

THE
ELIZABETHAN
ACADEMY RETFORD

Year 10
Curriculum
Information Booklet
2016-17
for Parents/Carers



We have recently sent Year 11 parents a copy of a similar booklet, explaining how Year 11 is the most important year of their child's education so far. However, Year 10 is equally important!

In recent years, we have had a programme of early entry, which saw students sitting exams in Year 10 and in some cases Year 9. Changes to Government policy mean that this is no longer possible. Therefore, your son/daughter will be sitting almost all their GCSE exams at the end of Year 11.

It is, therefore, critical that students are well prepared for learning, that they attend regularly and that they keep good, clear notes. In previous years, it has been possible to coast through the early years and pull out all the stops in Year 11. However, that is no longer possible.

We have the following basic expectations of our students:

1. To attend school regularly, on time and in school uniform.
2. To keep up with homework and coursework deadlines, and to honour GCSE commitments.
3. To bring the correct equipment and books required for learning to all lessons.
4. To use their planner correctly for organisation, deadlines and target setting.
5. To participate positively in lessons.
6. To involve themselves in the extra-curricular experiences offered during the year.

Students in Year 10 have recently sat their biggest set of Pre-Public Exams yet. The results of these will inform teachers' lesson planning and identify key weaknesses that students need to address.

It is not too early to be thinking about the future, and many decisions need to be made at the start of Year 11. A week's work experience later on this school year will help focus students' minds on possible career plans.

Whether your son/daughter is staying with us to complete their Post 16 education, going to a local college or embarking on an apprenticeship, they will need to complete an application form. Part of this is the slightly scary empty box entitled "Personal Statement". This is where applicants have the opportunity to show off all the additional things that they do outside of lessons. I would urge everyone in Year 10, therefore, to make the most of the myriad of opportunities open to them this year to develop those critical skills and qualities such as confidence and leadership.

As you know, we are holding a Parents' Information Evening on Wednesday 23 November, and we look forward to seeing many of you there. Year 10 Parents' Evening is on Tuesday 7 February.

I hope you find each section in this booklet useful.



Mr J White
Vice Principal

English Language and Literature

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	An Inspector Calls	Novels by socialist writers (e.g. George Orwell and H.G Wells) Research into socialism and capitalism in Britain.
Half term 2 (Nov-Dec)	Language Paper 1	Reading of any novels or short stories written in the 20 th and 21 st century.
Half term 3 (Jan-Feb)	Conflict Poetry	Research into relevant historical contexts for the war poetry. Reading range of poetry of your choice.
Half term 4 (Feb-Mar)	Language Paper 2	Reading non-fiction texts e.g. travel writing, autobiography and diaries.
Half term 5 (Apr-May)	Macbeth	Research into Elizabethan period. Read other Shakespeare plays to become more familiar with the language.
Half term 6 (May-Jul)		

Exam board	AQA
Units to be completed	See above
Home learning tasks	Research Practice questions Creative writing Skills development Quotation learning
Assessment – tasks, frequency, style	Half termly practice exam questions
Equipment that students will need (including revision guides)	CGP Revision Guides (please order through school, as they are cheaper).

How to help your child at home	Encourage your child to read widely to expand their vocabulary and to develop comprehension skills. Test your child on key quotations which are set as revision homework.
Tips for accessing A*/A or 8/9 on new grade	Deep and sophisticated analysis of language and structure. The ability to interpret information on a number of levels and explain in succinct detail. Creative analysis of texts and their meaning, combined with precise textual reference. Highly accurate and deliberate use of a range of sentence structures, punctuation and tone for a range of different purposes and audiences in writing tasks.
Useful websites/books/resources	GCSE Bitesize. English blog. Any quality newspaper websites e.g. The Independent or The Guardian. Any novel from 20 th and 21 st century.
Extra-curricular activities	Lunch pop in available on a Wednesday in EL5

Faculty Leader	Miss J Harrington
Teachers within the faculty	Mrs G Hudson, Ms G Lucas, Mr S Maye, Mr G Mounsey, Ms P Nicholls, Mr A Sellars, Ms S Withall, Ms V Withall, Miss H Newton

Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Higher - averages and data handling, fractions, decimals and ratio. Foundation – Charts and graphs	Revision Guide and Workbook to review the units completed
Half term 2 (Nov-Dec)	Higher – angles and polygons, Pythagoras, trigonometry, graphs and quadratic graphs, Foundation - fractions decimals and percentages.	Make full use of the new text book that has examples of exam questions in and hundreds of examples to test your understanding.
Half term 3 (Jan-Feb)	Higher - perimeter, area of circles and volume Foundation - equations and inequalities, sequences, shapes and angles and polygons.	Use My Maths to support your learning.
Half term 4 (Feb-Mar)	Higher - transformations, loci, bearings, Foundation - averages, perimeter, area and volume, real life graphs.	Attend revision classes on Thursday after school and during lunch time.
Half term 5 (Apr-May)	Higher - simultaneous equations, inequalities, Foundation - transformations, ratio and proportion, Pythagoras and trigonometry.	Make full use of Past Papers to test your understanding of ALL 3 of the papers.
Half term 6 (May-Jul)	Higher - probability, similarity and congruence Foundation - probability, loci and bearings, quadratic equations, quadratic graphs.	Make full use of this time to plan prepare for the final push into year 11, do as many practice questions as you can and treat your final PPE seriously, we use the results for year 11 to put you in the right sets.

Exam Board	Edexcel
Home learning tasks	Students will complete a levelled weekly basic skills sheet each week to consolidate essential exam techniques. Students will also receive a My Maths task or another task based on their current learning. Students will be asked to complete exam papers prior to the exams. The new PIXL App will be available to monitor your own progress, see Mr M Lister or Mrs Lindley for support.
Assessment – tasks, frequency, style	<ul style="list-style-type: none"> Three written papers, 1 hour 30 minutes in length each Paper 1 is non-calculator Papers 2 and 3 are calculator
Equipment that students will need (including revision guides)	A Casio Scientific calculator is a must, see Mr Gray for advise on which model is the best one, a protractor, compass, ruler, pen and pencil are a must, many stores sell a set in a clear plastic wallet, see Miss Hather if you are unsure of what to buy.

How to help your child at home	Invest in a good quality revision guide and workbook to support their learning, we have both Higher and Foundation sets for £5, see Miss Hather to purchase your own copies, they are in stock now. Ensure your child has a quiet place to study where they will not be interrupted. Provide your child with the correct equipment: black pen, pencil, ruler, rubber, scientific calculator, compass, protractor and a clear pencil case. Encourage them to re-work their notes and repeat questions again and again. Talk to your child about their work and get them to talk through how they solved a problem. Please contact Mr Mason, masont@elizabethan.notts.sch.uk , if you would like to attend a revision workshop to support you in supporting your child. Mrs Bowler offers practical support on how to develop your maths skills overnight.
Useful websites/books/resources	www.mymaths.co.uk www.mrbartonmaths.com www.suffolkmaths.co.uk www.s-cool.co.uk www.bbc.co.uk/schools/gcsebitesize/maths/ PIXL App – the students can use it on their phone; they just need the logging in details from Mrs Lindley or Mr Lister.
Extra-curricular activities	Maths Support –Thursday after school, lunch times are available as well, parents are more than welcome to attend the revision workshops with their son or daughter to see how they can support them.

Combined Science

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	CC8 – chemistry unit CB4 – biology unit	Practice exam questions and tests on GCSE Bitesize Use of relevant pages in Revision Guide
Half term 2 (Nov-Dec)	CC8 (continued) CB4 (continued) CC9 – chemistry unit CP5 – physics unit	
Half term 3 (Jan-Feb)	CC10/11/12 – chemistry unit CB5 – biology unit	
Half term 4 (Feb-Mar)	CP6 – physics unit CB5 (continued)	
Half term 5 (Apr-May)	CC13/14 – chemistry unit CB6/7 – biology unit	
Half term 6 (May-Jul)	CC13/14 (continued) CP7/8 – physics unit	

Exam board	Edexcel
Units to be completed	CB4, CB5, CB6, CB7, CC8, CC9, CCC10/11/12, CC13, CC14/15, CP5, CP6, CP7/8
Home learning tasks	There are a range of project style homework tasks which students can complete such as cloning, metal extraction and the dangers of electricity. Students will also complete exam question homework booklets, to practice answering past paper questions.
Assessment – tasks, frequency, style	Students will sit 3 exams which will be externally set by the exam board. Biology – 2 May 2017 Chemistry – 3 May 2017 Physics – 4 May 2017
Equipment that students will need (including revision guides)	Revision Guide – can be purchased from school Calculator Protractor

How to help your child at home	Ask your children what they are learning about in science and what level they are currently achieving. Encourage students to aim high with their coursework grades. Try and support them with their homework, if they are using the internet to research, check that their work is their own. Encourage and support your children if they are encountering difficulties.
Tips for accessing 8/9 on new grade	Students need to practise exam questions in and outside of the classroom. To achieve the higher level grades in combined science, students are required to apply, examine or analyse their knowledge and understanding of the topics studied to a given example. Students need to read and make informed judgements using the information provided in the exam questions. In the controlled assessment practical activities, students need to accurately analyse the data they have collected and further additional data, explaining patterns and any anomalies that may have occurred.
Useful websites/books/resources	GCSE Bitesize, http://www.iamlearning.co.uk/home.php , The School VLE Edexcel Revision Guides and Work booklets – can be purchased in school
Extra-curricular activities	Science Ambassadors Revision Sessions for individual topics – at lunch or afterschool. See your teacher for details.

Faculty Leader	Miss H McGill
Teachers within the faculty	Mrs J Astle, Mrs C Gibbs, Mr A Lister, Mr T Mason, Mr J Alexander, Mrs S Smith, Miss K Ratcliffe, Miss N Hankinson, Mrs S Gray

BTEC Health and Social Care

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Unit 2: Coursework Unit – Ms Miller Developing an understanding of care values in the Health and Social Care sector Unit 3: Coursework Unit – Mrs Gray Developing an understanding of different types of communication and how it is used within the Health and Social Care sector.	BTEC Health and Social Care textbooks BBC News – website
Half term 2 (Nov-Dec)		
Half term 3 (Jan-Feb)		
Half term 4 (Feb-Mar)		
Half term 5 (Apr-May)		
Half term 6 (May-Jul)		

Exam board	Edexcel
Units to be completed	Unit 2: Care Values, Unit 3: Effective Communication
Home learning tasks	Project based work linked to the units studied Case Studies relevant to the unit of coursework
Assessment – tasks, frequency, style	100% Internal coursework – quality of written communication is also assessed (spelling, punctuation and grammar). Deadline for both units of coursework to be completed July 2017
Equipment that students will need (including revision guides)	Stationary Revision Guide – provided by school for exam unit (Yr11)

How to help your child at home	Ask students what they are doing. Students should be working on the coursework elements at home – researching job roles, and understanding the PIES development needs of different individuals.
Tips for accessing A*/A or 8/9 on new grade	In the coursework units – students need to explain their ideas and opinions, using relevant examples and research. For example, students need to explain why the codes of practice are used in the given job descriptions and effective communication is a skill that practitioners need to use effectively.
Useful websites/books/resources	Maths and English GCSE Bitesize websites
Extra-curricular activities	Coursework catch-up sessions – details published in the extra-curricular booklet.

Faculty Leader	Miss H McGill
Teachers within the faculty	Mrs S Gray, Mrs C Cowan, Ms N Miller

French

	Curriculum Content	Suggested reading or extension activities
Module 1 (Sep-Nov)	Talking about yourself, family and relationships. Present, near future, perfect and imperfect tenses	www.thisislanguage.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Module 2 (Nov-Jan)	Discussing your free-time, including sport, music, film, tv and books Using <i>depuis</i> + present tense Using the comparative and superlative adjectives Using direct object pronouns	
Module 3 (Jan-Mar)	Discussing daily life, special occasions, family celebrations and festivals and traditions Using <i>pouvoir and devoir</i> Using the pronoun <i>en</i> Asking question in the <i>tu</i> and <i>vous</i> form Using <i>venir de</i> + infinitive	
Module 4 (Mar-May)	Talking about where you live and describing community projects Using the pronoun <i>y</i> Using negatives Asking questions Using the future tense	
Half term 5 (May-Jul)	Exam Practice and grammar revision. Review content from the year. End of year exams	

Exam board	AQA
Home learning tasks	<ul style="list-style-type: none"> • All students will have a listening log and they are expected to complete one piece of listening in French each week and record this along with any new vocabulary • One vocabulary learning task will be set each week or vocabulary will be set to complete from the memrise.com website • Listening assignments and topic revision from a range of websites • Written tasks • Reading comprehensions • Worksheets • Cultural research projects
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete x3 assessments for each skill over the year and assessments will be completed at the end of each unit as well as PPE and end of year examinations.
Equipment that students will need (including revision guides)	Collins Easy Learning French Dictionary AQA Revision Guide A4 ring binder folder to organise work

How to help your child at home	<ul style="list-style-type: none"> • Regularly quiz students on vocabulary from vocabulary books • Encourage students to spend half an hour each week using revision websites • Regularly check student's listening log to ensure they are completing at least one entry each week
Tips for accessing A*/A or 8/9 on new grade	<p>Listening</p> <ul style="list-style-type: none"> • respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <p>Speaking</p> <ul style="list-style-type: none"> • initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions • use mostly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> • respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning <p>Writing</p> <ul style="list-style-type: none"> • write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately
Useful websites/books/resources	www.thisislanguages.com www.memrise.com www.linguascope.com www.languagesonline.org.uk http://www.bbc.co.uk/schools/gcsebitesize/french/
Extra-curricular activities	Homework support every Wednesday lunch time and after school

Faculty Leader	Mrs S Morris
Teachers within the faculty	Miss R Hall, Miss M Bryant, Mr J White, Miss E Morel

German

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Revision from Year 9 Describing your house and home; food and drink; daily routine; being fit and healthy; present tense; reflexive verbs; separable verbs	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 2 (Nov-Dec)	Social media Revision and preparation for PPE (14 th November) Leisure activities; reading habits; music; Christmas in Germany Nouns and gender; adverbs; giving opinions	
Half term 3 (Jan-Feb)	TV and film; sport; celebrations and festivals; describing photos; what makes a good friend plural nouns; the conditional; adjectives Speaking PPE (18 th January)	
Half term 4 (Feb-Mar)	Describing relationships; different views on marriage; weekend activities; comparing life as a child with life now Separable verbs; prepositions; modal verbs	
Half term 5 (Apr-May)	Transport + making hotel bookings; different ways of travelling + buying train tickets; describing holiday accommodation; giving and understanding directions; ordering at a restaurant; shopping for souvenirs Imperatives	
Half term 6 (May-Jul)	Preparation for speaking PPE on 15 th June Revision + preparation for end of year assessments	

Exam board	AQA
Home learning tasks	<ul style="list-style-type: none"> • All students will have a listening log and they are expected to complete one piece of listening in German each week and record this along with any new vocabulary • One vocabulary learning task will be set each week • Listening assignments and topic revision from a range of websites • Written tasks • Reading comprehensions • Worksheets • Cultural research projects
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete x3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need (including revision guides)	Collins Easy Learning German Dictionary AQA Revision Guide A4 ring binder folder to organise work

How to help your child at home	<ul style="list-style-type: none"> • Regularly quiz students on vocabulary from vocabulary books • Encourage students to spend half an hour each week using revision websites • Regularly check student's listening log to ensure they are completing at least one entry each week
Tips for accessing A*/A or 8/9 on new grade	<p>Listening</p> <ul style="list-style-type: none"> • respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <p>Speaking</p> <ul style="list-style-type: none"> • initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions • use mostly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> • respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning <p>Writing</p> <ul style="list-style-type: none"> • write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately
Useful websites/books/resources	www.thisislanguage.com www.funwithlanguages.vacau.com www.linguascope.com www.languagesonline.org.uk www.lerndeutsch.org.uk http://www.bbc.co.uk/schools/gcsebitesize/german/
Extra-curricular activities	Homework support every Wednesday lunch time and after school

Faculty Leader	Mrs S Morris
Teachers within the faculty	Miss R Hall, Miss M Bryant, Mr J White, Miss E Morel

Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Revision from Year 9 Discussing holidays and weather, saying what you do in summer Revising the present and preterite tenses	www.thisislanguage.com www.languagesonline.org.uk www.espanol-extra.co.uk Mary Glasgow magazines AQA revision guide
Half term 2 (Nov-Dec)	Discussing holiday preferences, holiday accommodation and dealing with problems Using the imperfect tense Using three tenses together	
Half term 3 (Jan-Feb)	Discussing school subjects, school uniform, school facilities, school rules and problems Using comparatives and superlatives Using the near future tense	
Half term 4 (Feb-Mar)	Talking about friends and family, social networks, reading preferences and describing people Using <i>para</i> with infinitives Using the present continuous tense	
Half term 5 (Apr-May)	Talking about free-time activities, TV programmes and films and talking about sports Using stem changing verbs Using <i>soledad</i> + infinitive	
Half term 6 (May-Jul)	Discussing different types of entertainment Using a range of tenses	

Exam board	AQA
Home learning tasks	<ul style="list-style-type: none"> • All students will have a listening log and they are expected to complete one piece of listening in Spanish each week and record this along with any new vocabulary • One vocabulary learning task will be set each week • Listening assignments and topic revision from a range of websites • Written tasks • Reading comprehensions • Worksheets • Cultural research projects
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete x3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need (including revision guides)	Collins Easy Learning Spanish Dictionary AQA Revision Guide A4 ring binder folder to organise work

How to help your child at home	<ul style="list-style-type: none"> • Regularly quiz students on vocabulary from vocabulary books • Encourage students to spend half an hour each week using revision websites • Regularly check student's listening log to ensure they are completing at least one entry each week
--------------------------------	---

Tips for accessing A*/A or 8/9 on new grade	<p>Listening</p> <ul style="list-style-type: none"> • respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <p>Speaking</p> <ul style="list-style-type: none"> • initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions • use mostly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> • respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning <p>Writing</p> <ul style="list-style-type: none"> • write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately
Useful websites/books/resources	<p> www.thisislanguages.com www.espanol-extra.co.uk www.linguascope.com www.languagesonline.org.uk http://www.bbc.co.uk/schools/gcsebitesize/spanish/ </p>
Extra-curricular activities	<p>GCSE trip to Barcelona February 2017 Homework support every Wednesday lunch time and after school</p>

Faculty Leader	<p>Mrs S Morris</p>
Teachers within the faculty	<p>Miss R Hall, Miss M Bryant, Mr J White, Miss E Morel</p>

History

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	The New Deal- to what extent did it lead to the recovery of America's economy?	WJEC The Development of the USA 1930-2000 BBC Bitesize JohnDClare.net
Half term 2 (Nov-Dec)	Civil Rights 1941-1970 What factors and individuals contributed to the progress towards Civil Rights?	
Half term 3 (Jan-Feb)	American Society in the 50s, 60s and 70s. How and why did American Society Change after WW2?	
Half term 4 (Feb-Mar)	American Politics and Foreign Policy since 1945 What were the main influences on US politics and foreign policy between WW2 and 2000?	
Half term 5 (Apr-May)	Introduction to Elizabethan Society and Politics	To be confirmed in class.

Exam board	WJEC
Units to be completed	Units 2 and 3
Home learning tasks	Essay questions, practice exam questions and source questions.
Assessment – tasks, frequency, style	PPE in November and exam style assessment on USA in March. Other assessments set as homework and timed in class.
Equipment that students will need (including revision guides)	Exercise book, pen, pencil, and ruler.

How to help your child at home	Ask them about how they are doing in history and ask to see their exercise book and test marks. Please monitor homework via the Parents' Portal and encourage students to complete it to the best of their ability.
Tips for accessing A*/A or 8/9 on new grade	Focus on what the question is asking you to do, try to answer analytically rather than descriptively, ensure that you know and understand all content thoroughly. Take every opportunity to practise extended writing in and out of class and submit it for marking.
Useful websites/books/resources	BBC Bitesize JohnDClare.net
Extra-curricular activities	History Club every Tuesday. Any extra practice work that is completed (e.g. practice questions) will be marked promptly and thoroughly with targets for improvement.

Faculty Leader	Mr I Greenwood
Teachers within the faculty	Miss H Swift

Geography

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Tectonic Hazards	Geography in the news. Keep up to date with global events such as earthquakes, hurricanes and climate change.
Half term 2 (Nov-Dec)	Weather Hazards	
Half term 3 (Jan-Feb)	Climate change	
Half term 4 (Feb-Mar)	Ecosystems including tropical rainforests	Wider reading on the state of the world's rainforests and the causes and effects of deforestation.
Half term 5 (Apr-May)	Coastal landscapes	Research the impacts of river and coastal flooding in the UK. Find examples of how this is managed.
Half term 6 (May-Jul)	River landscapes	

Exam board	AQA
Units to be completed	Unit 1, 2 & 3 (Unit 1 is studied in year 10)
Home learning tasks	Students have been provided with an on-going homework booklet. This booklet allows students to produce their own revision guide on a weekly basis, as they summarise and reflect on their learning.
Assessment – tasks, frequency, style	Exam questions (weekly) and mock exam papers (termly)
Equipment that students will need (including revision guides)	AQA Geography revision guide for the new 1-9 grading

How to help your child at home	<ul style="list-style-type: none"> Parents could help students to manage their homework by checking the VLE on a regular basis to see what work is required and the hand-in dates related to it. Encourage students to attend after school catch-up and revision sessions. Dates of these to be announced in class. Download and work through sample assessment material available on the AQA website.
Tips for accessing A*/A or 8/9 on new grade	<ul style="list-style-type: none"> Recall accurately detailed information about places, environments and themes, across all scales showing a very detailed knowledge of location (case studies) and comprehensive geographical vocabulary. Understand thoroughly geographical ideas and apply their understanding to analysis of unfamiliar contexts. Understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. Understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. Evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.
Useful websites/books/resources	<ul style="list-style-type: none"> BBC Bitesize revision Coolgeography.co.uk CGP Complete revision guide. AQA Geography (make sure it is for the 1-9 grades).
Extra-curricular activities	Field trip to Sheffield in November 2016

Faculty Leader	Miss G Mackey
Teachers within the faculty	Miss V Boneham, Miss S Kent

GCSE Food Preparation and Nutrition

	Curriculum Content	Practical dishes
Half term 1 (Sep-Oct)	Cake making methods and pastry, function of ingredients, shortening and resting pastry, raising agents, gluten. Practical investigations: missing ingredient, taste and texture of pastry.	Victoria Sponge, brownies, lemon meringue pie, quiche, sausage rolls.
Half term 2 (Nov-Dec)	PPE Prep: Revise hygiene and safety, cooking methods and special dietary requirements. Eat well guide, protein, fats, carbohydrates, vitamins and minerals. Practical investigation: portion sizes.	Profiteroles, chocolate ganache tart, apple crumble (custard), gingerbread, mince pies.
Half term 3 (Jan-Feb)	Food safety, micro-organisms, enzymes, food spoilage, food poisoning, key temperatures. Practical investigation: food spoilage, conditions for bacteria growth.	Lasagne, sweet and sour, meatballs, fish pie.
Half term 4 (Feb-Mar)	Food investigation (mock coursework task 1): to find out what type of flour is best suited to bread making. <ol style="list-style-type: none"> 1. Analyse the task. 2. Carry out research. 3. Practical investigations. 4. Analysis and evaluation of results. 	Focaccia, pizza, Chelsea buns, practical investigation X2.
Half term 5 (Apr-May)	Food preparation (mock coursework task 2): plan, prepare, cook and present a range of dishes, using a variety of skills, from British culinary tradition. <ol style="list-style-type: none"> 1. Researching the task. 2. Demonstrating technical skill. 3. Planning final menu. 	Eton mess, fish and chips, chicken pie, shepherd's pie, toad in the hole
Half term 6 (May-Jul)	Food preparation (mock coursework task 2): plan, prepare, cook and present a range of dishes, using a variety of skills, from Mediterranean culinary tradition. <ol style="list-style-type: none"> 1. Making the final dishes. 2. Analysis and evaluation. 	Students' chosen dishes from mock coursework. Mock practical assessment.

Exam board	AQA
Units to be completed	Unit 1 - Controlled assessment (50% of overall grade). Unit 2 - Written exam (50% of overall grade).
Home learning tasks	Regular homework, exam style questions. Completion of coursework tasks set on the VLE. AQA exemplar questions, timed answers. Student revision; guides/ resources produced in lessons. Reading, both of relevant texts and wider.
Assessment – tasks, frequency, style	End of unit tests will be completed at the end of every half term to test understanding from theory lessons. 2 mock controlled assessment tasks will be completed during year 10. All final assessments that count towards students' final grade will be carried out in the academic year 2017-18 (Year 11); 15% Controlled assessment- Food Investigation Task - Deadline: Christmas 2017 35% controlled assessment- Food Preparation Task - Deadline: Easter 2018 Both controlled assessment tasks include a practical exam. Written exam - Summer 2018

Equipment that students will need (including revision guides)	Weekly ingredients: list including quantities will be provided to students a week in advance. Practical lessons will be on a Wednesday.
How to help your child at home	<ul style="list-style-type: none"> • Parents could help students to manage their homework by checking the VLE on a regular basis to see what work is required and the hand-in dates related to it. • Encourage students to attend after school catch-up and revision sessions (held every Friday 3.20-4.20). • Where possible, use any spare ingredients to complete additional practical dishes which help to develop the focus skill of the week.
Useful websites/books/resources	<p>AQA GCSE Food Preparation and nutrition text books;</p> <div data-bbox="458 555 1031 878" data-label="Image"> </div> <p>Content is the same in both books, they just have slightly different layouts. Both are available from Amazon.</p>
Extra-curricular activities	Coursework catch up - Fridays 3.20 - 4.20.
Faculty Leader	Mrs Braithwaite
Teachers within the faculty	Miss Gatt, Mrs Ward

GCSE Catering – Foundation Learning

	Curriculum Content	Practical dishes
Half term 1 (Sep-Oct)	Hygiene and safety; key temperatures, food poisoning, laws and legislation. Nutrition; Eat well plate, special dietary requirements.	Victoria sponge, meringue, brownies, quiche, profiteroles.
Half term 2 (Nov-Dec)	Cakes and pastry; nutritional values, methods, tastes and textures. The Industry; job roles, types of service, establishments.	Afternoon practice dishes x 4. Controlled assessment practical exam.
Half term 3 (Jan-Feb)	Meat, fish and poultry; cuts of meat, types of fish, poultry farming, offal. Adapting a menu; age, dietary requirements, culture, religion.	Fish pie, curry, sweet and sour, lasagne, fresh pasta, apple crumble.
Half term 4 (Feb-Mar)	The environment; the 3 Rs, conserving water and energy, landfill, sustainability. Communication and record keeping; body language, tone, invoices, EPOS, stock control. Mock exam	International cuisine practice dishes x 2. Controlled assessment practical exam.
Half term 5 (Apr-May)	Revision of all topic areas.	Revision of cake, bread, pastry, meat.

Exam board	WJEC
Units to be completed	Unit 1- Controlled assessment (60% of overall grade). Unit 2- Written exam (40% of overall grade).
Home learning tasks	Regular homework, exam style questions. Completion of coursework tasks set on the VLE. WJEC past papers, timed answers. Student revision guide/workbook. Reading, both of relevant texts and wider.
Assessment – tasks, frequency, style	20% Controlled assessment incl. Practical Exam 1- Afternoon tea. Deadline- Christmas 2016 40% Controlled assessment incl. Practical Exam 2- International cuisine. Deadline- Easter 2017 40% Written Exam May/June 2017
Equipment that students will need (including revision guides)	Weekly ingredients; list including quantities will be provided to students a week in advance. Practical lessons will be on a Monday. Both practical exams may require a large amount of ingredients (ie. Ingredients for 4 dishes in one week).

How to help your child at home	<ul style="list-style-type: none"> • Parents could help students to manage their homework by checking the VLE on a regular basis to see what work is required and the hand-in dates related to it. • Encourage students to attend after school catch-up and revision sessions (held every Friday 3.20-4.20). • Download and work through past papers (available from the WJEC website). • Encourage students to read through their notes after their Catering lessons, extending learning by completing wider reading on the topic. • Where possible, use any spare ingredients to complete additional practical dishes which help to develop the focus skill of the week.
---------------------------------------	---

Tips for accessing A*/A	<p>In GCSE Catering, extended writing questions require responses to be written in the following way:</p> <p>A* grade answers should <i>evaluate and justify</i> the quality, suitability or value of something. This can include both advantages and disadvantages in the answer. It requires a justification, reason or example (or a combination of all of these things) in addition to well composed responses with an advanced and accurate use of subject specific terminology.</p> <p>A grade answers <i>evaluate</i>. They should provide a clear or detailed account of something which will include justification, reasons or examples. They must correctly include subject specific terminology.</p>
Useful websites/books/resources	<p>WJEC Student revision guide/workbook.</p> <p>WJEC qualifications website for past papers.</p>
Extra-curricular activities	<p>Coursework catch up- Fridays 3.20-4.20.</p> <p>School holiday catch up during February half term and Easter holidays.</p>

Faculty Leader	Mrs Braithwaite
Teachers within the faculty	Miss Gatt, Mrs Ward.

Graphic Products

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<p>Theory: Unit 1, Materials and components Paper and board, plastics, Smart and Modern materials, fillers and finishes, adhesives, tools, fixing and binding.</p> <p>Coursework: Criteria 1 Research into the controlled assessment project brief with critical analysis of key points which will help to focus design work in criteria 2.</p>	Powerpoints used to support the teaching of theory (unit 1) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 2 (Nov-Dec)	<p>Theory: Unit 2, Graphical techniques Sketching, rendering, colour relating to mood, colour fusion, colour separation, working drawings, nets and packaging, charts, graphs.</p> <p>Coursework: Criteria 2 Develop a range of idea which suit the needs of the design brief. Begin to model them in 3D form and using CAD.</p>	Powerpoints used to support the teaching of theory (unit 2) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 3 (Jan-Feb)	<p>Theory: Unit 3, Society and the environment Branding and social responsibility, packaging and sustainability, legal issues and standards, health and safety.</p> <p>Coursework: Criteria 3 Manufacture your final design idea using a range of practical skills. Document the process and include a record of quality assurance and health and safety checks.</p>	Powerpoints used to support the teaching of theory (unit 3) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 4 (Feb-Mar)	<p>Theory: Unit 4, Systems and industry CAD/CAM and ICT, systems and quality control, scales of production, packaging and mechanisms, printing – commercial methods, printing quality and finishes, production methods.</p> <p>Coursework: Criteria 3 and 4 Test your final product to ensure it meets the requirements of the design brief and your own specification, document all tests and evaluate the overall process.</p>	Powerpoints used to support the teaching of theory (unit 4) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 5 (Apr-May)	<p>Theory: Revision of all theory areas Exam pre-release material will also be used to structure lessons. This is a theme that will be used in one section of the exam, students will be given this in advance so that they have time to prepare and research the specified topic.</p>	<p>All revision materials that have been generated throughout the year should be utilised at this point.</p> <p>Additional research can be completed surrounding the topic of the exam pre-release paper.</p>

Exam board	AQA
Units to be completed	Unit 1- Controlled assessment (60% of overall grade). Unit 2- Written exam (40% of overall grade).
Home learning tasks	Regular homework, exam style questions. Completion of coursework tasks set on the VLE. WJEC past papers, timed answers. Student revision guide/workbook. Reading, both of relevant texts and wider.
Assessment – tasks, frequency, style	Theory will be assessed at the end of every unit. Where students fail to meet their target grade they will be expected to resit. Coursework is monitored at regular intervals, suggestions for improvement can be made through spoken dialogue. However, written feedback for improvement can only be provided using specific, exam board assessment criteria.
Equipment that students will need (including revision guides)	Students will be given to opportunity to purchase a revision guide and exam work book from school at a discounted rate. Students must have drawing equipment for lessons and in their exam, this includes pencils, ruler, rubber, colours, set square and protractor.

How to help your child at home	<ul style="list-style-type: none"> • Parents could help students to manage their homework by checking the VLE on a regular basis to see what work is required and the hand-in dates related to it. • Encourage students to attend after school catch-up and revision sessions (held every Monday and Friday 3.20-4.20). • Download and work through past papers (available from the AQA website). • Encourage students to read through their notes after their Textiles lessons, extending learning by completing wider reading on the topic. • Where possible, use any spare materials at home to develop making skills. If a sewing machine is available, making small items may help to build confidence using machines.
Tips for accessing A*/A	<p>In GCSE Graphic Products, extended writing questions require responses to be written in the following way:</p> <p>A* grade answers should evaluate and justify the quality, suitability or value of something. This can include both advantages and disadvantages in the answer. It requires a justification, reason or example (or a combination of all of these things) in addition to well composed responses with an advanced and accurate use of subject specific terminology.</p> <p>A grade answers evaluate. They should provide a clear or detailed account of something which will include justification, reasons or examples. They must correctly include subject specific terminology.</p>
Useful websites/books/resources	www.aqa.co.uk for past papers The AQA course guide, available from book stores. BBC bitesize website for theory revision
Extra-curricular activities	Coursework catch up on Mondays and Fridays 3.20-4.20. School holiday catch up during February half term and Easter holidays.

Faculty Leader	Mrs Braithwaite
Teachers within the faculty	Miss Gatt, Mrs Ward

Textiles

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Theory: Unit 1, Materials Types of fibres, Fabric construction, Fibres and fabrics, Combining fibres in fabrics, Fabric maintenance, Dyeing and printing. Coursework: Criteria 1 Research into the controlled assessment project brief with critical analysis of key points which will help to focus design work in criteria 2.	Powerpoints used to support the teaching of theory (unit 1) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 2 (Nov-Dec)	Theory: Unit 2, Components Fabric enhancements and finishes, manufactured components, sub assembly construction. Coursework: Criteria 2 Develop a range of idea which suit the needs of the design brief. Begin to model them in 3D form and using CAD.	Powerpoints used to support the teaching of theory (unit 2) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 3 (Jan-Feb)	Theory: Unit 3, Environment, society and safety Textiles and the environment, consumer rights and safety, safe manufacturing in industry. Coursework: Criteria 3 Manufacture your final design idea using a range of practical skills. Document the process and include a record of quality assurance and health and safety checks.	Powerpoints used to support the teaching of theory (unit 3) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 4 (Feb-Mar)	Theory: Unit 4, Manufacturing processes Tools and equipment, manufacturing and construction techniques, ICT and industrial equipment, production processes and quality assurance. Coursework: Criteria 3 and 4 Test your final product to ensure it meets the requirements of the design brief and your own specification, document all tests and evaluate the overall process.	Powerpoints used to support the teaching of theory (unit 4) will be uploaded onto the VLE, this should be used as revision material and consistently read at home to reinforce learning. Students can use this material to aid the production of revision flashcards, notes, revision diagrams etc.
Half term 5 (Apr-May)	Theory: Revision of all theory areas Exam pre-release material will also be used to structure lessons. This is a theme that will be used in one section of the exam, students will be given this in advance so that they have time to prepare and research the specified topic.	All revision materials that have been generated throughout the year should be utilised at this point. Additional research can be completed surrounding the topic of the exam pre-release paper.

Exam board	AQA
Units to be completed	Unit 1- Controlled assessment (60% of overall grade). Unit 2- Written exam (40% of overall grade).
Home learning tasks	Regular homework, exam style questions. Completion of coursework tasks set on the VLE. WJEC past papers, timed answers. Student revision guide/workbook. Reading, both of relevant texts and wider.
Assessment – tasks, frequency, style	Theory will be assessed at the end of every unit. Where students fail to meet their target grade they will be expected to resit. Coursework is monitored at regular intervals, suggestions for improvement can be made through spoken dialogue however, written feedback for improvement can only be provided using specific, exam board assessment criteria.
Equipment that students will need (including revision guides)	Students will be given to opportunity to purchase a revision guide and exam work book from school at a discounted rate. Students must have drawing equipment for lessons and in their exam, this includes pencils, ruler, rubber, colours, set square and protractor.

How to help your child at home	<ul style="list-style-type: none"> • Parents could help students to manage their homework by checking the VLE on a regular basis to see what work is required and the hand-in dates related to it. • Encourage students to attend after school catch-up and revision sessions (held every Monday and Friday 3.20-4.20). • Download and work through past papers (available from the AQA website). • Encourage students to read through their notes after their Textiles lessons, extending learning by completing wider reading on the topic. • Where possible, use any spare materials at home to develop making skills. If a sewing machine is available, making small items may help to build confidence using machines.
Tips for accessing A*/A	<p>In GCSE Textiles, extended writing questions require responses to be written in the following way:</p> <p>A* grade answers should <i>evaluate and justify</i> the quality, suitability or value of something. This can include both advantages and disadvantages in the answer. It requires a justification, reason or example (or a combination of all of these things) in addition to well composed responses with an advanced and accurate use of subject specific terminology.</p> <p>A grade answers <i>evaluate</i>. They should provide a clear or detailed account of something which will include justification, reasons or examples. They must correctly include subject specific terminology.</p>
Useful websites/books/resources	www.aqa.co.uk for past papers The AQA course guide, available from book stores. BBC bitesize website for theory revision
Extra-curricular activities	Coursework catch up on Mondays and Fridays 3.20-4.20. School holiday catch up during February half term and Easter holidays.

Faculty Leader	Mrs Braithwaite
Teachers within the faculty	Miss Gatt, Mrs Ward

GCSE Music

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Performing and Composing: developing skills towards internal deadlines Further analysis of set works and links to Areas of Study 3 Music for Stage & Screen	Home practice on instruments/voice for performance, wider listening and research related to set work(s)
Half term 2 (Nov-Dec)	Performing and Composing: developing skills towards internal deadlines and PPE Further analysis of set works and links to Areas of Study 3 Music for Stage & Screen	
Half term 3 (Jan-Feb)	Performing and Composing: developing skills towards internal deadlines	
Half term 4 (Feb-Mar)	Further analysis of set works and links to Areas of Study 1 Instrumental Music	
Half term 5 (Apr-May)	Performing and Composing: developing skills towards internal deadlines	
Half term 6 (May-Jul)	Further analysis of set works and links to Areas of Study 3 Fusions	

Exam board	Edexcel
Units to be completed	U1 Performing, U2 Composing, U3 Listening
Home learning tasks	<ul style="list-style-type: none"> • Practical coursework: performance preparation, composition development. • Research tasks: world music, popular music, western classical traditions, 20th Century music. • Listening to a wide range of musical styles and genres.
Assessment – tasks, frequency, style	<ul style="list-style-type: none"> • One solo and one ensemble performances marked by staff and moderated by the exam board. • A Composing unit creating two compositions or arrangements marked by staff and moderated by the exam board. • A final listening exam marked by the exam board.
Equipment that students will need (including revision guides)	Instrument or voice to perform. Revision guide

How to help your child at home	Students should listen to and identify features of a wide variety of musical styles, traditions and genres eg. radio, cd, youtube. Performing coursework requires a good standard of instrumental skill so regular practice and attendance at instrumental lessons is essential.
Tips for accessing A*/A	<ul style="list-style-type: none"> • Explore the expressive potential of musical resources and conventions used in selected genres and traditions. They perform/realise with a sense of style, have command of the resources they use and make appropriate gradations of tempo, dynamics and balance. • Compose music that shows a coherent and imaginative development of musical ideas and consistency of style, and explore the potential of musical structures and resources. • Make critical judgements about their own and others' music, using an accurate and extensive musical vocabulary.

Useful websites/books/resources	www.bbc.co.uk (bitesize) www.spotify.com http://audio.lgfl.org.uk (no www.needed) Music Online Resources on the VLE After School coursework sessions, break & lunchtime access to computers, software and instruments (see teaching staff). Instrumental lessons and extra-curricular opportunities Saturday morning 'County Performers' opportunities County Ensembles (Notts Performing Arts)
Extra-curricular activities	GCSE Music support – Monday and Friday lunchtime Instrument surgery – Tuesday lunchtime Percussion Ensemble – Wednesday lunchtime Concert Band – Wednesday lunchtime Academy Choir – Wednesday after school and Thursday lunchtime

Faculty Leader	Mr R Trippett
Teachers within the faculty	Mrs Cowan Visiting Instrumental Staff

GCSE Drama

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> Introduction to Devising Skills Masks & Movement 	Take part in movement workshops at school open evening.
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> Exploring Practitioners 1: Steven Berkoff Devising from a Stimulus 1 	Reading: <ul style="list-style-type: none"> Beginners guide to Berkoff The Trial Metamorphosis
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> Exploring Practitioners 2: Physical Theatre Devising from a Stimulus 2 	Research on Physical Theatre companies (DV8. Complicite, Frantic Assembly)
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> Exploring Practitioners 3: Bertolt Brecht Devising From a Stimulus 3 	Reading: <ul style="list-style-type: none"> Beginners guide to Brecht The Caucasian Chalk Circle Dr Korcak's Example
Half term 5 (Apr-May)	<ul style="list-style-type: none"> Unit 1 Devised theatre preparation and Development 	Participate in Extra-Curricular After School Rehearsal s and Coursework Booster sessions
Half term 6 (May-Jul)	<ul style="list-style-type: none"> Unit 1 Devised theatre Performance and written report 	

Exam board	WJEC
Units to be completed	Year 10: Unit 1 Devised Theatre Year 11: Unit 2 Performing Theatre Unit 3: Interpreting Theatre
Home learning tasks	Tasks may include research, evaluation, planning, learning script, coursework elements, and practise timed exam question responses. At certain points of the course afterschool rehearsals may replace home learning tasks.
Assessment – tasks, frequency, style	Assessment will be a combination of practical and written tasks within lessons (1 per half term). During the Summer term students will complete Unit 1 which will form 40% of GCSE grade.
Equipment that students will need (including revision guides)	Black jogging bottoms and t-shirt for physical practical work.

How to help your child at home	<p>Encourage pupils to discuss drama after they have watched any (be it a movie, stage play, TV show, or even a Soap Opera!)</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What was effective about the drama/acting? Why was it effective? What was not effective? Why was it not effective? How could it have been improved? How did the director/actors create dramatic tension? How did the designers (sound, music, set, lighting, costume, special effects) help to create the world of the drama? <p>Enable (if possible) students access to seeing live drama on the stage, local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/West End Shows (mostly London based, but some tour to regional venues)</p> <p>Full support for the afterschool rehearsals, including arranging to collect students, would be extremely appreciated.</p>
--------------------------------	---

Tips for accessing A*/A or 8/9 on new grade	<ul style="list-style-type: none"> • Recall, select and communicate detailed knowledge and thorough understanding of plays and other types of drama. Demonstrate a thorough awareness of the relationships between texts and dramatic styles, and of social context and genre, to generate, explore and develop their ideas. • Apply and adapt effectively an extensive range of practical skills, which they execute creatively to communicate their ideas. Work very productively with others. • Have well-developed evaluative and reflective skills. Show critical awareness of work in progress and performance, and of their own contribution and that of others. Provide, by reasoned argument, full justifications, demonstrating insight and sensitivity in developing practical work. Understand and use terminology accurately and appropriately.
Useful websites/books/resources	http://www.majesticretford.com What's on in Retford! www.sheffieldtheatres.co.uk/ Official site for the city's three theatres . Includes details of upcoming events and facilities. http://www.bbc.co.uk/blast/dance_drama Includes videos of young performers work, competitions, games and more! http://www.bbc.co.uk/schools/gcsebitesize/drama/ An excellent resource that lists many useful drama techniques and approaches to creating drama.
Extra-curricular activities	There will be a range of Extra Curricular opportunities throughout the year including performances and Theatre Visits.
Faculty Leader	Mr N A Brownhill
Teachers within the faculty	Mrs C Prince

Fine Art (Yr10 - 2nd year of course)

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Completion of First Major Coursework – INTERIORS/EXTERIORS.	Use Pinterest to start a board of artists they are interested in. Research them and add facts underneath.
Half term 2 (Nov-Dec)	3 weeks creating Clay Head Sculptures learning new techniques. Then intensive critical studies research and annotation writing project up to Christmas.	Look for articles in newspapers and magazines about local, national and international artists. Watch art programmes. Where possible visit local galleries. www.harlevgallery.co.uk www.nationalgallery.org.uk
Half term 3 (Jan-Feb)	Introduction to Major Coursework 2. This time students are given a selection of themes to choose from as their work becomes more individual. Although all the Objectives will be looked at throughout, this half-term will concentrate on Assessment Objective 1 – Develop.	As above – check your Pinterest board – this is where it will really prove useful. <ul style="list-style-type: none"> • Artcyclopedia.com • School Library • Retford Library • Art club – lunchtimes – resources available in art rooms • After school Art club and coursework catch-up sessions • Pinterest www.wotartist.com www.tate.org.uk www.britisharts.co.uk/artgalleries.html www.artandarchitecture.com
Half term 4 (Feb-Mar)	Continuation of Coursework 2 – concentrating on AO1 Develop and AO2 Refine. Experimental work and exploring techniques and skills related to research.	Read up as much about their own artist as possible and any artists who might have influenced them.
Half term 5 (Apr-May)	More focus on AO3 – record. Particularly refining their observational studies related to their chosen themes.	To be confirmed in class
Half term 6 (May-Jul)	Developing their ideas and planning for their final piece – AO4 – Present.	To be confirmed in class

Exam board	OCR Art and Design: FINE ART
Units to be completed	Component One: PORTFOLIO. Component Two: EXTERNALLY SET TASK (EXAM).
Home learning tasks	Details of the types of Home Learning tasks to be set <ul style="list-style-type: none"> • Objective and Subjective drawing exercises • Research • Photography • 3D/Sculpture • Collection of resources and relevant imagery • Development of ideas • Planning exam and for final piece • Developing own work/photographs into the style of a chosen artist
Assessment – tasks, frequency, style	Year 2 of the course <ul style="list-style-type: none"> • Continual assessment of homework and class work tasks. • A formal assessment twice a year, usually a drawing test but can also be related to a coursework, with written feedback, areas for improvement and targets set. • Major Coursework 2 assessment – students receive a document with detailed feedback on areas of success in their work as well as areas to improve. • There is also a 5 hour drawing exam (this is an internal exam and does not relate to the OCR final exam – it does however go into their coursework to boost the assessment objective/criteria for objective drawing and has proved very successful in the past) • Final coursework (60% of mark) and exam (40% of mark) are assessed internally then externally moderated by the exam board. This will take place in Year 3 (Final Year) of the course.

Equipment that students will need (including revision guides)	<p>It is preferable that students start the course with an A2 portfolio, these can be obtained from outlets such as The Works and The Range and even Wilko but we do have a few we can recycle.</p> <p>They will also need:</p> <ul style="list-style-type: none"> • Drawing pencils – 2B, 4B and 6B are preferable for homework tasks. • Good eraser and pencil sharpener • Any colour materials affordable.
--	--

How to help your child at home	<ul style="list-style-type: none"> • Where possible, visit a variety of exhibitions and galleries for inspiration – encourage the students to take notes and make sketches, collect leaflets and postcards etc • Take an interest in their sketchbook work and how creatively they present it • Some students may need help with researching a particular Art movement or artist – offer to read through their notes • Be patient! Artists tend to make a mess occasionally, particularly as in year 2 they may be working on some large scale work.
Tips for accessing A*/A or 8/9 on new grade	<p>A/A* or 8/9 skills include:</p> <p>AO1 - Developing their ideas through researching artists/art movements etc</p> <ul style="list-style-type: none"> • Student undertakes a wide range of in-depth investigations of their chosen artist/art movement that provide well-considered and insightful links to their imaginative ideas. They demonstrate an excellent understanding of a wide variety of source material used for research and show a very strong understanding of this through their visual and written work. <p>AO2 - Refining ideas through experimenting with a variety of materials and techniques</p> <ul style="list-style-type: none"> • Student shows decisive, focused and well-considered refinement of ideas. • They demonstrate a very strong and sustained ability to experiment with a wide range of media, materials, techniques and processes. • They select resources perceptively and imaginatively and their choices are appropriate. <p>AO3 – Recording ideas – observational drawing and written annotation</p> <ul style="list-style-type: none"> • Student demonstrates a very strong and sustained ability to record observations and insights (quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar). • They demonstrate excellent understanding of how to connect their observational studies to their final intentions. <p>AO4 – Final piece – and how it links to all preliminary work and research</p> <ul style="list-style-type: none"> • Student demonstrates a very strong and sustained ability to present a very good final piece that is informed and has strong, meaningful links to all preparation work and research. It has an expressive, imaginative and sophisticated content.
Useful websites/books/resources	<p>See above.</p> <p>Also: The Artist or Leisure painter magazines are both good sources of articles and step-by-step instructions.</p>
Extra-curricular activities	<ul style="list-style-type: none"> • Art club – lunchtimes – resources available in art rooms • After school Art club and coursework catch-up sessions

Faculty Leader	Mr N Brownhill
Teachers within the faculty	Mrs C Draper, Miss L Hobbs

GCSE Physical Education

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<p>Topic 1: Health, Fitness and Wellbeing.</p> <p>1.1 Physical health</p> <p>1.2 Emotional health</p> <p>1.3 Social health</p> <p>1.4 Impact of fitness on wellbeing:</p> <p>1.5 Lifestyle choices introduction and recommendation:</p> <p>1.6 Advantages and disadvantages of lifestyle choices with exam question practice</p> <p>1.2.1 Sedentary lifestyles lifestyle consequences: 2 lesson</p>	<p>Assessment tasks:</p> <p>Emotional/physical effects of exercise (5 marks), smoking impacts on health (6marks), impacts of a sedentary lifestyle (12 marks).</p> <p>Activity log/diet log – analysis of diet in lesson.</p>
Half term 2 (Nov-Dec)	<p>2 weeks into half term to complete health, fitness and wellbeing. Topic: Anatomy and Physiology</p> <p>1.2.1 Functions of Cardiovascular system</p> <p>1.2.2 Structure of Cardiovascular system</p> <p>1.2.3 Structure</p>	<p>Past papers – 2009 spec relates.</p> <p>Assessment tasks: Functions of CV system, importance of arteries, veins and capillaries in sport.</p>
Half term 3 (Jan-Feb)	<p>1.2.4 Mechanisms vascular shunting</p> <p>1.2.5 Function of blood cells</p> <p>End of Cardiovascular topic test</p> <p>1.2.8 Main components of Respiratory system</p> <p>1.2.9 Structure of alveoli</p> <p>1.2.7 Vital Capacity and Tidal Volume</p> <p>1.2.9 Gas Exchange</p> <p>1.3.1 Aerobic and anaerobic respiration</p>	<p>Past papers - 2009 spec</p> <p>Assessment tasks: Gaseous exchange, CV and RS system working together, vital capacity and tidal vol.</p>
Half term 4 (Feb-Mar)	<p>1.3.2 Mechanisms vascular shunting</p> <p>End of Respiratory system topic test</p> <p>Topic: Movement analysis: Types of movement already taught in Y9</p> <p>2.1.1 3 Lever systems</p> <p>2.1.2 Components of each lever system and advantages: 1 lesson</p> <p>2.2.1 Planes of movement</p> <p>End of topic test: lever systems, movement and axis</p> <p>Topic: Classification of skills</p> <p>2.1.1 Describe different types of skills with sporting events</p> <p>2.1.2 Forms of practice</p> <p>Application</p>	<p>Planes of axis could be done practically – gymnastics lesson</p> <p>Past papers – 2009 spec</p>
Half term 5 (Apr-May)	<p>2.2.1 SMART Targets</p> <p>2.2.2 Application</p> <p>2.3.1 Types of guidance</p> <p>2.3.2 Advantages and disadvantages: 1 lesson</p> <p>2.3.3 Different types of feedback</p> <p>2.3.4 Graphical data analysis</p> <p>2.4.1 Mental preparation:</p> <p>End of topic test: classification of skills.</p>	<p>Past papers: 2009 spec</p> <p>Assessment tasks: SMART targets, feedback and types of guidance.</p>
Half term 6 (May-Jul)	<p>PEP production – applying the fitness principles to PEP.</p>	

Exam board	Edexcel 2016 9-1 grading
Units to be completed	Practical Activities by March 2018, Written coursework by April 2018, Final Exam May 2018
Home learning tasks	Homework comes in various forms such as worksheets and research tasks as well as questions set on topics covered in class. Students will also be expected as part of the homework process to revise for end of unit tests.
Assessment – tasks, frequency, style	40% of the final grade comes from controlled assessments of three physical activities. These have to be from at least 2 areas of individual performer and team game. 60% of the final grade will be a written theory paper on the content covered through the course.
Equipment that students will need (including revision guides)	Course file, assessment booklet, practical specification (given to the students when appropriate)

How to help your child at home	Please check the parental portal for homework that is set. Ensure students revise for end of unit tests (which will be recorded as homework on the VLE). Ensure research tasks are completed in students own words and not a copy and paste task. Ensure students participate in as many extra-curricular sporting activities as possible throughout the year, as a performer, coach or official. When students are absent encourage them to attend catch up clinics developed by staff.
Tips for accessing A*/A or 8/9 on new grade	With 40% of the final grade being from the controlled assessment of practical activities students need to be performing regular and to a competitive standard in the sports selected. They need to be able to execute skills effectively in isolation and then in competitive situations. For 40% theory exam students have to be confident of multiple choice, short and extended writing tasks. Students will be able to explain clearly and concisely factors affecting performance and participation, have a thorough understanding of the principles behind regular, safe exercise and the impact it has on health and performance. Furthermore, they can explain the advantages to themselves and others of following active and healthy lifestyles.
Useful websites/books/resources	www.teachpe.com www.bbc.co.uk/bitesize www.iamlearning.co.uk www.qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
Extra-curricular activities	Badminton – Tuesday after school Basketball – Wednesday lunchtime Table Tennis – Wednesday after school Boys' Football – Thursday lunchtime

Faculty Leader	Mr M Bright
Teachers within the faculty	Mr A Brown, Miss A Clark, Mr M Greenwood, Miss A Puttergill, Miss S Riley

ICT

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Developing and understanding spreadsheets	Page 1-20 of Edexcel GCSE ICT: Revision Guide and Workbook
Half term 2 (Nov-Dec)	Developing, upgrading and reviewing spreadsheets	Page 21-37 of Edexcel GCSE ICT: Revision Guide and Workbook
Half term 3 (Jan-Feb)	Interrogating spreadsheets and reviewing	Page 38-53 of Edexcel GCSE ICT: Revision Guide and Workbook
Half term 4 (Feb-Mar)	Analysing data and self-review	Page 54-65 of Edexcel GCSE ICT: Revision Guide and Workbook
Half term 5 (Apr-May)	Report writing, adding charts	Page 66-73 of Edexcel GCSE ICT: Revision Guide and Workbook
Half term 6 (May-Jul)	Using movie editing software to create a teaser video	

Exam board	Edexcel
Units to be completed	Controlled Assessment Brief – Unit 2 (0514), 'Animal Shelter'
Home learning tasks	Students will be set homework on a weekly basis during the course of the year. This is a very intense course which will require students to study outside of the lesson time. The focus on home learning will mainly involve exam preparation.
Assessment – tasks, frequency, style	Students will be assessed on a regular basis on topics covered during the lessons and also at the end of each unit. This will give them an understanding of their strengths and weaknesses prior to setting their individual revision programme and summer exam. The students will practice their software and presentation skills in preparation for the coursework material that is assessed by the exam board.
Equipment that students will need (including revision guides)	Revise Edexcel GCSE ICT: Revision Guide and Workbook (The dept will order these in for students to purchase – cost £5)

How to help your child at home	Students will be set homework on a weekly basis during the course of the year. This is a very intense course which will require students to study outside of the lesson time. The focus on home learning will mainly involve exam preparation.
Tips for accessing A*/A	<ul style="list-style-type: none"> Those students who prepare most thoroughly for the exam and ensure that their assessed portfolio is thorough will have the greatest chance of attaining the higher grades Detailed justifications and explanations to demonstrate knowledge and understanding is essential Work will have been carefully proof read, spell checked and presentation will be of the highest standard Correct terminology is used throughout the coursework and exam paper A genuine desire to achieve and being prepared to put in the extra effort to achieve the highest grade
Useful websites/books/resources	<ul style="list-style-type: none"> www.teach-ict.com www.howstuffworks.com www.igcseict.info
Extra-curricular activities	ICT GCSE support – Tuesday after school

Faculty Leader	Mr N Oldbury
Teachers within the faculty	Ms L Gilliland

GCSE Computer Science (9-1)

	Curriculum Content	Suggested reading or extension activities
Year 10	Systems Architecture, Memory, Storage, Computational Logic, Algorithms, Systems Software, Wired & Wireless Networks, Data Representation, Network Topologies, Protocols & Layers, Translators & Facilities. Revision Mock Exam Python Skills Practice	Page 1-24 Page 33-40 Page 41-63 Page 64-78 of Computer Science OCR Revision Guide
Year 11	20 hour Controlled Assessment Issues, Systems Security, Programming Techniques & Revision	Page 41-63 Page 25-32 of Computer Science OCR Revision Guide

Exam board	OCR
Units to be completed	<ol style="list-style-type: none"> 1. Computer systems - 80 marks - 1 hour and 30 minutes - Written paper (no calculators allowed) 2. Computational thinking, algorithms and programming - 80 marks - 1 hour and 30 minutes - Written paper (no calculators allowed) 3. Programming project - 40 marks - 20 hours
Home learning tasks	Students will be set homework on a weekly basis during the course. This is a very intense course which will require students to study outside of the lesson time. The focus on home learning will involve consolidation and exam preparation.
Assessment – tasks, frequency, style	Students will be assessed on a regular basis on topics covered during the lessons and also at the end of each unit. This will give them an understanding of their strengths and weaknesses prior to setting their individual revision programme. The students will practice their coding skills in preparation for the controlled assessment in year 11.
Equipment that students will need	Revise Computer Science OCR Revision Guide (The department will order these in for students to purchase – cost £3.50)

How to help your child at home	Students will be set homework on a weekly basis during the course. This is a very intense course which will require students to study outside of the lesson time. The focus on home learning will involve consolidation and exam preparation.
Tips for accessing A*/A	<ul style="list-style-type: none"> • Those students who prepare most thoroughly for the exam and ensure that their controlled assessment is complete will have the greatest chance of attaining the higher grades • Detailed written justifications and explanations to demonstrate knowledge, skills and understanding is essential. • Student with a thorough understanding of computation thinking, will be able to apply his throughout the course. • Correct terminology is used throughout the coursework and exam paper • A genuine desire to achieve and being prepared to put in the extra effort to achieve the highest grade
Useful websites/books/resources	www.teach-ict.com www.howstuffworks.com www.mrfraser.org www.cambridgegcsecomputing.org https://www.codecademy.com/ http://community.computingatschool.org.uk/ OCR Revision Guide - for the Grade 9-1 Course
Extra-curricular activities	Computer Science support – Tuesday after school.

Faculty Leader	Mr N Oldbury
Teachers within the faculty	Miss L Gilliland

GCSE Business

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Independent research Market research	BBC Business News BBC Bitesize
Half term 2 (Nov-Dec)	Controlled assessment	
Half term 3 (Jan-Feb)	Promotion, Public relations, sponsorship, advertising & strategies	Revision text books
Half term 4 (Feb-Mar)	Controlled assessment	Case Study BBC Business News
Half term 5 (Apr-May)	Product mix, research	Case Study Revision booklet
Half term 6 (May-Jul)	Controlled assessment	

Exam board	OCR
Units to be completed	Units A291
Home learning tasks	Completion of homework and mock exam questions Research tasks Research and preparation for controlled assessment
Assessment – tasks, frequency, style	Students will have regular exam questions which will be assessed and marked to exam criteria. The controlled assessment will be conducted under exam conditions, marked and moderated. Students will use actual business case studies to support their learning.
Equipment that students will need (including revision guides)	Revision guide provided by school Case Study information Revision Booklet will be made available for pre-released exam paper

How to help your child at home	Encourage them to discuss the News, Politics and what is happening in the Economy. This will help them understand how businesses operate within it.
Tips for accessing A*/A	Need to use the case studies effectively in the exam. Must develop the higher mark answers using the case study. Need to analyse the effects of a given situation and provide a supported conclusion. Understand mark allocations and effectively be able to allocate marks to show where answers are not detailed enough.
Useful websites/books/resources	www.bbc.bitesize
Extra-curricular activities	Revision and coursework support sessions will be made available and information shared with the students

Faculty Leader	Mr Oldbury
Teachers within the faculty	Mrs Edgar, Miss Boneham, Miss Kent, Mrs Cowan

BTEC Business

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Enterprise in the business world Trending and the business environment	BBC Business News BBC Bitesize
Half term 2 (Nov-Dec)	Planning for a new business	
Half term 3 (Jan-Feb)	Business models	Revision text books
Half term 4 (Feb-Mar)	Job and area functions in business	Case Study BBC Business News
Half term 5 (Apr-May)	Documentation for specific roles	Case Study Revision booklet
Half term 6 (May-Jul)	Interview skills and career development	

Exam board	Edexcel
Home learning tasks	Completion of assignment tasks. Completion of outstanding performance criteria. Ensuring improvements are made on all assignment tasks and units as identified Set on the VLE. Watch business programmes. Dragons Den/The Apprentice.
Assessment – tasks, frequency, style	Continual controlled assessment and an external assessment Progress will be monitored and under-performance against target grades will be addressed via departmental interventions
Equipment that students will need (including revision guides)	Revision guide provided by school Case Study information

How to help your child at home	Encourage them to discuss the News, Politics and what is happening in the Economy. This will help them understand how businesses operate within it. Provide a supportive and encouraging environment, checking deadlines are met
Tips for accessing A*/A	Ensure that homework is fully completed Ensure that all deadlines are met Upgrades are made where improvements have been identified Justify and clarify statements and observations
Useful websites/books/resources	www.bbc.bitesize www.tutor2u.com http://www.bbc.co.uk/education/subjects/zpsvr82

Faculty Leader	Mr Oldbury
Teachers within the faculty	Mrs Edgar, Miss Boneham, Miss Kent, Mrs Cowan