



HAYDON SCHOOL

CURRICULUM GUIDES

2011/2012

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
- wear and display the Haydon ID badge at all times during the school day.
- to only use i-pods, MP3 players and mobile phones in agreed areas at agreed times
- 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

YEAR 10

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 (ten 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	}	60% of overall mark
Unit 2	Material World		

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

YEAR 10 (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, Ms S Darwish	

YEAR 10 & 11

FACULTY:	ART, DESIGN & TECHNOLOGY
DEPARTMENT:	HOSPITALITY AND CATERING

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 two main units:

- Catering skills related to food preparation and service
- Catering, food and the customer

Areas of study within these units include:

1. The industry – Food and Drink
2. Job roles, employment opportunities and training
3. Health, safety and hygiene including the Food Handler's Certificate
4. Food preparation, cooking and presentation
5. Nutrition and menu planning
6. Costing and portion control
7. Specialist equipment
8. Communication and record keeping
9. Environmental considerations

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.

Textbook: WJEC GCSE Hospitality and Catering – The Essentials
ISBN: 9780340948392

Careers & Further Information Opportunities

This GCSE provides a basis for further study at 16 plus

- A level
- Degree
- Modern Apprenticeship

Trainee Chef Catering trade

Hospitality Work

Industrial Food Technologist

Exam Board: Welsh Joint Examining

Syllabus: WJEC Unit 1 4731/01
Unit 2 4730/01

YEAR 10 & 11 (Continued)

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.

Catering skills related to food preparation and service.

(Controlled Practical Assessment (60%))

Task 1: (20%). Summer term of Year 10 the first of the practical assessments, lasting two hours, will take place.

Task 2: (40%). Spring term of Year 11 the second practical assessments will take place.

Catering, food and the customer.

(Written Paper (1 ¼ hours 40%))

Untiered, with short-answer, structured and free-response questions

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, text book, pen, pencil, ruler, rubber
- Practical Lesson – **all** ingredients, chef jacket and recipe book

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

EMAIL ADDRESS: ntaylor4@hillingdongrid.org

HEAD OF DEPARTMENT:

Ms S Hawthorne

EMAIL ADDRESS: shawthorne1@hillingdongrid.org

SUBJECT TEACHERS:

Ms S Hawthorne, Ms R Ndegwa

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
-----------------	-------------------------------------

DEPARTMENT:	CONSTRUCTION
--------------------	---------------------

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 students will complete projects. The projects are designed to give you a realistic situation that may be 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 into 12 Units:

Unit 1: An Introduction to the Construction Industry

Unit 2: Exploring Health, Safety and Welfare in Construction

Unit 3: Sustainability in the Construction Industry

Unit 8, 9, 10: Carpentry and Joinery

Unit 11, 12, 13: Trowel Operations

Unit 17, 18, 19: Building Services Techniques

In Year 10 students will study Units 1, 2, 3, 8, 9, 10

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 3: Sustainability issues in the Construction Industry

This unit focuses on how the Construction Industry affects the environment and looks at ways of reducing its impact.

Unit 8, 9, 10: Carpentry and Joinery

These units introduce 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. Learners will make simple frames, a panel door and learn how to fit ironmongery.

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 some work will be completed at home as homework, it is highly recommended that students buy their own 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.

HEAD OF FACULTY:

Mr N Taylor

EMAIL ADDRESS: ntaylor4@hillingdongrid.org

SUBJECT TEACHERS:

Mr S Knowles, Mr G Nicholls, Mr N Taylor, Mr P Rodgers

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
DEPARTMENT:	GRAPHICS

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 two units:

- **Unit 1: Written Paper** (40%)
- **Unit 2: Design and Making Practice** (60%)

Year 10 will comprise of several short practical exercises and mini projects to teach the theory, knowledge and skills required for Year 11. The Design and Making Practical Project will be completed during Year 11. The written paper will be taken at the end of Year 11.

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also investigating proportions, adhesives, colour, structures and materials through practical work.

In Year 10 candidates will be taught about the processes and techniques which aid manufacture and of the commercial application of a range of materials used in manufacturing their products in quantity. They will develop an understanding of the broad perspectives of the designed world, and understand the role designers play in product development. This will include recognising a need, designing and creating solutions through effective communication of ideas and the means of evaluating the outcome.

Candidates will be taught how to make products using a range of materials and processes suitable for one-off or small scale production. They will gain an understanding of the commercial manufacture of graphic products and the increasing role of CAD/CAM at all levels.

In Year 11 candidates will undertake a single design and make activity which is selected from a range of exam board set tasks. Candidates will need to submit a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent. It is expected that candidates should spend approximately 45 hours on this activity. All candidates will provide photographic evidence of the finished outcome and of various stages of making.

At the end of Year 11, all candidates will sit a 2 hour exam to test the theory and knowledge of Graphic Design.

Exam Board: AQA

Syllabus: AQA GCSE in Design and Technology: Graphic Products

Course Code: 4550

YEAR 10 (Continued)

ASSESSMENT:

Throughout Year 10, teacher assessment will take place based on practical assignments, theory work, homework and an end of year internal exam.

In Year 11 candidates will produce a practical project and associated design portfolio, which will be internally marked and externally moderated. This will account for 60% of the grade.

At the end of Year 11, theory and knowledge will be assessed by a 2 hour externally set and marked public exam. This will account for 40% of the grade.

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.

HEAD OF FACULTY:

Mr N Taylor

EMAIL ADDRESS: ntaylor4@hillingdongrid.org

SUBJECT TEACHERS:

Mr N Taylor, Mr G Nicholls, Miss S Taank

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 two units:

- **Unit 1: Written Paper** (40%)
- **Unit 2: Design and Making Practice** (60%)

Year 10 will comprise of several short practical exercises and mini projects to teach the theory, knowledge and skills required for Year 11. The Design and Making Practical Project will be completed during Year 11. The written paper will be taken at the end of Year 11.

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also investigating proportions, adhesives, colour, structures and materials through practical work.

In Year 10 candidates will be taught about the processes and techniques which aid manufacture and of the commercial application of a range of materials used in manufacturing their products in quantity. They will develop an understanding of the broad perspectives of the designed world, and understand the role designers play in product development. This will include recognising a need, designing and creating solutions through effective communication of ideas and the means of evaluating the outcome.

Candidates will be taught how to make products using a range of materials and processes suitable for one-off or small scale production. They will gain an understanding of the commercial manufacture of graphic products and the increasing role of CAD/CAM at all levels.

In Year 11 candidates will undertake a single design and make activity which is selected from a range of exam board set tasks. Candidates will need to submit a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent. It is expected that candidates should spend approximately 45 hours on this activity. All candidates will provide photographic evidence of the finished outcome and of various stages of making.

At the end of Year 11, all candidates will sit a 2 hour exam to test the theory and knowledge of Graphic Design.

Exam Board: AQA

Syllabus: AQA GCSE in Design and Technology: Resistant Materials

Course Code: 4560

YEAR 10 (Continued)

ASSESSMENT:

Throughout Year 10, teacher assessment will take place based on practical assignments, theory work, homeworks and an end of year internal exam.

In Year 11 candidates will produce a practical project and associated design portfolio, which will be internally marked and externally moderated. This will account for 60% of the grade.

At the end of Year 11, theory and knowledge will be assessed by a 2 hour externally set and marked public exam. This will account for 40% of the grade.

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 is not 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.

HEAD OF FACULTY:

Mr N Taylor

EMAIL ADDRESS: ntaylor4@hillingdongrid.org

SUBJECT TEACHERS:

Mr G Nicholls, Miss S Taank

YEAR 10

FACULTY:	ART, DESIGN & TECHNOLOGY
-----------------	-------------------------------------

DEPARTMENT:	TEXTILES
--------------------	-----------------

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 two 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 Design & Technology: 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.

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:	Mr N Taylor	EMAIL ADDRESS: ntaylor4@hillingdongrid.org
SUBJECT TEACHERS:	Miss M Fedrick, Miss C Gunter	

YEARS 10 & 11

FACULTY:	ART, DESIGN & TECHNOLOGY
DEPARTMENT:	HAIR & BEAUTY

COURSE OUTLINE:

VTCT NVQ Level 1 Hairdressing & VTCT NVQ Level 1 in Beauty Therapy.

These course outlines covers both Year 10 and 11.

These courses are offered off-site at Harrow College. Students will spend one day a week at Harrow College and will make their own way there.

These courses are aimed at providing a basic and practical course in hairdressing and beauty equivalent to 3 GCSE's at D-G grades. Students will study Hairdressing for one year and Beauty Therapy for one year.

It combines learning through practical work and developing new skills with the necessary 'theoretical' knowledge to be able to understand about the role of a Hairdresser and Beauty therapist in a variety of situations.

The Courses consists of:

1. Meeting, greeting and dealing with clients
2. Health and safety in the workplace
3. Shampooing and conditioning hair and nail treatments
4. Prepare for hairdressing and beauty services and maintain work areas
5. Assisting with colouring hair & facial treatments
6. Contribute to the development of effective working relationships

Exam Board: VTCT

YEARS 10 & 11 (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 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:

Students will need to bring basic stationery equipment to the college. All equipment needed for practical tasks will be provided by the school.

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 around the subjects.

HEAD OF FACULTY:

Mr N Taylor

EMAIL ADDRESS: ntaylor4@hillingdongrid.org

YEAR 10 & 11

FACULTY:	ENGLISH
DEPARTMENT:	ENGLISH

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 Language and the other in English Literature.

GCSE English Language

GCSE English will be awarded as follows:

- 20% from oral controlled assessment
- 40% from written controlled assessment
- 40% from one exam paper

Oral Controlled Assessments:

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 controlled assessment grade.

Written Controlled Assessments:

All the written assignments take place in exam conditions in school. Students can no longer take the work home and do lots of drafts. This is being welcomed by teachers because it means that the work produced is a truer reflection of the student's ability. It also cuts out the problem of plagiarism. For written controlled assessment students will need to complete three units of work: Two pieces of creative writing; A piece of writing on Spoken Language; A piece of writing on 'Of Mice and Men'. Reminders of when the assessment weeks are happening, are sent out to parents. It is vital that the students are in school to complete them at the time.

Exam:

There is only one exam in English Language now.

The exam will test their analysis of media texts and their writing to audience and purpose abilities. 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.

GCSE English Literature

The final grade for this course also results from a mixture of controlled assessment and examination, the percentages this time being 75% exam, (2 exams) 25% controlled assessment.

Controlled Assessments:

A task which asks the students to make comparisons, between a Shakespeare play and another text from the English Literary Heritage bank. For 2011 this will be 'Macbeth' and Browning's 'The Laboratory'.

This will be completed under exam conditions in school time.

Exams:

There are 2 exams. The students will be examined on a modern novel 'Martyn Pig' and 'Of Mice and Men'. The latter is the same text used for English Language. The students will know it very well and therefore have more success with it at exam level. The second exam is focused on poetry. Two sections; A) a comparative question on two anthology poems; B) analysis of an unseen poem.

Exam Board: AQA

Specification: A

YEAR 10 (Continued)

ASSESSMENT:

ENGLISH: AQA 3702

EXAM: 40% CONTROLLED ASSESSMENT: 60%

ENGLISH LITERATURE: AQA 3712

EXAM: 75% CONTROLLED ASSESSMENT: 25%

HOMEWORK:

- Students should extend themselves through homework. Generally they will have one reading and one written homework a week for 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. It is essential to keep 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, 'Moon On The Tide', which is theirs to keep and use for two years. However, their 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:

Encourage their children to read widely and do their homework to the best of their efforts. There are good revision books at all good book shops. Look for the AQA spec A Heinemann, Letts, CPG or Collins. There are many resources on the English page on Fronter. BBC bitesize also remains an excellent web resource.

HEAD OF FACULTY:

Ms L Beauchamp

EMAIL ADDRESS:

lbeauchamp@hillingdongrid.org

SUBJECT TEACHERS:

**Miss E Hamilton, Miss L Baker, Miss E Richards, Mr P Bond,
Ms L Beauchamp, Ms A Qureshi, Mrs S Henderson
Ms A Alexander, Miss M Burke, Mr T Ogunlade, Ms S Noonan
Miss Z Turbett, Mr A Williams, Ms D Jarrett.**

YEAR 10

FACULTY: HUMANITIES

DEPARTMENT: CLASSICAL CIVILISATION

COURSE OUTLINE:

Students will study four topics. These are:

Unit A351: City Life in the Classical World: Athens

Unit A352: Epic and Myth: Homer the Odyssey

Unit A352: Community Life in the Classical World: Pompeii

Unit A354: Culture and Society in the Classical World: 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: *OCR Classical Civilisation reader for GCSE* ISBN: 978-0-19-832597-0

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.

HEAD OF FACULTY:	Ms L Hall	EMAIL ADDRESS: TBA
HEAD OF DEPARTMENT:	Miss S Clifford	EMAIL ADDRESS: sclifford@hillingdongrid.org
SUBJECT TEACHERS:	Miss S Clifford, Mrs L. Hall	

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 students may study them separately, the unit is designed to show students 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 two day residential field trip undertaken at the end of the Summer Term to Juniper Hall in Surrey. During this visit the primary data for the controlled assessment unit on rivers 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:

- Jan 2012 – Unit 1 – Dynamic Planet 1hr
- June 2012 – Unit 2 – People and the Planet 1hr
- June 2012 – 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 October 2011

- 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 Hall

EMAIL ADDRESS: lhall42@hillingdongrid.org

SUBJECT TEACHERS: Ms L Hall, Ms A Hulme

YEAR 10

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

Study in Development – Medicine and Treatment

This unit examines the continuities and changes in the history of medicine. Key questions are: What caused people to be healthy or unhealthy? Who provided medical care? What caused diagnoses and treatments to remain the same or to change? How far did new ideas and treatments affect the majority of the population? What ideas did people have about the causes and treatment of illness and injuries? Students will learn about the societies of the Ancient period, Middle Ages, Renaissance and nineteenth and twentieth centuries.

Controlled Assessment – Representations of History: Vietnam c1960 - 1975

This unit is based on the study of the war in Vietnam in its historical context. During the course students will cover: the reasons for the US involvement in Vietnam; the nature of the conflict and the reasons for US defeat; the impact of the war on civilians and the military, in the USA and in North and South Vietnam; the growth of protest in the USA and the end of the conflict. The unit will involve candidates in historical enquiry, evaluating a range of historical sources critically in their context and reaching reasoned conclusions. Students will analyse how the past has been interpreted and represented in different ways. As a result of undertaking this task, students should develop and understand that:

- What is happening in the world around them today can only be understood by a study of the past
- The present and past are connected
- Historical sources are open to different interpretations and need to be evaluated in terms of reliability and utility

MODULE EXAM details	Time of year	Percentage of AS weighting
Medicine and Treatment	June 2012	25%
Controlled Assessment: Vietnam	June 2011	25%

Exam Board and Syllabus: Edexcel History B (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 and Surgery Book'** ISBN: 9781846904400

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 L Hall

EMAIL ADDRESS: lhall42@hillingdongrid.org

SUBJECT TEACHERS: Mr M Chataway Miss G Gatsky, Ms R Hillel, Mr S Warner,

YEAR 9 & 10

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: Edexcel

Syllabus: Unit A

YEAR 9 & 10 (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. 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 Hall	EMAIL ADDRESS: TBC
HEAD OF KS4:	Mr A Berg	EMAIL ADDRESS: aberg2@hillingdongrid.org
SUBJECT TEACHERS:	Mr A Berg, Ms L Hall , Ms H Mead, Ms B Money,	

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 Hall	EMAIL ADDRESS: TBC
HEAD OF KS4:	Mr A Berg	EMAIL ADDRESS: aberg2@hillingdongrid.org
SUBJECT TEACHERS:	Mr A Berg, Ms H Mead	

YEAR 10

FACULTY:	INFORMATION & COMMUNICATION TECHNOLOGY
COURSE:	DIPLOMA IN DIGITAL APPLICATIONS (DiDA) or OCR Nationals in ICT Level 2

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 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 three GCSEs at grades A* to C. There is no traditional examination for this course but Edexcel produce a special project for each Unit which is 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 questionnaires. 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 provides 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, work related training, or further education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest students. This qualification is worth up to three 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 the following courses:

Unit 1 Using ICT	This will include research tasks; using email for business; creating business documents; multimedia presentations; using spreadsheets and databases.
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.
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.
Unit 20 Creating Animations	This unit helps develop the students' knowledge and understanding of how to design, produce and test a short animation which is for a specific audience and purpose.
Unit 23 Creating Videos	This unit helps develop the students' knowledge and understanding of how to review, design and produce a short video clip which is 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. Computer 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 would be advantageous. Student licences for Microsoft 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:	Mr A Bennett, Miss S Clifford, Mr P Dua-Brown, Miss L Hollowood, Miss C Lawrence, Mr S McTiernan, Mrs 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: Statistics and Probability, Number and Algebra, Geometry and Measure (Calculator Exam)

Including:

- Statistics – handling data cycle, 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.
- Number, Algebra and Measure – Four operations, decimals, percentages, fractions, use of calculators, gradient of line of best fit, scales and units.

Unit 2: Number & Algebra/Geometry and Measure (Non-Calculator Exam)

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 Geometry 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 2 will be taken in March 2010

Unit 1 will be taken in June 2010

Exam Board – Edexcel

Syllabus – 2MB01 (Mathematics B Modular Course)

YEAR 10 (Continued)

ASSESSMENT:

Key: Statistics (S) Geometry and Measure (GM) Number & Algebra (NA)

Criteria for GCSE Mathematics

Assessment Objectives and Weightings

Unit 1	S/NA/GM	Exam	30%
Unit 2	NA/GM	Exam	30%
Unit 3	NA/GM	Exam	40%

Students will be assessed on the following aspects:

A01 – Recall and use knowledge of content;

A02 – Select and apply mathematical methods in a range of contexts;

A03 – Interpret and analyse problems and generate strategies to solve them.

In addition, students will be assessed on their ability to apply functional elements of mathematics to solve problems in real-life situations. These types of questions will be embedded within each paper.

Tier of Entry	Grades	Unit 1	Unit 2	Unit 3
Foundation	C D E F G U	1hr 15 mins	1hr 15 mins	1hr 30 mins
Higher	A*A B C D U	1hr 15 mins	1hr 15 mins	1hr 45 mins

A booklet containing practice 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. Details of homework will be posted on Fronter by the class teacher.

EQUIPMENT:

Students need for lessons and homework:

Pen, Pencil, Ruler (30cm), Protractor (preferably 360°), Compass, Scientific Calculator

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
Sam Learning	www.samlearning.com	HA5HA3	Details given at school

HEAD OF FACULTY:

Miss L Emerson

lemerson2@hillingdongrid.org

HEAD OF KEY STAGE 4:

Mr I Fowler

ifowler@hillingdongrid.org

SUBJECT TEACHERS:

Mr R Austin, Ms I Clare, Miss L Emerson, Mr I Fowler, Mrs B Haria, Miss K Harrison, Miss H Jones, Mr S Kidd, Mr N Kirby, Miss S Lackey, Mrs E MacGarty. Ms J Mehta

YEAR 10

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

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.

GCSE Language pupils will:

- Develop an understanding of the target language in a variety of contexts
- Gain a good knowledge of language and structures
- Develop transferable language skills
- Communicate effectively in their chosen language
- Understand the countries and communities of the country in which the language is spoken

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 will be recorded by their teacher on two different tasks. Pupils must have a spontaneous conversation with their teacher. It is very important that pupils show that they can communicate in target language and not recite pre-learnt speeches.

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. There will be external controlled assessments in speaking and writing.

CONTROLLED ASSESSMENT:

Controlled assessments are external exams completed throughout the year in class, under exam conditions.. Pupils will undertake practice writing and speaking tasks prior to completing a final task. These assessments are external GCSE exams. Marks are submitted to the exam board and will contribute to the final GCSE grade.

HOMEWORK:

In Year 10 & 11 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)

Head of Faculty: Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
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: Mrs Arron	EMAIL ADDRESS: rarron@hillingdongrid.org

YEAR 10

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	JAPANESE

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, 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
-----------------	---------------------------------

DEPARTMENT:	TWILIGHT CLASSES
--------------------	-------------------------

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
-------------------------	-------------------

EMAIL ADDRESS:	tbowen@hillingdongrid.org
-----------------------	---------------------------------------------------------------------------------

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 I (30%) Teacher-assessed practical work supported by documentary response completed in controlled conditions.</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 (30%) Teacher-assessed practical work supported by documentary response completed in controlled conditions.</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. They are also required to see and review a piece of live theatre.</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>Devised/Scripted performance or Performance support</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 a given thematic stimulus from the exam board.</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 (60%).

Students will submit written coursework in the form of a documentary response for each of these two units. For Unit 1 this is a 2000 word essay. In Unit 2 it consists of a 1000 word essay and a 200 word live theatre review. This is completed in controlled conditions. Students need to record progression and development of their work during lessons to create raw material for their portfolio exercises.

The assessment for the practical exploration takes the form of a 6 hour controlled practical assessment.

- 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.

EQUIPMENT:

Assessed written work will be completed on a paper and stored in a ring binder.

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
HEAD OF DEPARTMENT:	Miss M Pennell	EMAIL ADDRESS: mpennell@hillingdongrid.org
SUBJECT TEACHERS:	Miss M Pennell, Mr A Maclean, Miss E Richards	

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 – Four Assignments: Comics, Film Promotion, Advertising, Magazines (worth 60%)

Controlled Test – Exam Topic for 2013: The Music Press (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:	Mr. M Fisher, Mr. T Robson
--------------------------	-----------------------------------

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 12 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 practise for performance assignments. It will also include preparation for listening tests and study of the 12 set works.

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 stored 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 practising 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:	Mr J Sloan	EMAIL ADDRESS : jsloan@hillingdongrid.org
SUBJECT TEACHERS:	Miss H Collier, Miss E Emerson, Miss J Morgan, Mr J Sloan	

YEAR 10 & 11

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	MUSIC TECHNOLOGY BTEC

COURSE OUTLINE:

The **BTEC First Certificate in Music Technology** is designed to introduce students to working in the music industry or prepare them for further study in Music Technology. It will apply musical knowledge and skills learnt in KS3 and introduce new ideas such as multi-track recording and using sequencers to compose music. BTEC Music Technology consists of **four coursework projects** that will be completed in Years 10 and 11.

Project 1 - Working in the Music Industry (Edexcel Unit 1 - 16.5%)

This helps students develop a broad knowledge of employment opportunities in the music industry and the jobs undertaken by those who work in it. Students will research job roles and organisations, investigate how job roles and organisations relate to each other, present findings and conclusions using text and images, set up an exhibition and present to an audience.

Project 2 - Professional Development in the Music Industry (Edexcel Unit 2 - 16.5%)

Students will explore a range of career opportunities with a view to their own professional development within the music industry. Students will investigate a specific career path, write a development plan with targets and review their progress over a set period of time.

Project 3 - Exploring Computer Systems Used by Musicians (Edexcel Unit 7 - 33%)

This unit is designed to develop students' knowledge of the specification and operation of computer systems designed specifically for the creation of music. Students will also operate music computer systems whilst creating pieces of music, which will include their own original compositions as well as considering health and safety issues as part of the composition process.

Project 4 - Producing a Musical Recording (Edexcel Unit 9 - 33%)

Students will be introduced to key live recording concepts, microphone techniques and use of related equipment and software. They will then apply these skills and knowledge to a project in which they will record live musicians and edit the audio to produce a polished CD.

ASSESSMENT:

Students will document every stage of the course and create a portfolio to provide evidence they have met the required criterion for the relevant level (pass, merit or distinction).

Each project is made up of smaller tasks that will be completed by the deadline set. There are several draft deadlines in the run up to the final deadline, to enable students to improve work and achieve the highest mark possible.

YEAR 10 & 11 (Continued)

HOMEWORK:

This will take the form of research and creating presentations and completing written and practical sequencing and recording tasks.

EQUIPMENT:

Students will be have access to the Music Department's audio sequencing and recording equipment as well as text books that link to each assignment.

WAYS IN WHICH PARENTS CAN HELP:

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

- Students should download the demos of Reason 4 and Cubase 5 and become familiar with using the software to sequence and record.
- There are many Music Technology magazines and websites that contain information on the latest development in the subject. Students should be encouraged to read these and make use of the information in research and presentation tasks.
- Students should be listening to a wide range of music, especially popular music styles that would use sequencing and recording software.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS : tdaley@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr J Sloan	EMAIL ADDRESS : jsloan@hillingdongrid.org
SUBJECT TEACHERS:	Miss J Morgan, Mr J Sloan	

YEAR 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (GCSE 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 (two 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 (four 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 a student's 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 students 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: mwall1@hillingdongrid.org
-------------------------	------------	-------------------------------------------------

SUBJECT TEACHERS:	Mr D Gosling, Miss K Hannan, Mr G Searle, Mr A Karadia, Mr C Jepsen, Miss K Avent, Miss H Egan, Mrs M Richards, Mrs M Wall
--------------------------	----------------------------------------------------------------------------------------------------------------------------------

YEAR 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (GCSE 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:

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. 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: mwall1@hillingdongrid.org
------------------------------------	-------------------------------------------------

SUBJECT TEACHERS: Miss K Avent, Miss H Egan, Mr D Gosling, Miss K Hannan, Mr C Jepsen, Mr A Karadia, Mrs M Richards, Mr G Searle, Mrs M Wall

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 co-operation in a sporting environment. Pupils 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:** mwall1@hillingdongrid.org

SUBJECT TEACHERS: Miss K Avent, Miss H Egan, Mr D Gosling, Miss K Hannan,
Mr C Jepsen, Mr A Karadia, Mrs M Richards, Mr G Searle,
Mrs M Wall

YEAR 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: BTEC LEVEL 2 DIPLOMA IN SPORT

COURSE OUTLINE:

BTEC Level 2 Diploma in Sport will give learners the opportunity to develop their skills in a range of different sporting environments. They will learn about how fitness testing, injuries in sport, outdoor and adventurous activities as well as develop their practical performance. In addition, they will be actively involved in the sporting events that take place in school and have the opportunity to go on work experience in a sporting environment. For learners who have a keen interest in sport, want to develop their knowledge of many different sporting areas and want to improve their practical performance, this will be a very enjoyable course.

Topics to be Studied:

Unit 1: Fitness Testing and Training.

This unit will give students the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports training and performance. Students will investigate their personal fitness levels by participating in a series of fitness tests.

Unit 3: Outdoor and Adventurous Activities.

This unit will give students an opportunity to participate in exciting outdoor and adventurous activities such as rock climbing, snowboarding, kayaking, sailing and archery. The unit provides an opportunity to learn and apply new practical skills and techniques.

Unit 5: Injuries in Sport.

The aim of this unit is to develop students' knowledge of common sports injuries and illnesses and their respective treatment. It will also consider risk assessment and its management.

Unit 11: Development of Personal Fitness.

This unit will enable students to plan, implement and evaluate a personal fitness training programme specific to their sporting goals.

Unit 10 – Nutrition for Sports Performance.

The aim of this unit is to enable students to develop skills and knowledge in personal nutrition linked to sports performance.

Unit 13 – Work Experience in the Sports Industry.

The aim of this unit is to give students the skills needed to identify, participate in and review work experience in a vocational sports environment.

Unit 7: Planning and Leading a Sports Activity.

The aim of this unit is to give students an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

Edexcel BTEC Level 2 Diploma in Sport also forms a good basis for further study in PE at Sixth Form, either with a BTEC or AS/A2 course.

Exam Board: Edexcel

Syllabus: BTEC Level 2 in Sport Specification.

YEAR 10 & 11 (Continued)

ASSESSMENT:

In BTEC Firsts all units are internally assessed and are **100% coursework** based. All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a student must have satisfied **all** the pass criteria
- to achieve a 'merit' a student must additionally have satisfied **all** the merit criteria
- to achieve a 'distinction' a student must additionally have satisfied **all** the distinction criteria.

A grading scale of pass, merit and distinction is applied to all units.

HOMEWORK:

Students will be continually set coursework, which they must do in lesson time and for homework. 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.
- Students need to provide an A4 hardback folder but will be provided with paper, text books etc.

Textbook: BTEC First Sport: Level 2

ISBN: 978 0 00 734264 8

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: mwall1@hillingdongrid.org

SUBJECT TEACHERS: Mrs J Guest, Mr C Jepsen, Mrs M Wall,

YEAR 10

FACULTY:	SCIENCE
DEPARTMENT:	CORE and ADDITIONAL SCIENCE

COURSE OUTLINE:

The Key Stage 4 Science A and Additional Science course is based on the AQA 2011 syllabus. It is a modular course consisting of six modules and two practical based units. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course, students will study the following modules:

- B1 – Unit 1 Biology
- B2 – Unit 2 Biology
- C1 – Unit 1 Chemistry
- C2 – Unit 2 Chemistry
- P1 – Unit 1 Physics
- P2 – Unit 2 Physics
- CAU for Science A – Practical based including two external exam papers
- CAU for Additional Science (as above)

There are two tiers of assessment for Units 1 and 2: Foundation (grades C-G) and Higher (grades A*-D).

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

Exam Board: AQA
Syllabus: Science A 4405 and Additional Science 4408

YEAR 10 (Continued)

ASSESSMENT:

Two Units 1 and two Units 2 are examined, during the course, by external exams of 60 minutes each.

- Units 1 are examined in January 2012 – 25% each
- Units 2 are examined in June 2012 – 25% each

The remaining Unit 1 and Unit 2 and the two CAUs will be examined in year 11.

Student progress is continually monitored, during the course, through regular internal assessments.

HOMEWORK:

This will be set regularly and take a variety of formats including; past exam questions to test understanding; preparation for coursework; research; tasks to help with recalling information and SAM Learning (www.samlearning.com).

EQUIPMENT:

Text books will be provided in lessons and pupils will have access to online textbooks for use at home. Details on how to access this resource will be given to each individual student. A standard pencil case and calculator will be required for lessons.

Textbook: *New AQA Science, Lawrie Ryan (Nelson Thornes)*
Chemistry ISBN 978-1408508299, *Physics* ISBN 978-1408508329
Biology ISBN 978-1408508268

WAYS IN WHICH PARENTS CAN HELP:

Test students on key words from the glossary of the textbooks. Provide access to appropriate internet sites (list given to students). Please check homework after completion. Encourage interest in science, trips to museums, watching documentaries, reading scientific books and draw attention to items of scientific interest on TV and Radio. Help students prepare and revise for external exams (advice can be given for this).

HEAD OF FACULTY:	Mrs A Houston Mrs S Kazim	EMAIL ADDRESS: ahouston@hillingdongrid.org skazim@hillingdongrid.org
SUBJECT TEACHERS:	Ms E Agyepong, Mr J Blanchard, Mrs N Haider, Mr B Hall, Mrs A Houston, Dr S Hoyle, Mrs A Johnston, Mr M Kainth, Mrs S Kazim, Dr R King, Ms La Rue, Miss E Masterson, Miss S Pandya, Miss M Quigley, Mrs C Saeed, Miss C Ventham.	

YEAR 10 Triple Science Pathway

FACULTY:	SCIENCE
DEPARTMENT:	BIOLOGY

COURSE OUTLINE:

The Key Stage 4 Biology course is based on the AQA 2011 syllabus. It is a modular course consisting of three modules and a practical based unit. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course, students will study the following modules:

- B1 – Unit 1 Biology
- B2 – Unit 2 Biology
- B3 – Unit 3 Biology
- CAU – Practical based including two external exam papers

There are two tiers of assessment for Units 1-3: Foundation (grades C-G) and Higher (grades A*-D).

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 4401

YEAR 10 (Continued)

ASSESSMENT:

Units 1 and 2 are examined, during the course, by external exams of 60 minutes each.

- B1 is examined in January 2012 – 25%
- B2 is examined in June 2012 – 25%

Unit 3 and the CAU will be examined in year 11.

Student progress is continually monitored, during the course, through regular internal assessments.

HOMEWORK:

This will be set regularly and take a variety of formats including; past exam questions to test understanding; preparation for coursework; research; tasks to help with recalling information and SAM Learning (www.samlearning.com).

EQUIPMENT:

Text books will be provided in lessons and pupils will have access to an online textbook for use at home. Details on how to access this resource will be given to each individual student. A standard pencil case and calculator will be required for lessons.

Textbook: *New AQA Science : GCSE Biology*
Lawrie Ryan (Nelson Thornes)

ISBN 978-1408508268

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 after completion. Encourage interest in science, trips to museums, watching documentaries, reading scientific books and draw attention to items of scientific interest on TV and Radio. Help students prepare and revise for external exams (advice can be given for this).

HEAD OF FACULTY:	Mrs A Houston Mrs S Kazim	EMAIL ADDRESS: ahouston@hillingdongrid.org skazim@hillingdongrid.org
HEAD OF BIOLOGY:	Mrs R Hall (maternity leave) Ms La Rue	EMAIL ADDRESS: clarue@hillingdongrid.org
SUBJECT TEACHERS:	Mr J Blanchard, Mrs A Johnston, Dr R King, Ms C La Rue, Miss E Masterson, Miss S Pandya, Miss M Quigley, Dr E Warenus (maternity leave).	

YEAR 10 Triple Science Pathway

FACULTY:	SCIENCE
DEPARTMENT:	CHEMISTRY

COURSE OUTLINE:

The Key Stage 4 Chemistry course is based on the AQA 2011 syllabus. It is a modular course consisting of three modules and a practical based unit. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course, students will study the following modules:

- C1 – Unit 1 Chemistry
- C2 – Unit 2 Chemistry
- C3 – Unit 3 Chemistry
- CAU – Practical based including two external exam papers

There are two tiers of assessment for Units 1-3: Foundation (grades C-G) and Higher (grades A*-D).

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 4402

YEAR 10 (Continued)

ASSESSMENT:

Units 1 and 2 are examined, during the course, by external exams of 60 minutes each.

- C1 is examined in January 2012 – 25%
- C2 is examined in June 2012 – 25%

Unit 3 and the CAU will be examined in year 11.

Student progress is continually monitored, during the course, through regular internal assessments.

HOMEWORK:

This will be set regularly and take a variety of formats including; past exam questions to test understanding; preparation for coursework; research; tasks to help with recalling information and SAM Learning (www.samlearning.com).

EQUIPMENT:

Text books will be provided in lessons and pupils will have access to an online textbook for use at home. Details on how to access this resource will be given to each individual student. A standard pencil case and calculator will be required for lessons.

Textbook: *New AQA Science : GCSE Chemistry*
Lawrie Ryan (Nelson Thornes)

ISBN 978-1408508299

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 after completion. Encourage interest in science, trips to museums, watching documentaries, reading scientific books and draw attention to items of scientific interest on TV and Radio. Help students prepare and revise for external exams (advise can be given for this).

HEAD OF FACULTY:	Mrs A Houston Mrs S Kazim	EMAIL ADDRESS: ahouston@hillingdongrid.org skazim@hillingdongrid.org
HEAD OF CHEMISTRY:	Dr S Hoyle	EMAIL ADDRESS: shoyle1@hillingdongrid.org
SUBJECT TEACHERS:	Mrs N Haider, Mrs A Houston, Dr S Hoyle, Mr M Kainth, Mrs S Kazim, Miss E Masterson, Miss C Ventham	

YEAR 10 Triple Science Pathway

FACULTY:	SCIENCE
DEPARTMENT:	PHYSICS

COURSE OUTLINE:

The Key Stage 4 Physics course is based on the AQA 2011 syllabus. It is a modular course consisting of three modules and a practical based unit. The syllabus can be accessed on the AQA website; www.aqa.org.uk.

During the course, students will study the following modules:

- P1 – Unit 1 Physics
- P2 – Unit 2 Physics
- P3 – Unit 3 Physics
- CAU – Practical based including two external exam papers

There are two tiers of assessment for Units 1-3: Foundation (grades C-G) and Higher (grades A*-D).

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 4403**

YEAR 10 (Continued)

ASSESSMENT:

Units 1 and 2 are examined, during the course, by external exams of 60 minutes each.

- P1 is examined in January 2012 – 25%
- P2 is examined in June 2012 – 25%

Unit 3 and the CAU will be examined in year 11.

Student progress is continually monitored, during the course, through regular internal assessments.

HOMEWORK:

This will be set regularly and take a variety of formats including; past exam questions to test understanding; preparation for coursework; research; tasks to help with recalling information and SAM Learning (www.samlearning.com).

EQUIPMENT:

Text books will be provided in lessons and pupils will have access to an online textbook for use at home. Details on how to access this resource will be given to each individual student. A standard pencil case and calculator will be required for lessons.

Textbook: *New AQA Science : GCSE Physics*
Lawrie Ryan (Nelson Thornes)

ISBN 978-1408508329

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 after completion. Encourage interest in science, trips to museums, watching documentaries, reading scientific books and draw attention to items of scientific interest on TV and Radio. Help students prepare and revise for external exams (advise can be given for this).

HEAD OF FACULTY:	Mrs A Houston Mrs S Kazim	EMAIL ADDRESS: ahouston@hillingdongrid.org skazim@hillingdongrid.org
HEAD OF PHYSICS:	Mrs C Saeeb	EMAIL ADDRESS: csaeeb@hillingdongrid.org
SUBJECT TEACHERS:	Mr B Hall, Mrs S Kazim, Mrs C Saeeb,	

FACULTY: SCIENCE**DEPARTMENT: BTEC FIRST IN APPLIED SCIENCE****COURSE OUTLINE:**

The Key Stage 4 BTEC First in Applied Science course is based on the Edexcel syllabus. Successful completion of the course leads to the equivalent of 2 GCSE grades (A* - C). The course is assessed through written coursework only and there are no examinations. The syllabus may be accessed on the Edexcel website: www.edexcel.org.uk.

During Year 10 the students will study the following compulsory units:

- Chemistry and Our Earth
- Biology and Our Environment
- Energy and Our Universe

The content of this first year is the minimum that a student leaving school at 16, is required to have studied. The second year develops this further and allows the student to achieve a second GCSE.

The BTEC course is not suitable for students wishing to study science at AS or A2 as these are examined courses for which the students will not have had sufficient experience. It is suitable for a Level 3 BTEC course.

Exam Board: Edexcel

Syllabus: BTEC First in Applied Science

STUDENT TEXTBOOK: Level 2 BTEC First in Applied Science

PUBLISHER: Pearson Education

ISBN: 9781846906091

YEAR 10 (Continued)

ASSESSMENT:

This course is assessed entirely through written coursework. There are no examinations.

There are three units in Year 10, each with approximately five written assignments (i.e. fifteen assignments in total).

HOMEWORK:

Where assignments have not been completed during lesson time, they will be set for homework. As assignments are a compulsory part of the course, students must complete these at regular intervals to avoid having a backlog of missing work at the end of the year.

EQUIPMENT:

Pen, pencil, ruler, calculator

WAYS IN WHICH PARENTS CAN HELP

Students should be encouraged to use the internet to research the topics being covered in class so that they are fully prepared for the assignments.

HEAD OF FACULTY:	Mrs S Kazim Mrs A Houston	EMAIL ADDRESS: skazim@hillingdongrid.org ahouston@hillingdongrid.org
HEAD OF SCIENCE BTEC:	Mr B Hall	EMAIL ADDRESS: bhall18@hillingdongrid.org
SUBJECT TEACHERS:	Ms E Agyepong, Mr B Hall, Ms E Watts.	

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 3 – Introduction to Economic Understanding

ASSESSMENT:

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

Unit 2 (controlled assessment) assessed in 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: Miss Dunne

EMAIL ADDRESS: adunne6@hillingdongrid.org

SUBJECT TEACHER: Miss Dunne, Ms Zanelli and Mr Higgins

EMAIL ADDRESS: adunne6@hillingdongrid.org
tzanelli@hillingdongrid.org
lhiggins6@hillingdongrid.org

YEARS 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: BUSINESS (BTEC FIRST EXTENDED 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 they can apply knowledge to practical situations. A total of four 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: 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

Unit 2: Business Organisations

This unit will show students' how businesses are organised and we will investigate a number of different business organisations, from large PLC's to not-for-profit organisations. On completion of this unit they should:

- Understand mission statements, business aims and objectives
- Be able to write mission statements, business aims and objectives
- Understand how business functions work together to achieve business aims

Unit 3: Customer Relations in business

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 4: 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
- To be able to use financial information to successfully set a business up
- To be able market and develop plans for a small business
- Understand how to start and run a business

YEAR 10 & 11 (continued)

ASSESSMENT:

All four 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: aappleby1@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr T Boddington	EMAIL ADDRESS: tboddington1@hillingdongrid.org
SUBJECT TEACHERS:	Mr T Boddington, Miss A Dunne, Mr Higgins, Mrs T Zanelli.	

YEAR 10

FACULTY:	SOCIAL SCIENCES
DEPARTMENT:	CITIZENSHIP AND PSHE

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:

- Careers and Preparation for Working Life – including creating a CV and Letter of Application and preparing for a Mock Interview.
- Awareness of Illness and how to support someone in need – includes an assembly on Breast Cancer Awareness for girls, and Testicular Cancer Awareness for boys.
- Student Voice
- Sex and Relationships Education
- Personal Finance
- Debating Topical Issues
- Work Experience Preparation

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 formally through the culmination of their work experience visit and also through feedback given at their Mock Interview. Students are given a grade reflecting that they are 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. Parents and other family members are encouraged to discuss their own work and to talk informally about issues related to careers and interviews, to inspire and inform students as they begin to prepare for working life. Appropriate TV such as The Apprentice can further enhance students' learning.

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)
COMBINED WITH SHORT COURSE IN GCSE
PSYCHOLOGY**

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. Students will have five lessons of Health and Social Care and one lesson of Psychology per week. It will 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.

Students will also follow a short course in Psychology allowing them to develop a sound understanding of the various methods and approaches in Psychology at an introductory level. The topic areas have been chosen because of their importance and prominence within the core areas of the subject and their relevance to everyday life. There is a great deal of overlap between the content of the two courses so they are complimentary.

Exam Board: Edexcel – Health and Social Care
AQA - Psychology

Course Detail – BTEC First Diploma Health and Social Care:

Unit 1: Communication in Health and Social Care

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

Unit 3: Individual Needs within the health and social care sectors

Unit 4: Ensuring Safe Environments for Health and Social care

Unit 5: Vocational Experience in a health and social care setting

Unit 6: Anatomy and Physiology for health and social care

Unit 7: Human life span development

Unit 8: The impact of diet on health within the health and social care sectors

Course Detail – GCSE Short Course in Psychology

Unit title – Making Sense of Other People. The unit has the following topic areas:

- Memory
- Non-Verbal Communication
- Development of Personality
- Stereotyping, Prejudice and Discrimination
- Research Methods, Methods of Investigation and Ethical Considerations

ASSESSMENT – Health and Social Care

All units are assessed through portfolio coursework. Students are required to attend health or social care placements for their one week work experience in Year 10, and then to do an extra one week work experience in Year 11 to fulfil the needs of unit 5.

ASSESSMENT - Psychology

For Psychology there is one written exam at the end of Year 11 of one and a half hours

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. For Psychology parents should encourage relevant documentaries and general discussion of areas covered.

HEAD OF FACULTY:

Mrs A Appleby

EMAIL ADDRESS: aappleby1@hillingdongrid.org

SUBJECT TEACHERS

Ms Dyer, Ms Hitchman, Ms Appleby, Ms Watts, Mr C Telford

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	