sites (list given to students). Support homework set. Encourage interest in Science, trips to museums etc. Draw attention to items of scientific interest on TV and Radio.

HEAD OF FACULTY:	Mr D Dennis	EMAIL ADDRESS: ddennis@hillingdongrid.org
HEAD OF PHYSICS:	Mrs C Saeeb	EMAIL ADDRESS: csaeeb@hillingdongrid.org
SUBJECT TEACHERS:	Mr L Muhammad, Ms C Saeeb, Mr H Koyani, Ms S Kazim	

YEARS 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: BUSINESS AND ECONOMICS (GCSE)

COURSE OUTLINE:

Students will study the following units:

Unit 1 – Introduction to a Small Business

Unit 2 – Investigating a Small Business

Unit 5 – Introduction to Economic Understanding

ASSESSMENT:

Unit 1 & 5 assessed at the end of Year 10 and Unit 5 at the end of Year 11.

HOMEWORK:

A variety of tasks will be set for homework from reading, case studies, research, presentations and revision. Homework will be set once a week for up to one hour, although students are encouraged to develop their work and may choose to spend more time on certain tasks and conducting further reading.

EQUIPMENT:

Students will be issued with an exercise book and textbook. Students should also have a ruler, pen, pencil and calculator.

WAYS IN WHICH PARENTS CAN HELP:

You can help by reading and discussing your child's business and economics work with them. We would encourage you to watch news programmes and business and economics related documentaries with your child and helping them to develop viewpoints which they can justify. In addition to this you can help by supporting your child to read broadsheet newspapers which will help them to develop a good awareness of current affairs.

HEAD OF FACULTY:	Mrs A Appleby	EMAIL ADDRESS: aappleby1@hillingdongrid.org
HEAD OF DEPARTMENT:	Mrs S Butt	EMAIL ADDRESS: sbutt@hillingdongrid.org
SUBJECT TEACHER:	Mrs S Butt	EMAIL ADDRESS: sbutt@hillingdongrid.org

YEARS 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: BUSINESS (BTEC FIRST CERTIFICATE)

COURSE OUTLINE:

The BTEC First Certificate in Business is a practical work-related course. This qualification is equivalent to two GCSEs at A* to C grades. BTEC qualifications are recognised by employers and education institutions and provide a good progression route to more advanced qualifications or to employment.

This course encourages students to develop an understanding of the organisation of businesses, how businesses are financed; the culture of a business and the role of business within the local and wider community. Students will complete assignments based on realistic workplace situations and activities. This course encourages students to develop investigative and research skills so you can apply knowledge to practical situations. A total of three units are studied with an assignment for each. The grade for each assignment will contribute to the overall qualification grade.

In Year 10 and 11 the following units are studied:

Unit 1: Exploring Business Purpose

This unit helps students understand the business world in terms of the range of business activity found in their local community and at a national, European and global level. On completion of this unit they should:

- Understand the nature of business and ownership
- Understand the classification of business activities
- Understand business aims and objectives in different sectors
- Know the main functional areas that support business organisations

Unit 2: Developing Customer Relations

This unit will develop students' understanding of customer service in different businesses.

On completion of this unit they should:

- Understand how customer service is provided in businesses
- Be able to apply appropriate presentation and interpersonal skills in customer service situations
- Know how consistent and reliable customer services contributes to customer satisfaction
- Know how to monitor and evaluate customer service within an organisation

Unit 3: Exploring Business Enterprise

Running their own business is the dream of most people at one time or another. Turning that dream into a successful business venture is a challenging task. This unit will develop entrepreneurial skills and teach students how to set their own business up.

On completion of this unit you should:

- Understand how to prepare for business to include writing a business plan
- Know how different aspects affect preparation for business
- Understand how to start and run a business

YEAR 10 & 11 (continued)

ASSESSMENT:

All three units are assessed through assignments. Students will be given a clear and comprehensive assignment brief which will include a range of activities such as giving presentations, writing reports and making videos. Each activity has been devised to enable students to meet specific evidence criteria. Classroom teaching will develop the knowledge required for each unit and lesson time will be allocated to work on assignment tasks.

All units will be graded at Distinction, Merit, Pass or Below Pass. The overall grade is dependent on the total points achieved across all units.

Deadlines will be given for each portfolio and these must be met.

HOMEWORK:

Homework will be set weekly and aims to reinforce the knowledge and understanding of topics from lessons. When working on assignments homework will be related to assignment tasks. All homework must be completed on time.

EQUIPMENT:

- Textbook, exercise book, folders for portfolio work, pen, pencils, ruler, and calculator
- Access to library resources, computer and the internet is required and there are sufficient facilities within the school both during and outside lessons

WAYS IN WHICH PARENTS CAN HELP:

- Encourage pupils to actively read and collect information about businesses i.e. newspaper articles, leaflets and brochures
- Monitor homework and ensure work is completed on time and all deadlines are met
- Support participation in trips and visits, as these are often vital for providing portfolio evidence

In addition, we would be grateful if any parents can provide support to enhance learning of this subject. Please contact Mr Boddington if you are able to help with any of the following:

- Contribute literature such as brochures and old trade magazines from businesses
- Offer work experience placements related to customer service
- Can come to school to talk to students about business topics (i.e. finance, customer service, owning and running a business etc.)
- Work for or own companies that students could visit to learn more about real businesses

HEAD OF FACULTY: Mrs A Appleby	EMAIL ADDRESS: aapple1@hillingdongrid.org
HEAD OF DEPARTMENT: Mr T Boddington	EMAIL ADDRESS: tboddington1@hillingdongrid.org
SUBJECT TEACHER: Miss A Dunne, and Mrs T Zanelli	

YEAR 10

FACULTY: SOCIAL SCIENCES

DEPARTMENT: CITIZENSHIP

COURSE OUTLINE:

The Year 10 and Year 11 course focuses on helping students develop and understand their role as responsible citizens in the world today. The units of work covered are:

- Citizenship and Democracy
- Diversity
- Sex and Relationships Education
- Careers (Rights of responsibilities of employers and employees. CVs and letters of Application)
- My money
- Health Risks

Year 10 also take part in work experience and a mock interview week and career workshops.

ASSESSMENT:

Self informed assessment is an integral part of the course and is concerned with reviewing and analysing knowledge, skills and understanding in relation to becoming a citizen and responsible adult. Students are assessed once a term. One self assessment, one peer and one thorough mock interview performance. Students are given a grade of working towards, at or beyond the expected National Curriculum level.

HOMEWORK:

Homework is set three times a half term mainly to enrich the classroom learning. Students may be asked to bring in specific resources to a lesson, to carry out research in preparation for a lesson or to revise. Students will also be asked to complete final versions of work for homework such as CVs and letters.

EQUIPMENT:

Pen or biro, pencil, ruler and Citizenship book which is to be left in form rooms.

WAYS IN WHICH PARENTS CAN HELP:

Students should be encouraged to discuss issues that are relevant to their role as responsible future adults. These may be concerned with their work in citizenship or topical events that may influence their perceptions on local, global and national events. Students should be encouraged to keep up with current affairs and local, national and international events.

HEAD OF FACULTY: Mrs A Appleby EMAILADDRESS: aappleby1@hillingdongrid.org

HEAD OF DEPARTMENT: Miss H Collier EMAIL ADDRESS: hcollier1@hillingdongrid.org

SUBJECT TEACHERS: Year 10 Form Tutors

YEAR 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: HEALTH AND SOCIAL CARE (BTEC FIRST DIPLOMA)

COURSE OUTLINE:

This course is equivalent to four GCSEs at A* to C grades. It is designed to prepare the student for progression to employment and/or further training in the Health, Social Care and Early Years sectors through the development of knowledge, skills and understanding for work in these areas. It will also increase the knowledge and understanding of the Health, Social Care and Early Years sectors through the investigation and evaluation of a range of services and organisations. This course will develop students' awareness of the influences on an individual's health and well-being and highlight the importance of motivation and support when improving health. It will make students recognise the importance of the stages of development of an individual and their relationships.

Lastly, it will promote a critical and analytical approach to problem-solving within the vocational context.

Exam Board: Edexcel

ASSESSMENT:

Unit 1: Communication and individual rights within the health and social care sector

Unit 2: Individual needs within the health and social care sectors

Unit 3: Vocational experience in a health and social care setting

Unit 4: Anatomy and physiology for health and social care

Unit 5: Human life span development

Unit 6: The impact of diet on health within the health and social care sectors

Unit 7: Creative and Therapeutic activities.

All units are assessed through portfolio work. Students are required to attend health or social care placements for their two week work experience in Year 10, to fulfil the needs of unit 3.

HOMEWORK:

This will involve research, note taking, presentations and reports; portfolio work will have deadlines throughout the course.

EQUIPMENT:

Files, subject dividers.

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to take an interest in Health and Social Care issues in the Media and monitor portfolio work.

HEAD OF FACULTY: Mrs A Appleby **EMAIL ADDRESS:** aappleby1@hillingdongrid.org

HEAD OF DEPARTMENT: Mrs A Appleby **EMAIL ADDRESS:** aappleby1@hillingdongrid.org

SUBJECT TEACHERS Ms S Dyer, Mrs M Hitchman, Miss E Watts

YEAR 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: SOCIOLOGY

COURSE OUTLINE:

Sociology attempts to explain human behaviour by investigating the interaction and different relationships between individuals, groups and institutions in modern British society.

Students will study the following areas:

1. How do sociologists investigate society
2. The Family
3. Education
4. The Media
5. Power
6. Crime and Deviance

Exam Board: AQA

Students will have an exam at the end of Year 10 and then at the end of Year 11.

Students are taught in mixed-ability classes throughout Years 10 and 11. The syllabus forms the basis for the schemes of work and the level and amount of work is dependent upon each student's ability. ICT is fully incorporated into all areas of the course.

YEAR 10 & 11 (Continued)

ASSESSMENT:

Students will be encouraged to take an active part in class discussions and lead seminars. They will be continually assessed in the following areas:

- An awareness of sociological approaches towards understanding modern multi-cultural Britain.
- The ability to demonstrate knowledge of contemporary social issues
- The ability to acquire information for different purposes by direct collection of information and by acquiring information from existing sources.
- The ability to interpret information in different forms and to analyse and evaluate its relevance and accuracy
- The ability to use information to examine issues and construct and evaluate arguments and conclusions.

HOMEWORK:

Homework will be set twice a week and should take approximately 45 minutes. It will involve a variety of tasks from note-taking, research, essay writing and data response questions to presentations and display work.

EQUIPMENT:

Each pupil is advised to have a Sociology Dictionary. Students should bring a ruler, pen, pencil, coloured pens and highlighters.

WAYS IN WHICH PARENTS CAN HELP:

We would like to enlist your help by encouraging your child to read around the subject by analysing other texts and by reading the broadsheets e.g. The Guardian and watching documentaries. Also by discussing their progress regularly and reading through their homework.

HEAD OF FACULTY:

Mrs A Appleby

EMAIL ADDRESS: aappleby1@hillingdongrid.org

SUBJECT TEACHERS:

Ms S Dyer, Mrs M Hitchman