



HAYDON
SCHOOL

HAYDON SCHOOL
YEAR 9,10 & 11
CURRICULUM GUIDE
2019-2020

ACHIEVING

INDIVIDUAL EXCELLENCE

IN A CARING COM

www.haydonschool.com

Haydon School, Wiltshire Lane, Pinner, HA5 2LX
IN A CARING COMMUNITY



Welcome to Haydon School. This guide is to help and ensure that all students are able to work to their best 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, as a student of Haydon School, your child has agreed to:

- work to the best of his/her ability and allow others to do the same
- treat others with respect
- follow the instructions of school staff
- take care of property and the environment in and out of school
- co-operate with other children and adults
- complete work, homework and any coursework to the best of his/her ability
- wear the Haydon uniform 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
- attend school and arrive on time in the morning and be punctual throughout the day
- 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, it may be beneficial.

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

R W Jones
Headteacher

YEAR 9, 10 & 11

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: ART

COURSE OUTLINE:

This course outline covers both Year 10 and 11.

Students are required to complete three 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 interrelationships.

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.

Sketchbook

It is a mandatory requirement that students keep a sketchbook. The sketchbook 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 sketchbook 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	Structures	}	Coursework - 60% of overall mark
Unit 2	Growth Mindset		
Unit 3	Viewpoints		

By Year 11 students will already have completed unit 1 and unit 2

Unit 4	Externally set Assignment	ESA - 40% of overall mark
	Dates to be confirmed	

Exam Board: EDEXCEL

Syllabus: Art & Design 2FAO1

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

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

Grades will be given in line with the GCSE assessment matrix 1-9

- Unit 1
 - Unit 2
 - Unit 3
- } 60% of overall grade
- Unit 4
- 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 2 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 good quality coloured pencils, selection of drawing pencils and a selection of drawing pens. Students must keep their work in good condition as their work is needed for display at the end of the course. An A3 Art Portfolio is essential to keep work in pristine condition.

Textbook: BBC GCSE Bitesize Art & Design ISBN: 978-1-4066-5436-3

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.

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YEAR 9, 10 & 11

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: FOOD PREPARATION AND NUTRITION

COURSE OUTLINE:

This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course covers 6 content areas:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Topics that will be covered include major commodity groups, macronutrients and micronutrients, energy requirements of individuals, planning balanced diets, calculating energy and nutritional values, effect of cooking on food, food spoilage, food provenance, food manufacturing, factors affecting food choice, preparation and cooking techniques, and developing recipes and meals.

Textbook: WJEC EDUQAS GCSE Food Preparation and Nutrition
ISBN: 978-1-908682-87-1

Careers & Further Information Opportunities

This GCSE provides a basis for further study at 16 +

- A level
- Degree
- Modern Apprenticeship

Trainee Chef Catering trade

Industrial Food Technologist

Nutritionist

Exam Board: WJEC EDUQAS

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

Component 1: Principles of Food Preparation and Nutrition

- *Written examination: 1 hour 45 minutes*

50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

- *Controlled assessment (Assessment 1: 8 hours & Assessment 2: 12 hours)*

50% of qualification

Assessment 1: The Food Investigation Assessment (15% of final grade)

A scientific food investigation which will assess the students' knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food:

Assessment 2: The Food Preparation Assessment (35% of final grade)

Prepare, cook and present a menu which assesses the students' knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released annually by WJEC.

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, sharpener
- Practical Lesson – all ingredients and recipe book/ sheet

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.

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YEAR 9, 10 & 11

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: CONSTRUCTION

COURSE OUTLINE:

The BTEC Extended Certificate in Construction is both a practical & theory work-related qualification reflecting the knowledge, skills and understanding required in the construction industry. This qualification is equivalent to two GCSEs at A to C grades. BTEC qualifications are recognised by employers and education institutes and provide a good progression route to employment or more advanced qualification such as the Level 3 BTEC Nationals in Construction, Civil Engineering or Building Services Engineering, or a Level 3 NVQ.

Students will study a total of eleven units:

Unit 1: Construction Technology – Externally Assessed Core Unit

In this unit you will:

- A understand the structural performance required for low-rise construction
- B explore how sub-structures are constructed
- C explore how superstructures are constructed.

Unit 2: Construction & Design – Internally Assessed Core Unit

In this unit you will:

- A understand the work of the construction industry
- B understand a client's needs to develop a design brief for a low-rise building
- C produce a range of initial sketch ideas to meet the requirements of a client brief for a low-rise building.

Unit 3: Scientific & Mathematical Applications for Construction

In this unit you will:

- A understand the effects of forces and temperature changes on materials used in construction
- B use mathematical techniques to solve construction problems.

Unit 6: Exploring Carpentry and Joinery Principles and Techniques

In this unit you will:

- A understand tools, materials and equipment used in carpentry and joinery tasks
- B develop practical skills using safe techniques to produce a timber frame.

Unit 7: Exploring Brickwork and Blockwork Principles and Techniques

In this unit you will:

- A understand tools, materials and equipment used for brickwork and blockwork
- B develop practical skills using safe techniques to construct brickwork and blockwork.

Unit 9: Exploring Plumbing Principles and Techniques

In this unit you will:

- A understand tools, materials and equipment used for plumbing operations
- B develop practical skills using safe techniques to undertake plumbing operations.

Unit 10: Exploring Electrical Principles and Techniques

In this unit you will:

- A understand tools, materials and equipment used for electrical operations
- B develop practical skills using safe techniques to undertake electrical operations.

Unit 11: Sustainability in Construction

In this unit you will:

- A understand the sustainability issues of construction for the physical, social and economic environment during the life cycle of a development
- B understand the techniques and methods used to reduce the impact of construction during the life cycle of a development.

YEAR 9, 10 & 11(Continued)

Unit 16: Carpentry and Joinery Operations

In this unit you will:

A explore health and safety regulations and legislation requirements in performing carpentry and joinery tasks

B demonstrate practical skills and safe working techniques to carry out joinery tasks

C demonstrate practical skills and safe working techniques to carry out carpentry tasks.

Unit 19: Plumbing Operations

In this unit you will:

A explore the importance of health and safety regulations and legislation requirements in plumbing tasks

B demonstrate practical skills and safe techniques to carry out plumbing tasks.

Unit 20: Electrical Operations

In this unit you will:

A explore health and safety regulations and legislation requirements in electrical operations

B demonstrate practical skills and safe techniques to carry out electrical operation tasks.

The outlines above are taken directly from the new specification. For more information you can follow the link below to the full specification or email P Rodgers who will be happy to email through a PDF version.

http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/9781446907818_BTECFIRST_L12_ECD_CONS_SPEC_WEB.pdf

Teaching plan: (Core units to be delivered during Y11)

- Year 10: 3, 6, 7, 11, 16.
- Year 11: 1, 2, 9, 10, 19, 20.

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YEAR 9, 10 & 11

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 Exam Paper (50%)**
- **Unit 2: Design and Making Practice (50%)**

Year 10 will comprise of lots of 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 new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

In Year 10 students 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.

Students 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 students will undertake a single design and make activity which is selected from a range of exam board set tasks. Students will need to submit a 3-dimensional working prototype 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 30-35 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 students will sit a two hour exam to test the theory and knowledge of core design and technology principals and specialist knowledge in graphics.

Exam Board: AQA

Syllabus: GCSE Design & Technology

Course Code: 8552

YEAR 9, 10 & 11(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 students will produce a practical project and associated design portfolio, which will be internally marked and externally moderated. This will account for 50% of the grade.

At the end of Year 11, theory and knowledge will be assessed by a two hour externally set and marked public exam. This will account for 50% 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. It is therefore 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 essential that students buy their own 0.3 and 0.7 black fine-line pens, 2H and HB pencils, ruler and ring binder folder to store all of their exam theory notes. It is also highly recommended that they have a 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 that students have their own set of coloured pencils as they will undoubtedly want to enliven their design work with colour.

WAYS IN WHICH PARENTS CAN HELP:

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

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YEAR 9, 10 & 11

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 (50%)**
- **Unit 2: Design and Making Practice (50%)**

Year 10 will comprise of lots of 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 new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

In Year 10 students 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.

Students 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 students will undertake a single design and make activity which is selected from a range of exam board set tasks. Students 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 30-35 hours on this activity. All students will provide photographic evidence of the finished outcome and of various stages of making.

At the end of Year 11, all students will sit a two hour exam to test the theory and knowledge of core design and technology principals and specialist knowledge in resistant materials.

Exam Board: AQA

Syllabus: GCSE Design & Technology

Course Code: 8552

YEAR 9, 10 & 11 (Continued)

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 students will produce a practical project and associated design portfolio, which will be internally marked and externally moderated. This will account for 50% of the grade. At the end of Year 11, theory and knowledge will be assessed by a two hour externally set and marked public exam. This will account for 50% 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 50% of the mark that contributes to their final grade. It is therefore 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 essential that students buy their own 0.3 and 0.7 black fine-line pens, 2H and HB pencils, ruler and ring binder folder to store all of their exam theory notes. It is also highly recommended that they have a 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 that students have their own set of coloured pencils as they will undoubtedly want to enliven their design work with colour.

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. Students need to provide appropriate resources where required. Developing design skill can be encouraged through drawing and developing existing products at home where possible. The managing and organisation of their own work is an important feature of this course. Please ensure that students meet deadlines and hand in homework every week. Try to make sure that students are fully equipped for lessons.

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YEAR 9, 10 & 11

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 a fashion route. 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 (50%)**
- **Unit 2: Design and Making Practice (50%)**

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 new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

During Year 10 students will undertake one teacher set project which will guide them through activities related to industrial practice, investigation, disassembly, garment construction and evaluation of familiar textile items. This project will teach the theory, knowledge and skills required for Year 11.

In Year 11 students will undertake a single design and make activity which is selected from a range of exam board set tasks. Students will need to submit a textiles product 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 30-35 hours on this activity. All students will provide photographic evidence of the finished outcome and of various stages of making.

At the end of Year 11, all students will sit a two hour exam to test the theory and knowledge of core design and technology principals and specialist knowledge in textiles.

Exam Board: AQA

Syllabus: GCSE Design & Technology

Course Code: 8552

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 students will produce a practical project and associated design portfolio, which will be internally marked and externally moderated. This will account for 50% of the grade.

At the end of Year 11, theory and knowledge will be assessed by a two hour externally set and marked public exam. This will account for 50% 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.

YEAR 9, 10 & 11(Continued)

EQUIPMENT:

It is essential that students bring the follow equipment to lessons; exercise books, pens, HB pencils, colouring pencil, ruler and ring binder folder to store all of their exam theory notes. They will also be expected to provide some of the fabric and components to make the final items in their focused practical tasks.

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.

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YEAR 9, 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.

Students will be entered for two GCSEs, one in English Language and the other in English Literature.

GCSE English Language – 100% Examination

GCSE English Language will be awarded as follows:

- 50% Exam – Explorations in Creative Reading and Writing
- 50% Exam – Writers' Viewpoints and Perspectives

Speaking and Listening

- **Students will be awarded a separate grade for completing 3 speaking and listening tasks**

Exam – Language 1

This exam will test the student's ability to read an unseen literature text and analyse how writers use language and the structure of the text to capture the interest of the readers. They will also be required to create their own piece of writing from a given stimulus. They will be tested on their use of spelling, punctuation and grammar

Exam – Language 2

This exam will test their analysis of non-fiction texts with two linked sources from different time periods. They will also be required to produce a written text to a specified audience in which they give their own viewpoint. They will also be tested on spelling punctuation and grammar.

Speaking and Listening 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.

GCSE English Literature – 100% Examination

GCSE English Literature will be awarded as follows:

- 40% Exam – Shakespeare and the 19th Century Novel
- 60% Exam – Modern Texts and Poetry

Exam – Literature 1

The students will be examined on the Shakespeare Play 'Macbeth' and 'A Christmas Carol'. They will be examined on their ability to understand how writers create and develop characters from a given extract and the whole text. They will not have access to the text in the exam, so it is imperative that they know both texts in detail.

Exam – Literature 2

The students will be examined on 'An Inspector Calls', poetry from the Power and Conflict anthology, and two unseen poems. They will be tested on their ability to identify, analyse and interpret who writers use language and they will also be required to compare across two poems. As with Literature 1 they will not have access to the texts in the exam so it is important that they know them in detail.

Exam Board: AQA

YEAR 9, 10 & 11 (continued)

ASSESSMENT:

ENGLISH LANGUAGE: AQA 8700

EXAM: 100%

ENGLISH LITERATURE: AQA 8702

EXAM: 100%

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. They will also be expected to complete 2 lessons on Bedrock (our online vocabulary programme) 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:

Pens/pencils/highlighters are all necessary and vital for classroom lessons.

Reading logs given out at beginning of year

Students will be given a free copy of the AQA anthology for the Power and Conflict poetry, which is theirs to keep and use for the GCSE course. However, their own copies of 'A Christmas Carol', 'An Inspector Calls' and 'Macbeth' should be purchased 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. 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 your child to read widely and do their homework to the best of their efforts. Monitor their Bedrock lessons. All parents can be given an access code to go on the programme and check their child's progress. Monitor their Reading Logs. Their reading homework should be verified with a signature into their Reading Log every week. Talk to your child about books, current affairs, engage their interest in the world. 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. Check their pencil cases to ensure they have the correct equipment.

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Mrs M Giddens

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YEAR 9, 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: CLASSICAL CIVILISATION

COURSE OUTLINE:

Students will study two topics. These are:

Unit J199/11: Thematic Study: Myth and religion (50%)

This component involves a comparative study of ancient Greece and Rome, and combine literary and visual/material sources.

Unit J199/21: Literature and Culture: The Homeric world (50%)

This component contains two elements; one in-depth cultural study and one study of related literature (Homer's Odyssey).

During the course students will be finding out about some of the most interesting aspects of Greek and Roman culture and religion. They will have the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts. 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. When you study Class Civ. you are essentially studying loads of subjects in one. Class Civ. is in many ways a lens via which you can study lots of different subjects including art, architecture, drama and theatre, literature, government and politics, history, geography, philosophy – and more importantly learn about their origins. **You don't need to know any languages, all the texts are in translation**, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

Exam Board: OCR

Syllabus: GCSE Classical Civilisation

ASSESSMENT:

OCR's GCSE (9–1) in Classical Civilisation consists of two components that are externally assessed.

Students will be encouraged to:

- gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world and the ability to use these to acquire knowledge and understanding of aspects of the classical world
- use their knowledge, in conjunction with their analytical and evaluative skills, in order to gain insight into the classical world from the literary and material culture studied
- demonstrate an informed response to the material studied, selecting a range of appropriate evidence to support an argument
- develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief and citizenship.

YEAR 9, 10 & 11 (Continued)

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.

WAYS IN WHICH PARENTS CAN HELP:

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

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YEAR 9, 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: GEOGRAPHY

COURSE OUTLINE:

This GCSE gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlighting the dynamic links and interrelationships between places and environments at different scales.

UNIT 1 – The Physical Environment – This component brings together physical geography and people- environment processes and interactions:

Topic 1: The changing landscapes of the UK - an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of landscapes; Topic 1A: Coastal landscapes and processes; Topic 1B: River landscapes and processes; Topic 2: Weather hazards and climate change.

Topic 3: Ecosystems, biodiversity and management: an overview of distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests

UNIT 2 – The Human Environment – This component bring together human geography and people-environment issues. This is divided into three sections:

Topic 4: Changing cities – this covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country

Topic 5: Global development – this covers an overview of the causes and consequences of uneven global development and a detailed case study of challenges that affect a developing or emerging country

Topic 6: Resource management – this covers an overview of the global and UK distribution of food, energy and water and one detailed study of either energy resource management or water resource management at different scales.

UNIT 3 – This component brings together practical geographical enquiry into physical and human processes and environments and the interactions between the two. The component is divided into two sections:

Topic 7: Geographical investigations - fieldwork. Two geographical investigations each involving fieldwork and research: Investigating physical environments (coasts/rivers) and investigating human landscapes (central/inner urban areas)

Topic 8: Geographical investigations - UK Challenges – Drawing across their knowledge and understanding of the UK, from the physical and human geography drawn from Components 1 and 2, in order to investigate a contemporary challenges for the UK.

Exam Board: Edexcel

Syllabus: Geography A – Geographical Themes and Challenges

ASSESSMENT:

There will be three examinations taken at the end of Year 11.

Unit 1 – The Physical Environment – 1 Hour 30 minutes – 37.5%

Unit 2 – The Human Environment – 1 Hour 30 minutes – 37.5%

Unit 3 - Geographical Investigations: Fieldwork and UK Challenges – 1 Hour 30 minutes – 25%

Please note: there is no coursework or controlled assessment in this GCSE course. It is assessed solely by examinations. There are also no tiered exams. All students will sit the same exam paper.

HOMEWORK:

This will be set twice a week (each of about ½ hour) and will be a variety of written tasks; independent research, preparation for tests and examinations.

YEAR 9, 10 & 11(Continued)

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 and the recommended Edexcel A Geography revision guide was available at home. Details for the revision guide will be made available to your child, as soon as they are available.

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in Geography, and if issues are being discussed within lessons, parents can assist by discussing them with their child at home and encouraging them to develop their knowledge, understanding and skills. The nature of geography requires students to be aware of current issues in the media.

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YEAR 9, 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

British Studies: Paper Two

Option 1: Medicine through time

This unit looks at the development of medicine from when people were drilling into skulls to let evil spirits out, to the development of germ theory and the NHS. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Option 2: The Normans

This unit looks at the Norman conquest of England. You will study topics from the crisis caused by King Edward's death bed promises, to battles between Vikings and Anglo-Saxons, the events of the infamous year 1066, and beyond to find out how the Normans transformed life in the UK with lasting consequences.

Period Study: Paper One

1B Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Option 2: Conflict and tension in Asia, 1950–1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

MODULE EXAM details	Time of Year	Percentage of GCSE weighting
Paper One	June 2019/20	50%
Paper Two	June 2019/20	50%

Exam Board and Syllabus: AQA History

YEAR 9, 10 & 11(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 a mock exam on 'Paper 2'.

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 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 use textbooks in class, and are encouraged to purchase revision guides/their own copies of textbooks if they would like to use these at home. Students can also use the school and local libraries to help them with their studies.

There are also various resources on the internet. A particularly good resource is BBC Bitesize which has a number of revision videos and activities for topics like Nazi Germany, Medicine through time and the Normans.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging and engaging an interest in the subject by helping with project work, monitoring that homework is completed to a high standard, encouraging trips to museums and by visiting relevant places of historical interest. It is also extremely useful to engage students in what is happening in the news, or simply: "What have you been learning about in History recently?"

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YEAR 9, 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: LATIN

COURSE OUTLINE:

Students will study three components. These are:

Component 1: Latin Language

A range of short comprehension questions testing understanding of the storyline

Translation of a passage from Latin into English, with a gradation of difficulty

Recognise, analyse and explain items of syntax and accidence

Component 2: Latin Literature and Sources (Themes)

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme.

A choice of one of two themes is offered.

This is an open-book assessment.

Component 3: Roman Civilisation

Learners should be able to: • demonstrate knowledge of an aspect of Roman civilisation • analyse and respond to ancient source material • evaluate evidence from throughout the topic to respond to an extended evaluative question.

The WJEC Eduqas GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. In particular, this specification enables learners to:

- I. develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret straightforward Latin
- II. develop their knowledge and understanding of Latin literature and its associated values and society through the study of original texts, adapted and abridged as appropriate
- III. select, analyse and evaluate evidence to draw informed conclusions from the literature studied to demonstrate knowledge and understanding of the historical, literary and cultural context of a text and identify and appreciate its literary form and impact on the reader
- IV. develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources
- V. develop insights into the relevance of the Latin language, its literature and Roman culture to the modern world.

There are no prior learning requirements for this specification.

Exam Board: Eduqas (WJEC)

Syllabus: GCSE Latin C990PB

ASSESSMENT:

Eduqas' GCSE (9–1) in Latin consists of three components that are externally assessed.

Component 1: Latin Language (50% of qualification)

Component 2: Latin Literature and Sources (Themes) (30% of the qualification)

Component 3: Roman Civilisation (20% of the qualification)

YEAR 9, 10 & 11 (Continued)

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.

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

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YEAR 9, 10 & 11

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES

COURSE OUTLINE:

The Religious Studies GCSE course allows students to continue studying some of the religious, ethical and philosophical themes they started to explore in REP at Key Stage Three. The course is split into two units, with four topics in each unit. Students have one lesson each week in Year 9, three lessons a fortnight in Year 10, and one lesson a week in Year 11.

The first unit includes an exploration of the beliefs and practices of both Islam and Christianity (the two most followed religious traditions in the UK). The second unit explores contemporary ethical and philosophical issues (from religious and non-religious perspectives).

UNIT 1 – THE STUDY OF RELIGIONS, BELIEFS AND PRACTICES

- 1. Christian Beliefs** – Including the nature of God, creation, the importance of Jesus and life after death
- 2. Christian Practices** – Including worship, prayer, the sacraments, pilgrimage, festivals, and the role of the Church in the local and worldwide community
- 3. Islamic Beliefs** – Including key beliefs in Sunni and Shi'a Islam, the oneness of God, the nature of God, angels, life after death, prophethood and the Qur'an
- 4. Islamic Practices** – Including the five pillars, the 10 obligatory acts, religious struggle (jihad), the statement of key beliefs (shahadah), prayer (salah), fasting (sawm), pilgrimage (Hajj) and festivals

UNIT 2 – THEMATIC STUDIES

- 1. Religion and Life** – Including the origins of the universe and life, the environment, animal rights, euthanasia and abortion
- 2. Religion, Peace and Conflict** – Including protest, terrorism, nuclear weapons, just war, holy war and pacifism
- 3. Religion, Crime and Punishment** – Including reasons for crime, the aims of punishment, attitudes to suffering, treatment of criminals, forgiveness and the death penalty
- 4. Religion, Human Rights and Social Justice** – Including human rights, prejudice and discrimination, religious freedom, wealth, poverty and charity

Exam Board: AQA

Syllabus: Religious Studies Specification A

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

Students' progress will be assessed at the end of each unit. These assessment results will be used to inform their projected grades. As there is no coursework component, the GCSE course is assessed in the form of two written exams (lasting 1 hour 45 minutes each) at the end of Year 11. Grades will be awarded from 9 to U.

Students will have to answer 5 questions (worth 1 mark to 12 marks) for each topic studied. Each question tests different skills, including identification, description, explanation, application of religious teachings, and evaluation.

HOMEWORK:

Homework is set and published on Show My Homework after every lesson. Students must complete all homework to fulfil the requirements of the syllabus.

EQUIPMENT:

Necessary stationery must be brought to every lesson. Helpful resources (including revision guides written by the department) are available in the department, on Google Drive and on the Haydon School REP Department YouTube channel.

WAYS IN WHICH PARENTS CAN HELP:

The course is designed with a view to encouraging students to be aware of current issues in the media. Therefore, reading newspapers, online news website and watching the news can help develop knowledge and understanding of issues discussed in class. Parents can also assist by discussing the issues covered with their child and encouraging them to justify the points they raise and explain multiple perspectives when having such discussions.

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YEAR 9, 10 & 11

FACULTY: COMPUTING

COURSE: Cambridge Nationals in Creative iMedia

COURSE OUTLINE:

Creative iMedia is a vocational qualification developed for creative learners with a passion for digital content.

The Creative iMedia qualification aims to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor-made to meet the needs of today's creative industries, Creative iMedia is ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts.

During the course students will complete four units:

R081: Pre-production skills

Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques

R082: Creating digital graphics

Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.

R085: Creating a multipage website

Students explore the different properties, purposes and features of multipage websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.

R087: Creating interactive multimedia products

Students develop their knowledge and understanding of about where and why different interactive multimedia products are used and what features are needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines and preparation techniques as part of the planning and creation process.

ASSESSMENT:

The final mark is made up of four components:

- 1 x External exam
- 3 x Internally examined coursework.

In Year 9 students are taught the theory and practical skills required for the course and mock coursework is completed. The exam unit and one unit of coursework are taken in Year 10. In Year 11 the final two coursework units are undertaken.

HOMEWORK:

Students will be regularly set homework in relation to the units they are studying. This ranges from research based homework in preparation for upcoming lessons or topics, to assessing and embedding existing taught content.

EQUIPMENT:

A PC with internet connection, the Adobe Creative Suite would be advantageous, however this is not essential as access to ICT facilities is provided before and after school and during lunchtime. Student licences for Adobe software are available from computer suppliers at reduced costs. Students will also be able to access their work and support materials at home via Google Classroom.

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.

YEAR 9, 10 & 11

FACULTY: COMPUTING

COURSE: GCSE COMPUTER SCIENCE

COURSE OUTLINE:

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

Component 1: Computer Systems – written exam (50%)

- Systems architecture
- Memory
- Storage
- Wired and wireless technologies
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Component 2: Computational Thinking, algorithms and programming – written exam (50%)

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of
- languages
- Data representation

Programming project – 20 timetabled hours

- Students will be provided with a project brief that describes a problem that they will need to solve by developing a computer program.

ASSESSMENT:

The final GCSE mark is made up of two components:

1. Component 1 - Written Paper (90 minutes – 50%)
2. Component 2 - Written Paper (90 minutes – 50%)

Students will complete a 20 hour programming project in lessons during Year 11. This project will consolidate their learning across Years 10 and 11, but does not carry any weighting towards students' final GCSE grade.

HOMEWORK:

Students will be regularly set both online and offline homework, which are designed to assess their understanding of the theoretical elements of the subject. In addition to this they will also need to complete worksheets and exam questions.

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YEAR 9, 10 & 11

FACULTY: MATHEMATICS

DEPARTMENT: MATHEMATICS

COURSE OUTLINE:

The GCSE Mathematics course follows a three year linear syllabus. This means that all GCSE exams will be taken at the end of Year 11 and there are none in Year 10. However, the students will sit regular internal assessments so that they and we are aware of their progress.

The work covered this Year will include:

Number: Number skills and properties; fractions; percentages; decimals; factors; rounding; standard form and indices.

Algebra: Expressions and equations; real-life graphs; number sequences; graphs and their equations; coordinates and linear graphs.

Ratio, proportion and rates of change; Solving problems involving ratio and proportion.

Geometry and measures: Length, area, circumference and volume; angles and constructions; transformations; trigonometry; scale diagrams; loci and construction; 2D and 3D shapes.

Probability; Probabilities of events and combined events.

Statistics: Data handling; statistical representation and scatter graphs.

Examinations

There will be internal assessments each term. Students will sit their first mock exam in June of Year 10, this will consist of one Calculator and one Non-Calculator paper. There are no external assessments until the summer of the third year, i.e. at the end of Year 11.

Exam Board – AQA

Syllabus – GCSE Mathematics (8300)

ASSESSMENT:

Students will be assessed on the following aspects:

A01 – Use and apply standard techniques;

A02 – Reason, interpret and communicate mathematically

A03 – Solve problems within Mathematics and in other contexts

In addition, there will be a number of multi-step questions that combine all three of the above skills.

GCSE Exams in Year 11

Students will be entered either for Higher or Foundation. Higher students can achieve grades 9-4, while foundation students can achieve grades 5-1. This shift to numbered grades rather than letters is a nationwide change. The best achievable grade is a 9. Students who were hoping to achieve a grade C before will now be working towards a grade 4.

YEAR 9, 10 & 11(Continued)

Students will sit three external exams at the end of Year 11. All three will be one hour 30 minutes long. One paper will be non-calculator, the other two both calculator papers.

Students will be provided with as much external assessment material as possible in the run-up to the exam.

HOMEWORK:

Students will be given homework mainly consisting of online Hegartymaths tasks, they will be given three tasks per week and should aim to spread that over ten minutes per day and will need to achieve 100% in all three tasks. In the run up to exams, homework will consist of past paper revision. Details of homework will be posted on Show my homework by the class teacher. Impositions will be set by the class teacher if students have not completed adequate homework three weeks running. Students should also be showing full working out whilst completing the Hegartymaths quizzes in the back of their books as well as filling out their homework logs inside the tracker books they have all been given.

EQUIPMENT:

To complete their classwork and homework all students will need:

Pen, Pencil, Ruler (30cm), Protractor, Compass, Scientific Calculator (we recommend the Casio fx-83GT PLUS).

Students should bring all of the above to every lesson.

WAYS IN WHICH PARENTS CAN HELP:

Parents can support by helping with homework where they can. Please monitor the amount of time spent on homework and that it is adequate to allow for good quality presentation and clear working.

We recommend revision material from Collins as these will be consistent with the classroom text books.

You could also encourage your child to use other websites to back up Hegartymaths learning for extra revision, these websites are:

Corbettmaths.com
mathsgenie.com

They should all know their Hegartymaths logins.

www.hegartymaths.com. Students need their first name, surname and D.O.B to log in and they have set their own passwords, these can be reset easily by clicking the reset password link.

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YEAR 9 & 10

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: FRENCH / SPANISH / ITALIAN

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. Students will also have the opportunity to see extracts of literature from the Target Language countries.

GCSE Language students 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
- Translation of various source materials including short extracts of literature

The GCSE Examination

There are two tiers: Foundation and Higher. The examination consists of four exams taken at the end of Year 11, all equally weighted at 25% of the final GCSE grade. The importance of regularly and thoroughly learning vocabulary cannot be understated. In the speaking test candidates will be recorded by their teacher.

The themes for the GCSE are: **Identity and Culture, Local Area, Holiday and Travel, School, Future Aspirations, Study and Work, International and Global Dimensions.**

Exam Board: AQA

Syllabus: Full course

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

Internal assessments will take place each half term and will normally consist of tests in listening, speaking, reading and writing. There will be external assessments in all four skills in the summer term of Year 11.

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. Students may also have homework set online www.pearsonactivelearn.com

EQUIPMENT:

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

WAYS IN WHICH PARENTS CAN HELP:

Ensure that students are fully equipped for lessons.

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

Test students on their vocabulary

Use of language learning apps such as DuoLingo, Quizlet, Memrise

Encourage speaking in the language at home

Watch relevant foreign language learning programmes with students

Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers)

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YEARS 9, 10 & 11

FACULTY: **PERFORMING ARTS & MEDIA**

DEPARTMENT: **DRAMA**

COURSE OUTLINE:

Paper	Title	Description
1	Understanding Drama (40%) Component 1: Written Exam (80 marks) <ul style="list-style-type: none">• 1hr 45 mins open book• Section A: multiple choice (<i>4 marks</i>)• Section B: four questions on a given extract from the set play chosen (<i>44 marks</i>)• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (<i>32 marks</i>)	Students will: <ul style="list-style-type: none">- be assessed on their knowledge and understanding of drama and theatre- study one set play- analyse and evaluate the work of live theatre practitioners <p>Although this unit will culminate in a written exam, students' studies will involve practical elements as well as written practice</p>
	Devising Drama (40%) Component 2: Coursework (80 marks) <ul style="list-style-type: none">• A devising log (tracking and evaluating the devising process) (<i>60 marks</i>)• Devised performance (<i>20 marks</i>)• Internally assessed	Students will: <ul style="list-style-type: none">- work in groups to create a piece of devised drama based on a stimulus- carry out research relevant to their piece- perform their devised piece to an audience- analyse and evaluate their own work throughout the entire process
2	Texts in Practice (20%) Component 3: Performance (40 marks) <ul style="list-style-type: none">• Performance of <u>two</u> extracts from <u>one</u> play:<ul style="list-style-type: none">* Performance of extract 1 (20 marks)* Performance of extract 2 (20 marks)• Assessed by a visiting examiner	Students will: <ul style="list-style-type: none">- study one play in depth- perform two extracts from that play <p>Students will need to interpret the text, create characters and communicate their ideas in performance</p>

Exam Board:

AQA

Syllabus:

GCSE Drama (8261)

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

- Students will complete **1 written exam (40%), 1 piece of practical coursework (40%) and 1 performance exam (20%).**
- **For the written exam students will:**
 - a) be assessed on their knowledge and understanding of:
 - characteristic of performance texts & dramatic work
 - social, cultural & historical contexts
 - how meaning is interpreted and communicated
 - drama & theatre terminology
 - roles & responsibilities of theatre makers
 - b) study & explore a set play, developing their knowledge & understanding of the characteristics & context of the whole play as well as exploring ideas for how it could be interpreted practically
 - c) watch a live theatre production which they will analyse & evaluate
- **For the coursework students will:**
 - complete a devising log which can be written and/or include audio-visual recordings. This will equal to 2,500 words long
 - create a devised piece of drama & perform it to an audience
- **For the performance exam students will:**
 - study and present 2 key extracts from one play
 - perform to an audience & visiting examiner

HOMEWORK:

Students will be expected to complete homework tasks 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 homework tasks are completed and deadlines are met.

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YEAR 9, 10 & 11

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: WJEC/ Eduqas

ASSESSMENT:

Component one: Exploring the media– Exam 40%

Component two: Understanding media forms and products- Exam 30%

Component three: Creating media products- Coursework – Magazines production 30%

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:

All materials and information related to the course can be found on the media department website at www.haydonmedia.co.uk

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YEAR 9, 10 & 11

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC

GCSE Music
Exam board: AQA

Component 1: Understanding music	Component 2: Performing music	Component 3: Composing music
<p>What's assessed</p> <ul style="list-style-type: none"> • Listening • Contextual understanding 	<p>What's assessed</p> <ul style="list-style-type: none"> • Music performance 	<p>What's assessed</p> <ul style="list-style-type: none"> • Composition
<p>How it's assessed</p> <p>Exam paper with listening exercises and written questions using excerpts of music.</p>	<p>How it's assessed</p> <p>As an instrumentalist and/ or vocalist:</p> <ul style="list-style-type: none"> •Performance 1: Solo performance (36 marks) •Performance 2: Ensemble Performance (36 marks). 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Composition 1: Composition to a brief (36 marks) • Composition 2: Free composition (36 marks).
<p>Questions</p> <ul style="list-style-type: none"> • Section A: Listening – unfamiliar music (68 marks) • Section B: Study pieces (28 marks). <p>The exam is 1 hour and 30 minutes.</p> <p>This component is worth 40 % of GCSE marks (96 marks).</p>	<p>A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble Performance.</p> <p>This component is 30 % of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.</p>	<p>A minimum of three minutes of music in total is required.</p> <p>This component is 30 % of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.</p>

YEAR 9, 10 & 11(Continued)

HOMEWORK:

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

EQUIPMENT:

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

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 working through the instrumental/vocal grade system and be practicing 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. 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!
- Try and see live performances of a variety of musical styles at local and larger venues.
- Ask to listen to coursework tasks such as composition. Students are composing music on a regular basis, and parental encouragement is always helpful.
- Students are expected to attend at least one extra-curricular music club per week.

HEAD OF FACULTY:

Mr T Daley

EMAIL ADDRESS:tdaley.312@lgflmail.org

YEAR 11

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC TECHNOLOGY BTEC

COURSE OUTLINE:

The **BTEC First Award in Music (Technology modules)** 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 **three coursework projects and one exam** that will be completed in Years 10 and 11.

Exam - Working in the Music Industry (Edexcel Unit 1 - 25%)

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 study the main job roles and organisations that operate within the music industry and complete an exam at the end of Year 11 to demonstrate their understanding.

Project 1 – Introducing Music Sequencing (Edexcel Unit 7 - 25%) Students will explore music creation computer systems and gain an understanding of the components required. They will develop this knowledge by creating original compositions with music creation software. A range of musical and technical skills will be utilised.

Project 2 – Introducing Sound recording (Edexcel Unit 6 - 25%)

Students will learn how to use recording equipment and then plan for a series of recording sessions as a studio sound engineer. They will check, set up and use the studio equipment during the sessions while demonstrating an awareness of health and safety.

Project 3 – Managing a Music Product (Edexcel Unit 2 - 25%)

Students will work in teams to plan, develop and deliver a CD of songs that they have sequenced and recorded. They will need to investigate music promotion and ensure the CD is publicised to the target audience. A review of the management of the music product will be completed at the end of the project.

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 is a draft deadline in the run up to the final deadline, to enable students to improve work and achieve the highest mark possible.

The examination is externally assessed.

YEAR 11 (Continued)

HOMEWORK:

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

EQUIPMENT:

Students will have access to the Music Department's audio sequencing, PA and recording equipment as well as textbooks 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 be urged to become familiar with the Logic software we use in the department. This can be during lunch breaks or after school. Students can also access numerous tutorials on Logic on YouTube.
- 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.
- Try and get some work experience in the Music Industry, either at a venue that plays live music or in a recording studio.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS:tdaley.312@lgflmail.org
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YEAR 9 & 10

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC TECHNOLOGY VCERT

COURSE OUTLINE:

The **NCFE Level 2 Technical Award (VCERT) 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. VCERT Music Technology consists of **four coursework projects and two exams** that will be completed in Years 10 and 11.

Unit 1 - Using a Digital Audio Workstation (Internally & Externally Assessed)

This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.

Unit 2 – Creating Music (Internally & Externally Assessed)

Learners will develop skills to analyse stylistic elements of music and develop a piece of music based in a specific style using a DAW. Learners will engage in a review of technical and creative processes.

Unit 3 – Studio Recording (Internally & Externally Assessed)

Students will be introduced to key live recording concepts, microphone techniques and use of related equipment and software. Learners will plan and undertake a recording session for a given scenario. Learners will create a mix of their recording and review the final product.

Unit 4 – Sound Creation (Internally & Externally Assessed)

Learners will explore different types and methods of sound creation and their uses in different media. They will then have the opportunity to apply their knowledge to a given brief. They will create and review their own original sound creation project.

ASSESSMENT:

Each Unit has 3 coursework tasks: 1 to demonstrate knowledge, 1 to demonstrate application and 1 to review the overall process. Students will document every stage of the project and create a portfolio to provide evidence they have met the required criterion for the relevant level (pass, merit or distinction). The coursework accounts for 50% of the final grade.

There is a written exam that will test knowledge acquired through the course in addition to answering questions on unfamiliar extracts of music e.g. identifying instruments used. This is worth 15% of the final grade.

There is a summative practical exam where students will be expected to apply their practical knowledge to complete and industry-relevant task set by the board. This is worth 35% of the final grade.

YEAR 9, 10 & 11 (Continued)

HOMEWORK:

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

EQUIPMENT:

Students will have access to the Music Department's audio sequencing, PA and recording equipment as well as textbooks that link to each assignment.

WAYS IN WHICH PARENTS CAN HELP:

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

- Students should be urged to become familiar with the Logic software we use in the department in their own time e.g. after school. Students can also access numerous tutorials on Logic on YouTube.
- 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.
- Try and get some work experience in the Music Industry, either at a venue that plays live music or in a recording studio.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS:tdaley.312@lgflmail.org
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YEAR 9, 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION (GCSE)

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. The course is both practically (40%) and examination (60%) assessed, therefore students who chose this option should be confident in their scientific knowledge as well as represent Haydon in school sport as well as take part in a sport or physical activity outside of school time.

Topics to be Studied:

Unit 1: Physical factors affecting performance (e.g. applied anatomy and physiology and physical training)

Unit 2: Socio-cultural issues and sports psychology (e.g. socio-cultural influences, sports psychology and health, fitness and well-being)

Unit 3: Performance and PE (e.g. one individual, one team and one from either and analysis and evaluating performance task)

The content of this GCSE Physical Education course is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as A level PE, and to Higher Education in PE as well as to related career opportunities.

Exam Board: OCR

Syllabus: GCSE 9-1 Specification

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

The final GCSE mark is made up from three components:

- A. Written Paper 1 (1 hour – 30%)
This will test a student's knowledge and understanding of the applied anatomy and physiology and physical training
- B. Written Paper 2 (1 hour – 30%)
This will test a student's knowledge and understanding of socio-cultural influences, sports psychology and health, fitness and well being
- C. Practical Activity (80 marks – 40%)
This will be tested through a variety of sports and one will be assessed through an analysis activity

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Analysing and Evaluating Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	40% of total GCSE

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:

GCSE Physical Education kit will offered to be purchased if students wish. Regular PE Kit is acceptable

All sports equipment is provided but students may bring their own equipment at their own risk. Students will be provided with paper, text books etc.

Textbook: OCR GCSE 9-1 PE Second Edition

ISBN: 978-147-1-85172-8

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 Richards	EMAIL ADDRESS:mrichards.312@lgflmail.org
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YEAR 9, 10 & 11

FACULTY: SCIENCE

DEPARTMENT: COMBINED SCIENCE (Trilogy)

COURSE OUTLINE:

The Key Stage 4 GCSE Combined Science (Trilogy) course is based on the AQA 2016 syllabus. It is a linear course (not modular) consisting of six exam papers taken at the end of Year 11. The syllabus can be accessed on the website: www.aqa.org.uk

During the course the students will be studying the following topics:

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism

Other information

- Each exam paper duration: 1 hour 15 minutes.
- Foundation Tier (students can obtain grades 5-1) and Higher Tier (students can obtain grades 9-4) will be available but students can only sit one Tier for all papers.
- Each paper is worth 70 marks.
- Each exam is worth 16.7% of the Combined Science Trilogy GCSE (double award GCSE).
- There will be seven required practicals for each of the three sciences (Biology, Chemistry and Physics) and therefore twenty one in total. The practicals will not be examined directly but details of the practicals will be examined in the six exam papers listed below.
- GCSE Combined Science Trilogy is a double award GCSE and will be awarded a double grade e.g. 9-9, or 9-8 etc.
- The double GCSE grade will be based on the overall average mark of all of the six exam papers.
- The Mathematical skills requirements will be 10% in Biology, 20% in Chemistry and 30% in Physics.

Exam Board:

AQA

Syllabus:

Combined Science 8464

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

Students will sit the following exams at the end of Year 11 (usually around May-June):

Biology Paper 1 topics 1–4 Biology Paper 2 topics 5–7	Chemistry Paper 1 topics 8–12 Chemistry Paper 2 topics 13–17	Physics Paper 1 topics 18–21 Physics Paper 2 topics 22–24
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HOMEWORK:

Homework will be set regularly and takes a variety of formats including past exam questions to test understanding, tasks to help with recalling information, research assignments to enrich knowledge.

EQUIPMENT:

All students will have access to online digital textbooks (Biology, Chemistry and Physics) for use at school and at home. The textbooks are AQA approved and are published by Oxford University Press. Details on how to access the online digital textbooks on www.kerboodle.com will be given to each individual student.

WAYS IN WHICH PARENTS CAN HELP:

- Encourage interest in Science, watching documentaries, trips to museums, reading scientific books.
- Discuss items of scientific interest in the news.
- Check that homework is being done.
- Ensure that the digital textbooks on Kerboodle are being used extensively to complement understanding of class work, when doing homework and when revising for tests and exams.
- Revision and support material for each topic is also available on Google Drive.
- BBC Bite size KS4 Chemistry, Biology and Physics is a useful website.

HEAD OF FACULTY:	Mrs A Houston	EMAIL ADDRESS.ahouston.312@lgflmail.org
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YEAR 9, 10 & 11 Separate Sciences Pathway

FACULTY: SCIENCE

DEPARTMENT: BIOLOGY

COURSE OUTLINE:

The Key Stage 4 GCSE Biology course is based on the AQA 2016 syllabus. It is a linear course (not modular) consisting of two exam papers taken at the end of Year 11. The syllabus can be accessed on the website: www.aqa.org.uk

During the course the students will be studying the following topics:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Other information

- Each exam paper duration: 1 hour 45 minutes.
- Foundation Tier (students can obtain grades 5-1) and Higher Tier (students can obtain grades 9-4) will be available but students can only sit one Tier for both papers.
- Each paper is worth 100 marks.
- Each exam is worth 50% of the Biology GCSE.
- There will be ten required practicals. The practicals will not be examined directly but details of the practicals will be examined in the two exam papers listed.
- The Mathematical skills requirement will be 10%.

Exam Board: AQA
Syllabus: Biology 8461

ASSESSMENT:

Students will sit the following exams at the end of Year 11 (usually around May-June):

- Paper 1 Topics 1–4
- Paper 2 Topics 5–7

HOMEWORK:

Homework will be set regularly and takes a variety of formats including past exam questions to test understanding, tasks to help with recalling information, research assignments to enrich knowledge.

EQUIPMENT:

All students will have access to an online digital Biology textbook for use at school and at home. The textbook is AQA approved and is published by Oxford University Press. Details on how to access the online digital textbook on www.kerboodle.com will be given to each individual student.

WAYS IN WHICH PARENTS CAN HELP:

- Encourage interest in Science, watching documentaries, trips to museums, reading scientific books.
- Discuss items of scientific interest in the news.
- Check that homework is being done.
- Ensure that the digital textbook on Kerboodle is being used extensively to complement understanding of class work, when doing homework and when revising for tests and exams.
- Revision and support material for each topic is also available on Google Drive.
- BBC Bite size KS4 Chemistry, Biology and Physics is a useful website.

HEAD OF FACULTY:

Mrs A Houston

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YEAR 9, 10 & 11 Separate Sciences Pathway

FACULTY: SCIENCE

DEPARTMENT: CHEMISTRY

COURSE OUTLINE

The Key Stage 4 GCSE Chemistry course is based on the AQA 2016 syllabus. It is a linear course (not modular) consisting of two exam papers taken at the end of Year 11. The syllabus can be accessed on the website: www.aqa.org.uk

During the course the students will be studying the following topics:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Other information

- Each exam paper duration: 1 hour 45 minutes.
- Foundation Tier (students can obtain grades 5-1) and Higher Tier (students can obtain grades 9-4) will be available but students can only sit one Tier for both papers.
- Each paper is worth 100 marks.
- Each exam is worth 50% of the Chemistry GCSE.
- There will be eight required practicals. The practicals will not be examined directly but details of the practicals will be examined in the two exam papers listed.
- The Mathematical skills requirement will be 20%.

Exam Board:

AQA

Syllabus:

Chemistry 8462

YEAR 9, 10 & 11(Continued)

ASSESSMENT:

Students will sit the following exams at the end of Year 11 (usually around May-June):

- Paper 1 Topics 1–5
- Paper 2 Topics 6–10

HOMEWORK:

Homework will be set regularly and takes a variety of formats including past exam questions to test understanding, tasks to help with recalling information, research assignments to enrich knowledge.

EQUIPMENT:

All students will have access to an online digital Chemistry textbook for use at school and at home. The textbook is AQA approved and is published by Oxford University Press. Details on how to access the online digital textbook on www.kerboodle.com will be given to each individual student.

WAYS IN WHICH PARENTS CAN HELP:

- Encourage interest in Science, watching documentaries, trips to museums, reading scientific books.
- Discuss items of scientific interest in the news.
- Check that homework is being done.
- Ensure that the digital textbook on Kerboodle is being used extensively to complement understanding of class work, when doing homework and when revising for tests and exams.
- Revision and support material for each topic is also available on Google Drive.
- BBC Bite size KS4 Chemistry, Biology and Physics is a useful website.

HEAD OF FACULTY:

Mrs A Houston

EMAIL ADDRESS. ahouston.312@lgflmail.org

YEAR 9, 10 & 11 Separate Sciences Pathway

FACULTY: SCIENCE

DEPARTMENT: PHYSICS

COURSE OUTLINE:

The Key Stage 4 GCSE Physics course is based on the AQA 2016 syllabus. It is a linear course (not modular) consisting of two exam papers taken at the end of Year 11. The syllabus can be accessed on the website: www.aqa.org.uk

During the course the students will be studying the following topics:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Other information

- Each exam paper duration: 1 hour 45 minutes.
- Foundation Tier (students can obtain grades 5-1) and Higher Tier (students can obtain grades 9-4) will be available but students can only sit one Tier for both papers.
- Each paper is worth 100 marks.
- Each exam is worth 50% of the Physics GCSE.
- There will be ten required practicals. The practicals will not be examined directly but details of the practicals will be examined in the two exam papers listed.
- The Mathematical skills requirement will be 30%.

Exam Board: AQA

Syllabus: Physics 8463

ASSESSMENT:

Students will sit the following exams at the end of Year 11 (usually around May-June):

- Paper 1 Topics 1–4
- Paper 2 Topics 5–8

HOMEWORK:

Homework will be set regularly and takes a variety of formats including past exam questions to test understanding, tasks to help with recalling information, research assignments to enrich knowledge.

EQUIPMENT:

All students will have access to an online digital Physics textbook for use at school and at home. The textbook is AQA approved and is published by Oxford University Press. Details on how to access the online digital textbook on www.kerboodle.com will be given to each individual student.

WAYS IN WHICH PARENTS CAN HELP:

- Encourage interest in Science, watching documentaries, trips to museums, reading scientific books.
- Discuss items of scientific interest in the news.
- Check that homework is being done.
- Ensure that the digital textbook on Kerboodle is being used extensively to complement understanding of class work, when doing homework and when revising for tests and exams.
- Revision and support material for each topic is also available on Google Drive.
- BBC Bite size KS4 Chemistry, Biology and Physics is a useful website.

HEAD OF FACULTY:

Mrs A Houston

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YEAR 9, 10 & 11

FACULTY: SOCIAL SCIENCES

DEPARTMENT: BUSINESS

COURSE OUTLINE:

Students will study the following themes:

Theme 1: Investigating small business (Year 10).

Theme 1 comprises five topic areas.

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice.
- Making the business effective
- Understanding external influences on business

Theme 2: building a business (Year 11).

Theme 2 comprises five topic areas.

- Growing the business
- Making marketing decisions
- Making operational
- Making financial decisions
- Making human resource decisions

ASSESSMENT:

Theme 1 & 2 assessed at the end of Year 11 June 2019.

Theme 1 Examination is worth **50%**: Theme 1 paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Assessment overview

Theme 1 paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

***Theme 1 :Written examination: 1 hour and 30 minutes
50% of the qualification 90 marks***

Theme 2 Examination is worth **50%**: Theme 2 paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Assessment overview

Theme 2 paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

***Theme 2 :Written examination: 1 hour and 30 minutes
50% of the qualification 90 marks***

Exam Board– Edexcel

HOMEWORK:

A variety of tasks will be set for homework from reading case studies, researching, investigating local, national and international business world and revision for end of topic test. 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.

YEAR 9, 10 & 11(Continued)

EQUIPMENT:

Students will be issued with an exercise book. 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 work with them. We would encourage you to watch news programmes and business 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:

Mr M Jackson

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YEAR 9, 10 & 11

FACULTY:	SOCIAL SCIENCES
DEPARTMENT:	BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

Course Description

The qualification will give students knowledge, understanding and competency needed when considering entering employment in the children's care sector, specifically working with children under the age of 8.

Students will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards by progressing to a qualification at Level 3, or to enter into their first job within this sector at a junior level within childcare.

Students will be assessed largely through portfolio evidence (75%). However one unit will be externally assessed 25%.

Exam Board BTEC qualifications – Edexcel

Course content

Level 1 / Level 2 Award in Children's Play, Learning and Development
3 units derived with a week work experience placement.

Patterns of Child Development (externally assessed)

You will develop an understanding of the growth and development in children, as well as the characteristics of children's development from birth up to eight years. You will also develop an understanding of how adults in early year's settings can support children's development.

Promoting Children's Development through Play

You will develop an understanding of how different play structures and routines promote children's development in early year's settings to promote children's development.

The Principles of Early Years Practice

You will develop an understanding of the importance of inclusive practice in early year's settings as well as exploring ways in which early years settings implement inclusive practice. You will also look at how children are empowered in early year's settings focusing on the importance of the key person approach in supporting children's development.

Tracking their own progress

Students will also have access to a tracking sheet which shows them their current progress.

HEAD OF FACULTY:	Ms E Watts	EMAIL ADDRESS. ewatts.312@lgflmail.org
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YEAR 9 &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 topics in Sociology:

1. The sociological approach – This will include learning about different theories in Sociology; key concepts and the work of specific Sociologists.
2. Social structures, social processes and social issues – For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.

They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices.
3. Families – Topics include why we have a family; issues surrounding divorce and family change; the roles of men and women in the family as well as the wider family.
4. Education – Topics include why we have schools; the relationship with education and capitalism; the achievement of different groups.
5. Crime and deviance – topics include the use and value of data on crime; criminal and deviant behaviour; social control; the social construction of crime and deviance.
6. Social stratification – topics include looking at Functionalist theory of stratification; what are the views of socio-economic class; how are life chances different; poverty as a social issue; power and authority; power relationships.
7. Sociological research methods – Topics include identifying, describing and explaining various methods and methodological issues with advantages and disadvantages. Demonstrating an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues; demonstrating an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research; demonstrating the ability to interpret data presented in a variety of forms. Methods is interlinked to each topic area throughout the course

Exam Board: AQA

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 9, 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.

Students sit two exams at the end of Year 11. There is no coursework requirement. They will also have to produce essays and do data response style tests.

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 student 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:	Ms E Watts	EMAIL ADDRESS. Ewatts.312@lgflmail.org
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YEAR 9, 10 & 11

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: DUKE OF EDINBURGH

COURSE OUTLINE:

The Duke of Edinburgh programme is completing a programme of activities. It is recognition of a young person's successful journey of self-discovery and development. It is a balanced programme that develops the whole person – mind, body and soul, in an environment of social interaction and team working.

Section Content:

Section 1: Voluntary

Section aim: to make a difference within the community or to an individual's life and develop compassion by giving service to others.

- Youth work (coaching sports at a youth club)
- Charity work
- Organisations – i.e. Rainbows, Cubs
- Conservation

Section 2: Physical

Section aim: to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.

- Hockey
- Football
- Yoga
- Dance

Section 3: Skills

Section aim: to achieve practical and social skills and personal interests

- Website design
- Cookery
- Playing a musical instrument
- Podcasting

Section 4: Expedition

Section aim: to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team.

- Completing the 20 conditions
- First Aid
- Camp skills
- Navigation
- Map reading

Students will be assessed on the expedition part of the DofE program.

**Duke of Edinburgh
Award Manager**

Mr R Harding

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