



Cohort 10 Course Guides

Summer Term 2017

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Art

Course Overview

Learners have three 100 minute sessions of Art each fortnight. Learners are expected to complete at least one hour of Independent Study after each session in order to meet the deadlines for building their coursework portfolio. During the Spring Term the learners will have completed a mock exam and this, together with the Structures project from the beginning of the year now forms the basis of their developing coursework portfolio. During this term, learners will begin their last full unit of coursework, which will run until Cohort 11. This unit is set on a theme that contrasts the other units in the portfolios and this year the title is 'Fish, Boat, Water'. The unit stretches academic drawing skills as well as extending learner's confidence in photography and printmaking, introducing sculpture elements later in the course. Once again learners should expect to complete around 1-2 pages per week in their books and may wish to make use of after school sessions to ensure that they address the coursework requirement with confidence. There will be provision for GCSE learners to use the studio Monday and Tuesday until 5pm and Friday until 4.30pm.

Assessment Points

Sketchbooks are collected for monitoring and guidance each month and, in addition, progress towards the GCSE assessment objectives is discussed each session. At the end of each coursework unit, learners are expected to submit a sketchbook and final piece and are given structured mark sheets, indicating their current progress towards GCSE level final assessments – this helps learners to understand what action needs to be taken in future units to ensure satisfactory progress is made overall. Each assessment objective mark out of 20 adds up to a full mark out of 80, and this can be considered against the grade boundaries set by the exam board, giving learners a broad indication of progress. Currently the grade boundaries are:

74\80 – A*; 68/80 – A; 57/80 – B; 46/80 – C; 37/80 – D; 29/80 – E; 21/80 – F; 13/80 – G.

Nature of Assessment

It should be noted that due to the nature of assessment at GCSE, the guideline 'scores' that are given throughout the course **are not full grades**, as the overall grade can only be awarded on the completion of a full portfolio. All work is re-assessed at the coursework deadline after the final submission of work in the December of Cohort 11, and an overall full grade is awarded at this point which is worth 60% of the full GCSE grade.

Learners should use the grade guides given in Cohort 10 to help them determine how well their work meets the assessment objectives at each stage, and reflect on this regularly to ensure they learn about areas that they need to develop before the final deadline.

Guidance

Learners are given structured guidance from their teacher via a simple feedback sheet, about how well they are developing, recording and reflecting on their work. Verbal guidance, using one to one tutorials, is offered every session. The Art Space il@h page is home to all of the

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information for each project including classwork information, Independent Study guidance and access to links and resources that will assist learners in developing their ideas and it also keeps them updated about dates and deadlines.

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Business Studies

Course Overview

Learners will complete the final unit of their GCSE knowledge which is based on 'Operations Management'. Within this unit, learners will consider the importance of operational decisions in managing a business. They will explore how operations management can help a business to be more effective, and the role technology can play in this process. This involves looking at different methods of production, quality control and customer service. Learners will take a detailed look at how technology affects the workplace and the impact that E-commerce can bring to a business. Once learners have built a firm foundation of knowledge across the 'starting a business' aspect of the unit, they will be undertaking an extended written project, which will not only assess the depth of their understanding, but will also prepare them for the controlled assessment aspect of the course.

Following the completion of their written report, learners will then be required to develop their understanding of how growing businesses differ in their approach to operations management. This will include investigating specialisation and interdependence of different businesses. They look into different stock control methods and how they can impact a business. Quality control and production methods are once again looked at but this time with a larger business in mind. Finally, all learners will gain a concept of how economies of scale can benefit a business.

Learners will then be working towards their mock exams, which will assess their application of knowledge and understanding across all units they have studied and all types of GCSE style questions. This will obviously give us a very good indicator of where they are at and how they need to proceed with regards to exam technique.

In the final weeks of the Summer term all learners will be introduced to their Controlled assessment task. This is set by our exam board, AQA, and will involve learners completing research and planning on a local business of their choice which will in turn enable them to write a report on this business. All research and planning begins at the end of term and we highly recommend that it continues throughout the summer holidays.

Assessment Points

There will be one formal assessment point per half term, which is delivered as a written project or exam. General practice in applying knowledge to various types of GCSE style questions will be in taking place and monitored concurrently throughout the units.

The summative reports which youngsters will get at the start of June will be based on:

- (a) Operations Management 5a – written project (25% of review grade)
- (b) Cohort 10 mock exams – Week commencing 24th April 2016. This will consist of two GCSE exam papers which will be based on all units' learners have covered since the start of the GCSE course. This will account for the remaining 75% of the review grade)

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Nature of Assessment

Operations Management 5a – Written report

Operations Management 5b – assessed within the Cohort 10 mock exams

Cohort 10 mock exams – two GCSE papers. The first is based on all units of the GCSE course from the perspective of starting up a business. The second will once again cover all units studied but will be based on growing as a business. The exam papers are one hour each and contain 60 marks per paper.

Independent study throughout the term will target the development of learner's ability to apply their knowledge and understanding effectively when answering structured GCSE style questions.

Guidance

Operations Management 5a – Learners will receive written feedback in alignment with 3 assessment areas:

AO1: Knowledge and understanding

AO2: Application of knowledge

AO3: Explanations and justifications

Exercise books/class work – written feedback will be provided, which learners will be required to reflect and react to.

End of unit assessments – Learners will receive feedback and guidance in alignment with current GCSE marking criteria. Time is built into the curriculum for learners to reflect and target set following feedback.

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Computer Science

Course Overview

Learners will be exploring the remainder of the theory content for the course. Topics are:

- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Assessment Points

Learners will complete end of topic tests for the three topics above. Learners will also be expected to produce robust revision materials as part of their study which will also be checked.

Nature of Assessment

Learners will complete end of topics assessments at the end of each topic. These assessments will include GCSE style questions and cover the range of content. Learners will also complete an end of study assessment covering all theory content studied for the course.

Guidance

Learners will receive verbal feedback continually throughout their study. This will be supported by written feedback in the form of bespoke tasks to move their learning forward. Following assessments, learners will be encouraged to highlight areas for improvement which will guide additional study.

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Dance

Course Overview

The dancers have already performed a whole group contemporary piece; this has helped them to further understand the art of live performance and performance skills. They have also performed a Rock and Roll dance and have now had a number of opportunities to perform live. They have worked on solo performances and deepened their theory knowledge. The dancers have also been working hard at cementing their dances ready to bank for final tweaking. Currently they are working on their own choreography and teaching others their dances. We have been looking in more depth at the theory side and are now doing one in every three sessions as theory.

All dancers should have learnt two solos, developed a group dance and choreographed a dance ready for the mock in April.

Assessment Points

Deadlines will be shared with learners within session times, and deadlines may vary depending on the dance structure, its timing and amount of dancers involved. Assessments will take place in the dance studio although some may happen in the main hall should a performance to a live audience be taking place. The Dancers will have a mock GCSE in April time to assess where they are at. They will have an external moderator for their practical and will also sit a theory paper.

Nature of Assessment

Live performances are always key to practical assessments; this prepares the dancers for their final exams and develops the confidence and self-awareness needed to succeed to their potential in Dance.

Theory sessions will give the learners an opportunity to share their understanding of the technical terms and opinions they have on the professional dance works we study. This time will also allow them to show their thoughts on the development process of the dances they are involved in and/or choreographed.

Session time will allow for smaller assessments and feedback to take place, between both learners and the teacher.

Learners need to make sure they are following the AQA GCSE Dance website for help.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from, not only the teacher, but other learners as well. Learners will also have written guidance through reports and emails and on written work.

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Drama

Course Overview

This term youngsters will be preparing their Component Two Performing Theatre Unit. Learners are required to perform two extracts from a published play with a partner, having learnt their lines they need to be able to dramatise it in line with the playwright's intentions. They will be expected to keep a Portfolio of Evidence documenting their understanding of the practical process when interrogating a text for performance and how they have communicated meaning to an audience.

Once the duologues have been performed youngsters will be involved in a Theatre Designer Project, they will take the set text 'Hard to Swallow' and imagine they are a designer for a forthcoming production. The expectation is that they will design ideas for the set, costumes, make up, lighting and sound. The project will need to be completed before the Summer holiday. In the written exam (Component 3) youngsters will be expected to answer questions from the perspective of an actor, director and designer.

Assessment Points

The upcoming assessments are mocks to prepare themselves for next year. The mock exam will be an assessment based on the script Hard to Swallow and an evaluation of the screening of a National Theatre production Frankenstein that was shown during sessions.

Nature of Assessment

Component 2 – Performing Theatre. This represents 20% of the overall exam. Learners have been preparing for a mock assessment, this will be externally assessed by an examiner in Cohort 11 but for the purpose of assessment in Cohort 10 it will be assessed by the teacher.

Component 3 – Interpreting Theatre. This represents 40%. This exam is being prepared for practically and theoretically in class. They have read the play Hard to Swallow by Mark Wheller and will be answering the first section (Section A) of the exam about an extract. This extract is chosen by the exam board. The second section (Section B) will be an evaluation of a production.

Guidance

Learners receive guidance in their Portfolio of Evidence; that is written analysis documenting their approach to their practical work. Learners also receive feedback continually throughout each practical session. Group feedback is emailed to the whole each group.

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English

Course Overview

English Language

We are studying the new AQA syllabus which, by the end of Cohort 11, will see learners equipped to answer two English Language exams: Language Paper 1 – Explorations in Creative Reading and Writing (50%), Language Paper 2 – Writers' Viewpoints and Perspectives (50%). In addition, by the end of Cohort 11 learners will complete a Speaking and Listening assessment, and we will practice in learning sessions throughout this year and the next. The final assessment does not contribute to their GCSE English Language grade but it does provide them with a certificate for employers and is a compulsory element of their study.

This term learners will study Paper 1. For Section B, their specific focus is to develop their skills of creative writing. They are heavily assessed for content and written accuracy. They will answer a variety of GCSE style questions and the final half term will culminate in a formal assessment in exam style conditions. For Section A, they will become familiar with the reading skills required. They need to comment on language and structure, as well as evaluating a writer's craft overall. For this, they will read and review a range of non-fiction texts in preparation.

English Literature

We are studying the new AQA syllabus and at the end of Cohort 11 they will sit two examinations. These are: English Literature Paper 1 – Shakespeare and the 19th Century novel (40%), English Literature Paper 2 – Modern texts and Poetry.

Since the start of Cohort 10 learners have studied 'An Inspector Calls' and this will be studying their GCSE text – either Arthur Conan Doyle's 'A Sign of Four' or Charles Dickens' 'A Christmas Carol'; the choice will be made by the class.

Assessment Points

One key piece per half term for Language and Literature, plus general essay writing in class time. The Cohort 10 mock exams will include a mock exam for English Language, but not Literature, as learners will not have completed enough of the course at this point. Their learning summaries will provide an overview of what the learners have completed over the course of the year, focusing more heavily on more recent outcomes of study.

Nature of Assessment

English Language

By the end of the summer term, learners would have completed a Paper 1 and Paper 2 mock assessment. They will do this in timed conditions. They will do both Section A which is reading, and Section B which is writing.

English Literature

By the end of the summer term, learners would have completed an English Literature Paper 2 which covers 'An Inspector Calls' and the anthology of poems 'Conflict and Power'.

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Guidance

Learners receive guidance in a variety of ways. These include marked assessments, feedback in books, self and peer assessment as well as MLC appointments.

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French

Course Overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the third term learning will be based upon the themes of Marriage and Partnership and Environment. During the first half term of Term 3 learners will look at: family and relationships, each using and practicing the four different skills. During the second half term of Term 3, under Environment, learners will talk about problems and solutions, eco-tourism and personal responsibility for the world we live in. The course will use authentic material as stimulus for the learning across the four skill areas and learners will need to keep a folder with separate sections to keep the resources and to store examples of their learning. The folders will be kept for the complete 3 year GCSE course and will be essential for their revision for the final exams.

Assessment Points

In April there will be mock examinations in French, each focusing on the four different skill areas of the GCSE. There will be examination papers for listening, reading, speaking and writing.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and French using authentic French texts and there will also be a translation task from French into English. The listening paper will also include questions in both French and English, listening to range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into French. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

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German

Course Overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the third term learning will be based upon the themes of Marriage and Partnership and Environment. During the first half term of Term 3 learners will look at: family and relationships, each using and practicing the four different skills. During the second half term of Term 3 under Environment learners will talk about problems and solutions, eco-tourism and personal responsibility for the world we live in. The course will use authentic material as stimulus for the learning across the four skill areas and learners will need to keep a folder with separate sections to keep the resources and to store examples of their learning. The folders will be kept for the complete 3 year GCSE course and will be essential for their revision for the final exams.

Assessment Points

In April there will be mock examinations in German, each focusing on the four different skill areas of the GCSE. There will be examination papers for listening, reading, speaking and writing.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and German using authentic German texts and there will also be a translation task from German into English. The listening paper will also include questions in both German and English, listening to range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into German. Finally, the speaking exam will be examined in school and you will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

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Geography

Course Overview

The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed as well as consideration of the human influence on these.

Within this unit they will cover coastal and river processes such as weathering, erosion, deposition and transportation. They will also investigate how river and coastal landscapes, such as waterfalls and spits, are formed. Finally, they will investigate problems such as flooding and coastal erosion and consider how these can be managed. Learners will also find out about the impact of glaciation on our national landscape.

This topic will also be used for our Field Work component; learners will conduct their field work either on the residential trip by visiting the Jurassic coastline or on a local day trip to somewhere like Walton on the Naze. They will investigate the theory from the classroom in a real life environment, they will need to plan and prepare for this in advance learning about field work techniques. Then in the field they will be responsible for collecting all their data and other information. Back in the classroom they will collate their findings into a finished project all about the Distinctive Landscape they have studied in person.

Assessment Points

This unit will be assessed via an end of unit assessment in July.

Nature of Assessment

It will be in the format of a GCSE style question paper and will contain field work questions too. This will be the first time learners will have the opportunity to practise field work style questions in exam conditions, it is imperative that they prepare well for this assessment by completing a thorough and high quality piece of practical field work that they can then write about later.

They will use their knowledge gained from this unit to understand how the coastline has changed and put forward ideas about how it can be managed. At the location learners will produce questionnaires which they will conduct with local residents. They will also create maps of the area and collect data based on how the area is eroding and how it is being managed. They will then write up their findings and 'revise' these ready to answer questions on them in the terminal exams in Cohort 11 as well as the end of unit assessment.

Learners will also be assessed via Independent Study and smaller exam style questions which will be carried out in class throughout the term.

Guidance

Geography teachers offer feedback and guidance to learners in a number of ways. Extended pieces of writing and practise exam questions will be point or level marked and either have written guidance attached or when the teacher reviews the task with the class common

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issues will be highlighted and guidance given to the whole group. The enquiries will be marked and written feedback given using the criteria from the new 9-1 scale, however this will be in the style of formative guidance (what has gone well, how to make more progress next time) not a grade. We will also be using a peer and self-assessment framework where mark schemes and success criteria are shared with learners and they are given guidance on how to self or peer mark, this is later checked for accuracy by the teacher. Learners are always welcome to book into MLC sessions with their teacher to access even more feedback and guidance, or to act on the guidance that has been given through the marking of books or through in class conversations.

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History

Course Overview

Learners will be involved in mock examination weeks. This mock will entail a 2-hour exam on Weimar Germany and the Cold War in Asia and a one-hour paper on Britain Health and the People. Learners have revision guides given to each of them to support their revision for this. Once learners have completed this they will be exploring the Norman Conquest. Looking into the Battle of Hastings site, Pevensey Castle and Durham Cathedral as site studies for the period. Learners will learn about how William Duke of Normandy consolidated his power in England

Assessment Points

Mock examination in the main hall during the summer term.

Nature of Assessment

A 2-hour exam on paper 1; Weimar, Nazi Germany and the Cold War. This will make up 50% of learner's progress grade so far.

Guidance

Learners will be completing two essay questions after which the class teacher will give detailed written feedback as to the quality of the written communication. Teachers may also give verbal feedback having marked the essay and learners will have to make a note of this feedback in their book. They will be given feedback on the quality of written communication, the detail of historical knowledge and structure of the question they have answered. Learners may also get verbal comments which they will have to record and make a note of. They will be given a mark out of 16 for this.

Guidance will be given to learners in a written format in their exercise books. Learners will be required to completed source questions throughout the year where they will also receive detailed written feedback on.

Written Project – Written feedback and guidance will be provided across 3 formats:

1. Knowledge and understanding of the historical context
2. Written Communication
3. Quality of explanations and conclusions

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Maths

Course Overview

During Cohort 10, learners continue to follow the curriculum they started in Cohort 9, a scheme of learning that covers the 6 main areas of maths; number, algebra, ratio and proportion, geometry, statistics and probability. At the start of each unit learners will use a Unit audit to establish their confidence of the topics and where they have gaps in their learning. For each topic there are a variety of challenges, PowerPoints, websites, videos, worksheets and exam questions available on il@h to improve their understanding. At the end of the Unit they will showcase their learning by completing exemplar revision examples of the unanswered questions from the original audit.

The topics for learners during the Summer term include:

Foundation

Unit 15 Constructions, loci and bearings
Unit 16 Quadratic equations and graphs
Unit 17 Perimeter, area and volume 2

Higher

Unit 15 Equations and graphs
Unit 16 Circle theorems
Unit 17 More algebra

Assessment for Learning Opportunities

During the sessions teachers assess learners constantly by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place.

Formal Assessment

The youngsters will complete a mock GCSE set of 2 papers at the start of the term. Teachers will help guide learners to take the tier of paper that will be most beneficial to them. This can change between assessments as learners expand their mathematical knowledge.

Guidance

Learners will be given verbal feedback in class which could sometimes be written in books and electronic feedback outside the classroom (via email, il@h or other apps) and they will be expected to respond to it to enable them to improve. After each assessment learners will receive an analysis of their results which will then be used to inform them of their strengths and areas for development.

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Media Studies

Course Overview

Learners will be continuing with Assignment 3 of the course. During this time, learners should have finished the bulk of their extensive research and pre-production of their chosen product. This term, learners will start designing and creating their final product (magazine, music video or website). Following this, learners will be required to create an evaluation of their product.

If learners have completed this, then they will be improving Assignments 1 (moving image) and Assignment 2 (a cross-media study). If coursework is up to the highest standard, learners can spend some time researching the exam topic: Serial TV Drama.

Assessment Points

Deadline for Assignment 3 Product before Easter Holidays.
Deadline for all three assessments – summer term.

Nature of Assessment

Learners will need to produce four pages of a magazine or a website as their final product. They will need to ensure that the product fits the primary and secondary target audience needs and fulfils the conventions of the product to a professional level. Learners will gain more marks if technology is used such as a PC or produced on their iPads.

Assignment 1 – Moving Image (10% of overall mark)

Assignment 2 – A Cross-Media Study (20% of overall mark)

Assignment 3 – Practical Production and Evaluation (30% of overall mark)

Guidance

Guidance in Media Studies is given through email dialogue; via verbal feedback in sessions; learning conversations are recorded on paper and written feedback is given on the front of coursework folders or on post-it notes. Media Support Sessions are available on Tuesday and Wednesday with Miss Jones and/or Miss Brunning in MS1.

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Music

Course Overview

During the Summer Term, there will be 2 main focuses for GCSE Music in Cohort 10:

- Finalising coursework focus based Integrated Portfolio and Practical component. Learners will be making final adjustments to their current drafts over the course of the term.
- The second focus is based on developing musicianship. Having a basic knowledge of music theory, being able to read basic scores and being able to understand these in the context of the Areas of Study is vital throughout all aspects of the GCSE. This term will follow a musicianship programme designed to give learners the essential skills needed to be successful in these areas. This will further support understanding of the Areas of Study.

Assessment Points

Deadlines will be shared with learners via the study timelines and within learning sessions. The solo performance, composition 1 & 2 and ensemble performance will take the form of a formal recorded assessment, and will be assessed using the GCSE assessment criteria, which will be shared with learners when the task is set.

Nature of Assessment

The composition 1 takes place under controlled conditions during learning session time. The performances should be prepared by learners outside of session times. Following the recorded solo performance, learners will complete a formal written evaluation in controlled conditions, which will take place across two learning sessions.

The Integrated Portfolio is worth 30% of the GCSE.

The Practical component is worth 30% of the GCSE.

The Listening Exam which will take place at the end of Cohort 11 is worth 40% of the GCSE.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well. Learners will also have written guidance through reports and emails and on written work.

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Philosophy and Ethics

Course Overview

Having completed their mock examinations on Islam the learners will receive feedback from their mock examinations. In the summer term, learners are going to be looking into the module on Religion peace and conflict. They will be exploring the Just War theory and the ethical debate behind drone strikes. Learners will finish off the year looking into the origins of the universe, humanity and the environmental impact humans have had on the world. They will explore humans' relationships with animals and compare Charles Darwin's Theory of Evolution to the Christian concept of the story of creation in Genesis. We will then go on to looking into the different ways that God reveals himself, looking at the Holy Trinity, Miracles and the Bible in more depth. Learners will gain an understanding of the Christian beliefs and practices around these. To finish off the year, learners will spend some time looking again at Philosophical questions using The Matrix as a basis for their argument. They will discuss Plato's Cave and gain an understanding of the Philosophy behind the theory, look again into reality and discuss ideas such as 'The Brain in the Vat'.

Learners are also going to be doing their mock examinations at this point and will have some time during learning sessions to prepare for these.

Assessment Points

After every module, learners will be required to answer a 3, 6 and 15 mark question. They will be given a choice around topics that they have studied over the module. Scaffolding and advice on how to answer these questions will be available throughout the course and as learners improve, this will be taken away, but only when they are able to formulate a well-structured answer.

Nature of Assessment

3, 6 and 15 mark questions. Learners' grades in their Progress Reviews will reflect their attainment in class and also their ability to answer a series of questions. Learners will be assessed in three tiers (Upper/Middle/Lower) and will be based on the grade boundaries used by the OCR exam board. These grades will give the teacher an idea as to how advanced the individuals writing is in the form of a tier. Due to the fact that there is no controlled assessment this will act as an indicator to the learner and teacher as to what the learner would have achieved on **one** section of questions. By the time learners have studied all 3 sections of each paper, the two best results will be taken to determine their aggregate grade for that paper.

Guidance

Guidance will be provided to learners through written feedback on their learning and attainment during sessions in their books. 15 mark essays will be marked and the grades recorded accordingly in their exercise books. Learners will be given feedback based on the quality of their written communication, knowledge of the religion and ability to make informed conclusions.

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Physical Education

Course overview

During Cohort 10, learners have three 100 minute sessions of PE each fortnight. This time will be split two theory sessions and one practical session per fortnight. Cohort 10 have completed the syllabus for components 1 and 2. They will be revising component 1 (Applied anatomy and physiology; Planes, axis and levers; Fitness training) in the run up to the mock exam. After this, learners will be completing their Personal Exercise Programme.

During practical sessions learners will be given time to use the fitness equipment to carry out their training programme.

Assessment Points

Mock exam – Tuesday 2nd May.

Personal Exercise Programme (PEP) to be carried out over 8 consecutive weeks. Write up to be completed during lessons under ‘controlled conditions’ before 14th July.

Nature of Assessment

Mock exam learners will receive a percentage and an approximate GCSE 9-1 grade.
PEP learners will receive a mark out of 20.

Guidance

Learners will receive feedback via email, verbal feedback during theory and practical lessons which they will then need to implement during the lesson. Assessments will be marked and written guidance given.

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Product Design

Food Preparation and Nutrition: The format will remain the same as that followed in Term 1 and 2, where learners were provided with all the resources they need to be successful including how to guides and assessment logs. Learners will be working on the third independent assessment task, with the focus on “Cuisines from around the world”. This unit will explore ingredients from around the world. Learners will be able to develop their knowledge around international ingredients, how to make them and how to combine unusual and interesting flavours. This unit makes strong links with Science as we experiment with ingredients and functions or chemical makeups. Learners are provided with a recipe booklet but will be expected to adapt recipes to make them fit for purpose. They are provided with all the resources they need to be successful including how to guides and assessment logs. The last 4 sessions of the term will be a mini NEA (Non Examination Assessment) task to prepare them for the final assessment in Cohort 11. Learners will be expected to carry out research, design and make three products of their choice from another Cuisine, using the knowledge and skill from the previous sessions.

Graphics, Product Design, RM and Textiles learners are all continuing to work on their controlled assessment this term. They have already completed the research (C1) section along with the majority of their design and modelling (C2) section. This term they will be focusing on their practical product (C3) of their coursework, they will use all of their research and modelling to inform them to plan and make their final product (C3).

Assessment Points

Food Preparation and Nutrition: Learners will be working on tasks mapped out in an assessment booklet for the first part of the unit. Learners will be assessed throughout the unit to ensure all the relevant information has been included.

The mini NEA (Non Examination Assessment) task uses the information from the assessment booklet and research carried out by individuals. Learners will then complete a portfolio of work, assessed against the grading system set out by AQA, for the Food Preparation Task. The mini NEA task will be marked out of 70 and will be made up of marks for both paperwork and practical investigations. This portfolio of evidence will be assessed when submitted at the end of the unit however there will be checkpoints throughout the duration, to ensure every learner is on track.

Breakdown of grades	
Section A: Researching the task	6 marks
Section B: Demonstrating technical skills	18 marks
Section C: Planning for the final menu	8 marks
Section D: Making the final dishes	30 marks
Section E: Analysis and evaluation	8 marks
	70 marks

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Learners will have completed the first research criteria (C1, worth 8 out of 90 marks) and the majority of their design and modelling criteria (C2, worth 32 marks out of 90) of their GCSE folder by the Easter break. Learners will begin to make their final product (C3, worth 32 marks out of 90) ensuring they are creating a photo diary of each stage.

Nature of Assessment

Learners have completed their research (C1) relating to their subject and came to conclusions, which informed them about critical points in their designing and modelling (C2) of products. Learners will need to work independently to produce a quality product demonstrating a high level of making and finishing skills. Learners will have to select and use a range of tools and materials skilfully and safely, and the product should have the potential to be commercially viable and is suitable for the target market.

The learning review attainment grade is based a working grade for the pages they have completed on their own individual projects (C1 & C2) so far. This is set up in an excel document to show the average grade for the work they are producing and is constantly updated. We have also included the Cohort 10 exam grade with a weighting of 40% as this represents the weightings for their final exam in the summer of 2017.

Guidance

When the learners start their coursework we use the AQA mark descriptors to create individual guidance, along with knowing our learners and their strengths and where they will need more support. Guidance is given at her end of each criteria but also at the start of each task ensuring all the learners know what their focus should be and possible outcomes. As a school we report to parents three times throughout the year completing a progress review, a learning review and finally a learning summary.

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Science

Course Overview

Learners are coming to the end of the new 9-1 Trilogy GCSE provided by AQA. All learners will continue the Trilogy course (Combined Science) focusing on the remaining units. At this stage, learners will complete just the Trilogy content (Combined Science), as this material directly crosses over with the Triple (Biology, Chemistry & Physics) and every youngster will have the potential of gaining three science GCSE's (by the end of Cohort 11).

Topics in the Summer Term will include the following:

Biology: Homeostasis & Response, Inheritance, Variation & Evolution & Ecology

Chemistry: Exothermic & Endothermic, Rates of Changes, Organic Chemistry, Purity & Atmospheric Chemistry

Physics: Forces, Waves, Magnetism & Electromagnetism

Assessment Points

Learners will be regularly assessed during the course. At the end of each three units (around 15-20 learning sessions) learners will sit a GCSE end of topic paper which will give staff, learners and parents an idea of progress being made. This will provide staff and learners with guidance around the key practical skills which are going to be an essential part of future exams. At the end of the Summer term learners will sit a combined mock paper lasting 90 minutes. Each of these assessments will provide information to come to an informative decision about Combined Science (Trilogy) or Triple Science.

Nature of Assessment

As Controlled Assessment has been removed from the new GCSE, learners will no longer have to complete this. In its place learners must have experience of a number of practicals which will then be assessed in the terminal exams. Learners will therefore be assessed via the use of Skills tests, End of Topic tests, mock exam and regular teacher assessments.

Guidance

Throughout learning sessions, we will regularly give learners verbal feedback for the studying they are doing both in sessions and independently out of learning session time. Depending on the class teacher some of this feedback will also take the form of written guidance.

At the end of a topic learners will complete an end of unit assessment and will be provided with a % for the paper. Learners will then have time to reflect on this paper and use it to further improve their understanding.

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Spanish

Course Overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the third term learning will be based upon the themes of Marriage and Partnership and Environment. During the first half term of Term 3 learners will look at: family and relationships, each using and practicing the four different skills. During the second half term of Term 3 under Environment learners will talk about problems and solutions, eco-tourism and personal responsibility for the world we live in. The course will use authentic material as stimulus for the learning across the four skill areas and learners will need to keep a folder with separate sections to keep the resources and to store examples of their learning. The folders will be kept for the complete 3 year GCSE course and will be essential for your revision for the final exams.

Assessment Points

In April there will be mock examinations in Spanish, each focusing on the four different skill areas of the GCSE. There will be examination papers for listening, reading, speaking and writing.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and Spanish using authentic Spanish texts and there will also be a translation task from Spanish into English. The listening paper will also include questions in both Spanish and English, listening to range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into Spanish. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.