



Cohort 9 Course Guides

Summer Term 2017

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Art

Course Overview

Learners will begin to develop their second coursework unit this term based on the theme 'Structural'. The unit will run until the summer break and will explore a variety of approaches and media considering ways to develop layering and depth in work. We will build on learners' core skills in photography and photo manipulation, collage, mixed media and printmaking and over the term learners will resolve and refine their explorations in time to create a final piece before the summer break. 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 on Monday and Tuesday until 5pm and on 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 marksheets, 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. The overall project deadline for the Structural project is September and learners may wish to use the summer break to complete their work on the project prior to commencing their studies in Cohort 10.

Nature of Assessment

Grades are not given at this stage as there has not been sufficient work completed to be assessed as a full portfolio, but project work that is submitted in September is marked using full GCSE assessment criteria which then equates to a particular tier of attainment. We would expect most learners to be moving into the middle tier of attainment as they begin Cohort 10. The level of progress that each learner makes is also monitored between each project comparing how well a learner is developing their approach to the 4 GCSE assessment objectives. Progress is indicated using a simple 4-part scale (P1: making excellent progress to P4: declining performance).

Guidance

Learners are given structured guidance from their teacher approximately monthly, via a simple feedback sheet, about how well they are developing, recording and reflecting on their work. Verbal guidance, via one to one tutorials, is offered every session. The Art Space il@h page is home to all of the 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 conclude the final portion of the Summer term examining the '*Business in the Real World*' unit, in which their knowledge and understanding will be assessed across two assessment points; an extended business investigation and an end of unit test. Following feedback and learning points, learners will then begin working through their third Business Studies unit – '*Human Resources*'. In this unit, learners will be examining the different methods that businesses use to ensure that staff are recruited and motivated effectively, so that productivity and efficiency can be maintained. The way in which different types of businesses choose to structure will also be examined, along with the benefits and drawbacks in businesses devoting time, money and resources towards the training of their existing employees.

By the middle of the Summer term, following another case study investigation and end of unit assessment, learners will have time to start exploring the fourth unit of the course, '*Influences on a Business*'. In this final part of the year, learners will be exploring how technology can benefit the workplace and why ethical and environmental issues need to be considered when a business is aiming to expand. This unit will also present an opportunity to analyse key legislation which businesses have to be aware of in order to avoid significant legal fees and publicity that could considerably damage their reputation and customer base.

Assessment Points

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

The week 29 learning review will be based on:

- (a) '*Business in the Real World*': written case study – written project (20% of review grade).
- (b) '*Business in the Real World*' – end of unit assessment (70% of review grade)
- (c) Independent Study submissions – GCSE practice questions (10% of review grade).

Nature of Assessment

'Business in the Real World' – Written project
'Business in the Real World' – End of unit assessment
'Human Resources' – Written project
'Human Resources' – End of unit assessment

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

Case Studies – Learners will receive written feedback in alignment with 3 assessment areas:

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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.

Presentations – Verbal feedback and guidance will be provided as per the assessment points shown above.

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.

Feedback and 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

This group have already worked on a number of whole group performance in the Contemporary dance style as well as Rock and Roll, these were performed at both the Christmas concert and Dance show. Youngsters have been learning four set study solo dance pieces, this will be continuing for some time, however alongside this we will begin to look at other dance styles. We have already briefly looked at Ballet, as well as Contemporary. This term as the dancers separate off into a variety of different group sizes, we will look at Modern and jazz dance styles. Developing a Michael Jackson group dance as well as developing their own dance choreography to teach to other dancers, which is in the dance style of their choosing.

There will still be the occasional theory session, where we watch and study different professional pieces, discussing their use of dance relationships, aural setting and physical setting. Learners will be encouraged to share opinions on the motif development and overall impression of the dance.

Assessment Points

Deadlines will be shared with learners within session times, and deadlines may vary depending on the dance structure, the 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.

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.

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

These learners have been deepening their understanding of Drama, how to develop it and starting to create their own thought around being a drama practitioner. They have already looked at Theatre in Education and Physical Theatre as well as elements of Musical Theatre, Brecht and Stanislavski. The learners are now moving onto looking a script work; how to analyse characters, perform sections of text and strengthen their performance skills.

The learners have also worked on their written work with an ongoing portfolio of evidence as well as an evaluation in exam conditions.

Assessment Points

There will be regular in class performance opportunities, to include self, peer and teacher assessment. Performance opportunities will also happen as part of demonstrating knowledge and understanding of the practitioner and style. The written element will be assessed and feedback given on how best to access top marks for next time.

Nature of Assessment

Assessment will be based on GCSE criteria. There will be regular opportunities for the learner's skills to be showcased in both written and practical areas.

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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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 practise 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 be focusing on Paper 2 – Section A initially. The topic is titled 'Crime and Punishment'. Learners will read a range of non-fiction extracts linked to this area and apply the reading skills required to write exam responses. They will summarise differences between two texts and analyse language. In addition, they will compare two texts, looking at how the writers have composed these for effect.

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.

Learners this term will be studying the text 'A Christmas Carol'. This will prepare them for the study of a novel in Cohort 10. Learners are expected to read the novel in full, paying attention to the construction of character, plot and theme. There are no texts in the final exam, so learners will need to build the skills of memorising quotations to support their essay style responses.

Assessment Points

One key piece per half term for Language and Literature, plus general essay writing in class time. 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 summer holidays, learners will have completed a Section A – Paper 2 exam. They will complete this in line with the exam's allocated time of 1 hour. They will also have been writing answers to example questions in the run up to the assessment. Later in the summer term, the class teacher will pick one area of the GCSE to also assess again. This will depend on the nature of each individual class.

English Literature

By the summer holidays, learners will have studied Charles Dickens' 'A Christmas Carol' in full and will have completed a mock exam answer in class time. They will also have been

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writing answers to example questions in the run up to the assessment. They will also complete a poetry mock assessment.

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 School Life and Literature. During the first half term of term three learners will continue to look at School Life, encompassing school trips and exchanges and celebrating success. During the second half term of term three under Literature they will complete writing workshops, study the art of translation and complete an autobiography entitled “This is Me”. 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 three year GCSE course and will be essential for revision for the final exams.

Assessment Points

During weeks 31, 32 and 33 in May, there will be skill assessments in speaking, listening and reading, focusing on the topic area of School Life.

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 9 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 School Life and Literature. During the first half term of term three learners will continue to look at School Life, encompassing school trips and exchanges and celebrating success. During the second half term of term three under Literature they will complete writing workshops, study the art of translation and complete an autobiography entitled “This is Me”. 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 three year GCSE course and will be essential for revision for the final exams.

Assessment Points

During weeks 31, 32 and 33 in May, there will be skill assessments in speaking, listening and reading, focusing on the topic area of School Life.

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 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 9 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

Throughout this term, learners will continue their learning about ‘Sustaining Ecosystems’. Learners will study both the Tropical Rainforests and Arctic Tundra. By the end of this unit learners should be able to tackle the following key questions:

- Why are natural ecosystems important?
- Why should tropical rainforests matter to us?
- Is there more to polar environments than ice?

They will investigate their people, plants and animals and understand how everything is interconnected. Then they will consider the ways in which these environments can be exploited by humans.

Learners will finish Cohort 9 investigating our changing climate. Climate change is one of the most controversial global issues of the 21st Century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect etc. Social, economic and environmental impacts of climate change at both local and global scales will be examined. Learners should be able to answer the key question; What evidence is there to suggest that climate change is natural?

Assessment Point

Sustaining Ecosystems unit will be assessed at the end of April.
Our Changing Climate will be assessed at the end of the summer term.

Nature of Assessment

The assessment will contain a range of GCSE style questions. 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 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 continuing their investigation into Weimar and Nazi Germany. Learners will be answering key questions such as Why did Hitler come to power in Germany? How did the Nazis consolidate their power? How did the Nazis control Germany use terror and propaganda? What was life like for men, women and children in Nazi Germany? Finally they will begin their investigation into how the Jews and other minorities were treated in Nazi Germany.

Assessment Points

Learners will be completing a past paper on Weimar Germany, and a number of essays during learning sessions on the various enquiry questions explored, which are listed above.

Nature of assessment

All assessment is essay based. 50% of learner's progress grade will come from the past paper which will be completed in either week 27 or 28. The rest of the progress grade will come from the completion of the essays and past papers questions completed up to this point during Independent Study or in learning sessions.

Guidance

Learners will be completing three 12-mark 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 complete 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 9 learners will visit a number of different topics that together will cover the 6 main areas, of number, algebra, ratio and proportion, geometry, statistics and probability. A specific area of learning is covered in 3-4 week block during the Summer term. At the start of each unit, learners will use an initial audit to establish their confidence of the topics and where they have gaps in their learning. There are then a number of different challenges, websites and other resources available to them to improve their knowledge. Teachers will use the initial audits to direct learners as required.

The topics for the Summer term include:

Unit 6 Angles

Properties of shapes
Angles
Geometrical patterns

Unit 7 Averages and range

Mean and range
Mode, median and range
Estimating the mean
Sampling

Unit 8 Perimeter, area and volume

Rectangles, parallelograms and triangles
Trapezia and changing units
Area of compound shapes
Surface area of 3D solids
Volume of prisms
More volume and surface area

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

At the end of the Summer term all learners will complete 3 GCSE 1-9 papers as an assessment. Teachers will help guide learners to take the tier of paper that will be most beneficial to them. The results of this will help inform learners and teachers which pathway (Higher or Foundation) they should follow in Cohort 10. This will be discussed and clearly communicated with parents/carers and reviewed constantly especially following future assessments.

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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 explore a range of different topics associated with stars and celebrities. This is an opportunity for them to understand the conventions of different media platforms (radio, magazines, online social media, websites, blogs, newspaper articles). The aim is for learners to be equipped with the knowledge and understanding of the conventions of each media platform which will enable them to plan and create products linking with the themes of celebrities. Learners will have the breadth of knowledge of these platforms as well as an in-depth knowledge of the conventions and understanding of the theoretical framework (language, audience, representation and institution).

Assessment Points

Learners will have mini projects and in class deadlines to complete each media platform.

Nature of Assessment

The nature of the assessment may include producing the front cover of a magazine, hosting a 'fake' celebrity or a real one. Learners will have the opportunity to create their own advertisements for certain brands with a focus on a specific target audience. Learners will engage in writing and editing radio scripts in group. Other written activities include writing the front cover and articles of newspapers, magazine columns and blogs. The idea is to skill learners up for when they reach Cohort 10 and have to produce a real assignment worth 30%.

Guidance

Guidance in Media Studies is given through email dialogue; via verbal feedback in sessions; and written feedback which is given on assessments where learners have opportunities to reflect and improve. 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, the main focus is based on Area of Study 1, 'My Music'. Prior to Easter learners will have completed their written three-piece study assignment, and also will have recorded their first attempt at a solo performance. In the summer term, they will be completing and recording their first draft of their Composition 1, based on the genre and instrument they have studied.

In addition, learners will continue their study of Area of Study 3, Rhythms of the World. We are now studying each topic in depth, and learners will be developing their understanding of the rhythmic aspects of each style.

Assessment Points

Throughout the first half term, there will be assessment opportunities based on Area of Study 3 through Independent Study tasks, where learners will be able to demonstrate the understanding they have gained during sessions.

For Area of Study 1, the solo performance will have been assessed using the GCSE exam board criteria for performance. This will be the first assessment completed using official GCSE criteria. Learners will be reminded that solo performances can be revisited many times, and are a continual work in progress. The compositions will also be recorded and will be assessed using the GCSE criteria.

Nature of Assessment

The assessment for Area of Study 1 will be a recorded practical performance for the Composition 1 – this can be done in a live format, or by using music technology; learners will be aware of the criteria for assessment, which will be shared with them at the time the task is set. Following the recorded performance, learners will complete a formal written evaluation in controlled conditions, which will take place across two learning sessions.

The independent study tasks for area of Study 3 will be set as appropriate based on the learning that takes place in sessions, and guidance will be given for these tasks.

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

In the summer term, learners will complete the unit studying Islam. They will then begin looking into the existence of God where they will explore the Cosmological and Teleological Argument in detail. They will explore the concept of reality, looking in detail into Plato's Cave Allegory, what constitutes God and why people question the existence of a God. Learners will then spend some time looking into Religion, peace and conflict, exploring the Just War Theory and the debatable ethics behind drone strikes. Towards the end of the year learners will have the opportunity to explore 'reality' further with a series of learning sessions centered on Inception. Learners will be exploring discussions on what reality is, scepticism and rationalism.

Assessment Points

After every module learners will be required to answer 3, 6 and 15 mark questions. 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, 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 Summative Reports 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

Learners will follow the new GCSE course. Due to the increase in the theoretical content learners will continue to have two theory lessons a fortnight and one practical lesson.

During the third term learners will cover the respiratory system, aerobic and anaerobic exercise and short and long term effects of exercise on the body systems. These will be delivered in both a theoretical and practical context. During the practical lessons learners will gain knowledge and understanding of Athletics and Cricket.

Assessment Points

Learners progress will be assessed approximately once per half term. Theory assessment will be based on the respiratory system, aerobic and anaerobic exercise and short and long term effects of exercise on the body systems.

Practical assessment will be completed at the end of a unit.

Nature of Assessment

A combination of multiple choice and short answer questions will be used. Long answer questions will be introduced. Percentages will be used to gauge attainment and track progress. Assessments during Cohort 9 will NOT contribute to the final GCSE grade.

Practical will be marked out of 30. With a mark out of 5 for skill replication and a mark out of 25 for accurate and effective application to a competitive situation.

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

Course Overview

Food Preparation and Nutrition: The format will remain the same as that followed in Term 1, 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: Learners will be investigating linkages and mechanisms to create a pop-up book or set of cards using the designing skills they have learnt in the last two terms both in their drawing skills and CAD skills. Following this learners will move onto a packaging project, where they will explore points of sales and nets. Learners will be considering the design process in both projects which will prepare them for starting their controlled assessment in Cohort 10.

RM: Learners are working with wood this term. They will make a bookend to develop their knowledge and understanding of marking out, cutting and finishing wood and using card templates to support their making. They will follow the design process in this project which will prepare them for starting their controlled assessment in Cohort 10. They will be using CAD and gain an understanding of 'Google Sketchup' and this will enable them to create 3D renders for their design pages. They will also be introduced to the new specification and be taking part in a range of theory lessons for their GCSE specialism of Timber and Materials.

Textiles: Learners have developed their construction skills within the projects undertaken in Terms 1 and 2. The beginning of this term will see our learners complete the fashion project started last term. Learners will develop their graphical skills at this stage, learning how to draw and communicate ideas to an industry standard. When completed learners will move on to their final project of the year, where they will get the opportunity to work for a commercial client. This is a real life experience where learners will be set a brief by the client and have to tailor make their ideas to make them suitable for the requirements of the company. Learners will work together to create a range of fabric and wallpaper designs that will then be applied to interior products such as cushions, throws and kitchenware. The project focuses on different printing techniques which are then embellished. We will then work with the client to develop an understanding of staging and commercial advertising to finally create a fun and exciting window display. Learners will also make strong links with Resistant Materials at this stage as they produce a wooden frame to upholster a footstool with their own fabric.

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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

Deadlines will be shared with learners via the project timelines and within learning sessions.

Nature of Assessment

Learning summary grades during this term will be awarded as follows: Lower Tier, Middle Tier and Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

At KS4 we are constantly giving feedback in our learning sessions. In Cohort 9 we are building on their skills and knowledge ensuring they are ready to make informed choices when completing their GCSE coursework. All learners have different strengths and areas they need to work on, and we tailor our sessions to support and guide each individual.

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Science

Course Overview

Learners continue their study of the 9-1 GCSE provided by AQA. All learners follow the Trilogy course (Combined Science). Learning focuses on 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 will include the following:

Biology: Infection & Response

Chemistry: Chemical changes & Energy changes

Physics: Atomic Structure, Forces & Waves

Assessment Points

Learners will be regularly assessed during the course. At the end of each unit learners will sit a GCSE end of topic paper which will give staff, learners and parents an idea of progress being made.

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 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. Learners will also receive written feedback in their books.

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 guide additional study and revision.

Cohort 9 Course Guide – Summer Term 2017

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 between April and July learners will cover a variety of topic areas such as Family, Friends and Interests and Social Media and within these topics, they will continue to build their knowledge of the three main tenses in Spanish, as well as opinions and justifications.

Assessment Points

During Week 31 in May there will be skill assessments in all four skill areas of the GCSE, including Reading, Listening, Speaking and Writing. The topic area for these assessments will be “Mi Vida”.

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 9 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.