



Parkstone Grammar School for Girls

**CURRICULUM
BOOKLET
YEAR 9
2019 -2020**

Name:.....

Tutor Group:



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your daughter enjoys her learning and thrives at Parkstone. It is very important to us that you are fully involved in your daughter's education and progress while she is with us.

A cornerstone of a strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 9.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your daughter's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Hallsworth', with a long horizontal flourish extending to the right.

Mr David Hallsworth
Head Teacher

WELCOME TO YEAR 9

Dear Students

Welcome to Year 9. I'm sure you will find this to be a really exciting year as you start your new GCSE courses which will culminate in your GCSE examinations in three years' time.

For the first time you have had a major input into determining the curriculum you are going to follow because of the option choices made at the end of Year 8. This means that you will now study 10 GCSE subjects plus PE, RE and Wellbeing. In addition you will also have a lesson to support you as you adapt to the needs of your GCSE years called 'Time to Talk.'

To help you get to grips with the expectations of your subjects Year 9 is seen as a foundation year providing the opportunity to develop the skills and knowledge required for success.

You will be assessed based on a scale of how well you meet these new expectations (excellent, secure, developing or core). Towards the end of Year 9 some of your teachers may also start discussing Internal Exam Assessments with you. Internal Exam Assessments play a significant part in some of your subjects and it is important to plan your time effectively so that a variety of different deadlines can be met with confidence. If you feel that you are not coping with this or any other aspect of your course please discuss it with your Teacher, Form Tutor or your Head of Year as soon as possible.

Year 9 is also a time for looking towards the future and so you should continue to use some of your time to learn new skills and actively pursue existing hobbies and interests. There should be time for other activities both within and outside the school environment, whether it be sport, drama, music, Cadets, voluntary work or any of the other amazing opportunities available. Remember that those additional things you do outside your schoolwork add to your education and to your own personal development. Take the opportunity to expand your horizons; use your initiative, develop your independence and try something different.

Time will pass quickly so don't put off those things that need to be done. You will find that Year 9 will pass very quickly and Years 10 and 11 even quicker. More than anything I hope that you enjoy your time in Year 9. Show courage when things are challenging; commitment to being the best you can be and show compassion to those around you. These things will all enable you to make the best of your time in Year 9.

Yours sincerely



Miss Danni Willis
Deputy Headteacher

FORM TUTORS

Head of Year	~ Mrs J Dawe	
Form Tutors	~ Ms L Bayliss	~ 9P
	~ Mrs N Pope & Mrs H Kellaway	~ 9A
	~ Miss L Beattie	~ 9R
	~ Ms C Saunders	~ 9K
	~ Mrs J Scopes & Mrs M Starosta	~ 9S
	~ Ms R Lehman	~ 9T

SUBJECT REPORTS

ART & DESIGN

GCSE course name and number: Art & Design (Fine Art)
AQA 8202

Departmental Teachers: Miss Batley and Miss Sturdy

Details and length of examinations:

Portfolio work	60%
Externally set task	40%

Details of teaching scheme to be followed and timing:

During the first Year of the GCSE course, students will build on and develop the techniques and skills they have already gained in previous years. Students will work in a variety of media, such as painting and drawing, printmaking and sculpture and develop their use of electronic and online drawing and photo-manipulation resources.

Skills that students need to acquire:

A painterly, multi-media and experimental approach will be encouraged and students will be expected to interpret set project briefs in a lively, creative and imaginative way. Sketchbooks or display sheets will be used for developmental work. By the end of the Year we hope students will respond to ideas, tasks and visual problems with an inventive independence. Students will practice and develop their research skills, exploring other artists' work and ideas and investigating other sources of inspiration to inform a personal, experimental journey. Students must be willing to take risks with ideas and materials, refine, adapt and develop their own art practice, and create a portfolio of work that shows evidence of a full and logical journey from initial inspiration through to a final response.

Notes on homework and assessments:

Homework is seen as an essential part of coursework. Projects cannot be completed successfully unless students work at home, and independently gather first hand drawings, research and photographs, from environments beyond the School. Due to the variety and pace of this course we would expect all coursework deadlines to be met.

Assessment will be ongoing throughout the year. There is no end of year art exam.

Students are expected to have basic art materials: Set of sketching pencils to include HB – 4B/6B, black fine liner, rubber, sharpener, paint brushes, palette knives, colouring pencils, acrylic paints, A1/A2 portfolio for transporting work to and from School, glue stick (Pritt Stick recommended), plastic tool box for storing materials, small Tupperware container to act as a palette to enable students to work at home and an overall - (a long, sleeved old shirt is recommended) for all lessons.

Hints on how to be successful in the course:

- Listen carefully to instructions and tutorial guidance/feedback on progress, and always ask for clarification if unsure about anything.
- Be prepared to experiment with new materials and ideas, expand on knowledge of materials and processes already gained, really challenge yourself!
- Make sure you cover all 4 assessment objectives required in your work
- Aim for a high standard in both your artwork and presentation
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Be Organised - Devise a work schedule and keep on task to meet deadlines
- Plan ahead to arrive well prepared for lessons, so that planning and organisation is not left until the last minute when purchase of materials or printing from computers etc. may be difficult.
- Always keep a backup of all material stored on computer, in case of any problems with software / hardware.
- Take the opportunity to read around the subject/topics covered. Refer to information put on the VLE.
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Keep all artwork secure and clearly named, because this represents 100% of your GCSE coursework

ASTRONOMY

GCSE course name and number: Edexcel Astronomy (1AS0)

Departmental Teachers: Mrs Bradstock

Details of teaching scheme to be followed:

GCSE Astronomy offers a range of opportunities for students to develop their skills, particularly problem solving, application of numbers and ICT. It complements other science qualifications, especially Physics.

Students sit two external exams. The course consists of 2 Units; Unit 1 is split into 8 topics and examined in a 1 hour 45 minute written paper (paper 1). Unit 2 is also split into 8 topics and examined in a 1 hour 45 minute written paper (paper 2). Both papers contain a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical and extended- open-response questions

Unit 1: Naked-eye Astronomy

- Topic 1 – Planet Earth: You will gain an understanding of the planet Earth and its internal structure and learn about the major divisions on Earth's surface and how its atmosphere affects observations.
- Topic 2 – The lunar disc: You will gain an understanding of the Moon and its surface formations, and be able to identify some of the main features on its surface and study the rotation and revolution of the Moon and the effect of libration.
- Topic 3 – The Earth-Moon-Sun system: You will gain an understanding of the relationship between the Earth, Moon and Sun and how they affect each other and study tides, precession and eclipses
- Topic 4 – Time and the Earth-Moon-Sun cycles: You will gain an understanding of astronomical definitions and measurements of time and study synodic and sidereal time, solstices and equinoxes and the need for time zones.
- Topic 5 – Solar System observation: You will gain an understanding of how to observe the Sun and planets, including the locations of the planets in relation to the Earth and the Sun and safely observing the Sun.
- Topic 6 – Celestial observation: You will gain an understanding of how to observe a variety of naked-eye astronomical phenomena and study how to plan your observations to be at the best time and location, taking into account effects such as weather and light pollution.
- Topic 7 – Early models of the Solar System: You will gain an understanding of how ancient civilisations observed the Solar System and study how early astronomers modelled the Solar System
- Topic 8 – Planetary motion and gravity: You will gain an understanding of the motion of the planets around the Sun and the role of gravity and study Kepler's laws of planetary motion and Newton's law of universal gravitation.

Unit 2: Telescopic Astronomy

- Topic 9 – Exploring the Moon: You will gain an understanding of the Moon, its internal structure and features on the far side and study how we have travelled to the Moon and theories for its formation
- Topic 10 – Solar astronomy: You will gain an understanding of the structure of the Sun, its energy production process and the solar wind and also use sunspot data to determine information about the Sun's rotation period and the solar cycle
- Topic 11 – Exploring the Solar System: You will gain an understanding of the role of gravity and tidal forces in the Solar System and study the main bodies in the Solar System and their characteristics. Through the use of different types of telescopes, space probes and manned missions, you will learn about how we find information on the Solar System
- Topic 12 – Formation of planetary systems: You will gain an understanding of how the interaction of gravitational and tidal forces led to the formation of our Solar System and use this information to study exoplanets and also the possibility of life existing elsewhere
- Topic 13 – Exploring starlight: You will gain an understanding of how stars are observed and how we can obtain information about them from just observing the light they emit. You will study the evolution of stars and different types of stars and find out why we observe stars in different parts of the electromagnetic spectrum and where telescopes are located to enable better observations to be made.
- Topic 14 – Stellar evolution: You will gain an understanding of how and why stars evolve and study how stars form and how they end their life, depending on their size
- Topic 15 – Our place in the Galaxy: You will gain an understanding of the Milky Way, our place in it and how it fits into the Universe and study different types of galaxies and the main theories for their evolution
- Topic 16 – Cosmology: You will gain an understanding of redshift and Hubble's law for distant galaxies and study the evidence and explanation for the expanding Universe, dark matter, dark energy and the possible fate of the Universe

Exam & Controlled Assessment details: exam 100%

Hints on how to be successful in the course:

- Keep a diary of your observations for future reference.
- Go outside on clear evenings to make observations of the night sky – the more you can do the easier it gets!
- Start your controlled assessment observations early.
- Use the checklist from your handbook to keep track of your learning – don't forget to ask for help if you don't understand.

BUSINESS

GCSE Course name and number AQA Business Studies 8132

Departmental Teacher: Mrs Kelly, Mrs Kellaway and Ms Sherman

Details of teaching scheme to be followed and timing:

In year 9 Business in the real world (units 3.1.1-3.17) and Human resources (3.4.1-3.4.4) will be taught

Business in the real world includes:-

The purpose and nature of business

- 3.1.1 Business ownership
- 3.1.2 Setting business aims and objectives
- 3.1.3 Stakeholders
- 3.1.4 Business location
- 3.1.5 Business planning
- 3.1.6 Expanding a business

Human resources includes:-

- 3.4.1 Organisational structures
- 3.4.2 Recruitment and selection of employees
- 3.4.3 Motivating employees
- 3.4.4 Training

Skills that students need to acquire:

Make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used

Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts

Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements

Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise

The course offers opportunities for the development of the full range of key skills.

Resources:

The department uses a range of resources and will be updating textbooks in line with the new AQA GCSE Business specification, Business 2nd edition, Surridge and Gillespie.

Students will use a range of resources including textbooks, IT packages, videos and presentations as well as being able to access resources through the school's virtual learning environment.

Notes on homework and assessments and end of Year examinations:

Formal assessments/tests are planned for the end of each section and students will be encouraged to produce revision materials to support their learning.

Hints on how to be successful in the course:

Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of the business world through reading the financial section of newspapers e.g. 'Money' Mail; Bournemouth Echo Business Section. They should watch relevant television programmes e.g. Dragons Den; The Apprentice etc and watch/listen to news broadcasts. Students should also make use of the wealth of online resources including the BBC business website and tutor2u.net. Discussion of work-related issues with family and family friends is also very useful.

COMPUTER SCIENCE

Departmental Teachers: Mr Mortell and Mr White

Exam Board OCR
Specification J276

Details of teaching scheme to be following and timing:

AUTUMN TERM

Python computer programming
Computing theory and fundamentals

SPRING TERM

HTML and JavaScript
Programming constructs

SUMMER TERM

Python computer programming
Programming and algorithms

Skills which we aim to develop include:

- How to understand and apply the fundamental principles of computer science, including abstraction, logic and algorithms
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- An appreciation of the power of on-line platforms and media
- Problem solving and debugging skills

Resources used:

- Wide variety of on-line materials that will aid students in their learning
- Students will use books for theory notes and recording programming key terms
- Several computer programs used all of which can be downloaded for free

Assessments and end of year examinations:

- Assessments will be on-going throughout the year with a computer-based end of year examination

Hints on how to be successful in the course:

- A passion for learning how to use and how to get the most from computers and other digital devices
- A desire to learn new skills and apply these to practical programming activities
- Keep up to date on changes in computer science and follow news stories about the subject
- Be prepared to experiment, do not be afraid of failure and embrace challenge
- Use the theory tracker to keep up to date with what you know and where you need support
- Always keep a back-up of work done

DRAMA

GCSE Course Name and Number: Drama GCSE OCR U316

Departmental Teachers: Mrs Partridge and Mr Graves

Details of teaching scheme to be followed and timing:

Term 1

Building a character 1: Commedia dell'arte and mask project: This project explores a 17th Century theatre style and the origin of much of our contemporary comedy. At the end of a series of workshops focusing on bold physical characterisation students will refine an improvisation. Students will also complete written research and reflection in their journals.

Audience: Political Theatre Project. This project explores how to create theatre with a clear message and planned impact on an audience focusing on fictional and factual women who took a stand for their beliefs from Antigone to Rosa Parks. Students will also complete written research and reflection in their journals.

Term 2:

Building blocks for rehearsal: Physical Theatre: Students will explore more abstract and symbolic ways of presenting story and character to an audience and learn useful rehearsal techniques along the way. They will complete written evaluation of work in progress and outcomes in performance focusing on their acting skill.

Structuring and documenting process: Devised Project 1: working from a given stimulus students will consolidate their applications of rehearsal, character development and acting skills. They will be introduced to the process of feedback and response and the written record of their process in preparation for their portfolio work next year.

Term 3

Building blocks for rehearsal continued through to group assessment and written exam preparation.

Set play: research and workshop introduction to scripted Project 1 from rehearsal to performance and final evaluation (written). To prepare for extended scripted project in Autumn Term of Year 10 to the set play 'Kindertransport' by Diane Samuels

Resources:

Students must wear PE shorts to lessons and will need their Drama journals and files with them.

Notes on homework and assessments and end of year examinations:

Assessment is internally marked and standardised across the department through Year 9. Student, peer and teacher evaluation is an integral part of the learning process and will inform both ongoing practical and written work. This will be recorded on feedback sheets and in drama journals for homework and classwork. In addition, students must be prepared to rehearse as a group at lunchtime and occasionally after school.

Hints on how to be successful in the course:

COMMIT

COOPERATE

COMMUNICATE

CREATE

ECONOMICS

GCSE course name and number: OCR Economics J205

Departmental Teachers: Mrs Kellaway and Mr Scopes

Details of teaching scheme to be followed and timing:

How the Economy Works will be taught in Year 9 and examined in Year 11. This unit is divided into the following sections;

- What are the economic objectives of a government?
- How does the UK government raise and spend its money?
- Which policies can the UK government use to control the economy?

Skills that students need to acquire:

Make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used

Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts

Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements

Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise

The course offers opportunities for the development of the full range of key skills.

Resources:

The department uses a range of resources and will be updating textbooks in line with the new OCR GCSE Economics specification, details of which will be published in the 2017-18 academic year.

Students will use a range of resources including other textbooks, IT packages, videos and presentations as well as being able to access resources through the school's virtual learning environment.

Notes on homework and assessments and end of Year examinations:

Formal assessments/tests are planned for the end of each section and students will be encouraged to produce revision materials to support their learning. Students will also be encouraged to keep an Economics diary, recording relevant events from the news. This will assist the application of many key concepts throughout the course.

Hints on how to be successful in the course:

Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of world (particularly economic) events through reading the economics/financial section of local and national newspapers. In addition, websites such as those offered by the BBC and tutor2u.net provide a wealth of current resources. Students should watch relevant television programmes e.g. national news broadcasts and other current affairs programmes; Discussion of economics-related issues with family and family friends is also very useful.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

GCSE course name and number: AQA English Language 8700 and English Literature 8702
(2 separate GCSE qualifications)

Departmental Teachers: Ms Ashby, Ms Champion, Mrs Partridge, Mrs Price, Mrs Spall, Mr Farbridge, Mr Lord, Mrs Hirst and Mrs Best

Details of teaching scheme to be followed:

The schemes of work are designed to meet the new requirements of the subject criteria for GCSE English Language and English Literature. The course prepares students for **two** separate subjects at GCSE (**English Language and English Literature**) and takes a skills-based approach to English studies, through integrating the two subjects.

The programme of study is designed to ensure that students are given opportunities to develop the skills they need to read understand and analyse a wide range of challenging texts including prose, poetry, drama and non-fiction, covering the 19th, 20th and 21st century time periods. The ability to analyse and think carefully about what they read encourages them to become enthusiastic, discriminating and responsive readers. They are encouraged to read for pleasure, referring to the department-suggested booklist for guidance and keeping a log of their independent reading.

Speaking and listening form an integral part of English lessons with students being given opportunities to speak in a wide variety of contexts. Students are taught to develop confidence and skills to improve and develop their own writing for different purposes and audiences (such as letters, diaries, articles, reports, narrative or discursive essays). They are taught to recognise the structures of language – grammatical structures (such as the function of words in a sentence; noun, verbs adjectives and so on) and stylistic features (such as alliteration, metaphor, personification and so on). Using other writers as models and through workshop activities in class, students are encouraged to identify strategies to improve their expression, presentation and accuracy.

Skills that students need to develop:

READING

- To show understanding of the ways in which meaning and information are conveyed in a range of texts.
- To articulate personal and critical responses to what they read.
- To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- To evaluate texts critically and support this with appropriate textual references.
- To show understanding of the relationships between texts and the contexts in which they were written.

WRITING

- To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features (such as paragraphing) to support coherence and cohesion of texts.
- To use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

SPEAKING AND LISTENING

- To match their talk to the demands of different situations, particularly demonstrating presentation skills in a formal setting.
- To make a range of confident contributions, using appropriate structures, vocabulary, tone and emphasis.
- To listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- To use spoken Standard English effectively in speeches and presentations.

Resources plus any materials students need to provide:

- Individual copies of set texts (novel, play, short story etc.) are loaned to students over a period of weeks.
- Source books and stimulus materials are available to students for use as appropriate during lessons.
- Classrooms are equipped with reference books for use during workshop sessions (dictionary, thesaurus etc.).
- Various booklets and guidelines are provided during the year to support independent learning
- Students will need to provide themselves with an A4 lever arch ring binder
- Students will be issued with a course handbook containing an outline of the GCSE course for Literature and Language, as well as mark schemes for each exam, and file dividers to organise their work

Notes on homework and assessments:

Homework assignments may include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing in different formats for different purposes and audiences, as well as writing essays using critical analysis and evaluation skills.

Ongoing work is continually assessed throughout the year, and students are given regular feedback to develop the core skills at GCSE level. When marked work is returned, students are encouraged to self-assess, enabling them to monitor their own progress and identify specific targets for future improvement. Formally assessed assignments are marked in line with GCSE specification mark schemes.

In addition to ongoing assessed work, all students will complete the following formally assessed assignments:

- Creative writing
- Modern drama/novel literature response
- Spoken Language presentation: individual persuasive speech presenting a viewpoint
- Unseen poetry
- Year 9 exam - At the end of the year students will complete an internal examination assessing literary reading skills for GCSE English Language

At the end of the year students will complete an internal examination assessing GCSE English Language reading.

Hints on how to be successful in the course:

Students should ensure that they:

- Actively contribute to lessons, in both class discussions and group work.
- Complete all tasks set to the best of their ability.
- Meet deadlines.
- Know exactly what is required when an assignment is set – writing down carefully the wording of a question and any instructions given about how the piece will be marked.
- Listen carefully to any feedback when work is returned – adding notes, if appropriate, at the end of the assignment.
- Think carefully, having noted the teacher’s written and oral comments, what target to set for next time.
- Organise work carefully and logically in folders, learning to recognise the different types of skills and work required.
- Read widely, independently and regularly, seeking the advice of library staff and their teachers, as well as peers in choosing more challenging texts.

FRENCH

GCSE course name and number: AQA GCSE French (8658)

Departmental Teachers: Mrs Child and Miss Lethbridge

Details of teaching scheme to be followed and timing:

Topics to be covered:

- Transition Term: At home and in town
- Mon temps libre (my free time)

Effective communication in French is the ultimate aim of the French GCSE course. Pupils should ultimately emerge being able to hold conversations in French, 'get by' in the country, and use the language for work and travel purposes.

This year will be a year of confidence building, particularly in speaking. This will go hand in hand with the laying of strong grammatical foundations.

Events and trips

Pupils are invited to enter our Languages Week competition in September. Students have the chance to see a full production by a touring French theatre company.

Skills that students need to acquire:

- Effective vocabulary and grammar-learning strategies
- Listening for gist and detail
- Reading for gist and detail
- Speaking confidently and spontaneously
- Writing and translation with careful attention to grammatical accuracy

Resources:

- Expo GCSE textbook
- Tricolore Total 4 Examination Grammar in Practice

Notes on homework, assessments and end of year examinations:

Extension/consolidation work is given after each lesson to reinforce and extend work in class. The end of year examination tests listening, reading, speaking and writing.

Hints on how to be successful in the course:

- Participate as much as possible.
- Do not translate word-for-word from the English, avoid Google Translate!
- Learn vocabulary and irregular verbs as thoroughly as possible.
- Speak French at every opportunity. Communication is key, rather than accuracy.
- Keep extending your English vocabulary, to enable you to make links between English and French.

GEOGRAPHY

GCSE course name and number: AQA GCSE 8035 Geography

Departmental Teachers: Miss Forster, Ms Wheeler and Mrs Moore

Details of teaching scheme to be followed and timing:

AUTUMN TERM

Ecosystems and Tropical Rainforests

SPRING TERM

Deserts and Resources

SUMMER TERM

Tropical storms (Hurricanes)

Skills which we aim to develop include:

- **Reference Skills:** Using a variety of sources of information including fieldwork, maps, books, and statistics, IT and the Internet.
- **Communication Skills:** Presenting information in a clear and appropriate way including graphs, maps, speech and writing.
- **Interpretation Skills:** Working out the meaning of different information sources such as satellite images, weather information, maps and graphs.
- **Information Technology:** To help with research and geographical enquiry.
- **Evaluation, Decision Making and Problem Solving.**

Field task:

A visit to Delph Woods to look at small scale ecosystems such as the woods and pond.

Resources Used:

- The Key course text is AQA Geography (Widdowson) and other materials which are issued to each student.
- This is supplemented in lessons with a variety of reference texts for GCSE Geography in Focus.
- The department has also developed a wide range of resources, specifically tailored to the GCSE course and the students at Parkstone.
- The laptop computers are used for a range of activities and geographical information systems.
- The Department also has a stock of fieldwork equipment such as ranging poles and quadrats are also used for the practical element of the course.
- Maps, Satellite photos and other visual stimulation are also provided
- Digimaps for schools, an interactive mapping package is also available

Homework and Assessments:

- The homework time for Geography is the same as all other subjects and is set weekly
- Tests at the end of each unit and assessed past question will help improve technique through the year
- There is an exam at the end of year 9 and help with exam technique

Assessment takes a variety of forms including class and homework tasks, end of unit tests and research projects.

Hints on how to be successful in the course:

- Take an interest in what is going on in the world around you! For example, environmental issues, the weather and different cultures and places.
- Take responsibility for your learning and plan and evaluate your progress.
- Contribute to class discussion and debate.
- Complete class and homework tasks in detail and build up a good personal file.

GERMAN

Departmental Teachers: Ms Starosta and Mrs Coote

Details of teaching scheme to be followed and timing:

Work in the early stages of Year 9 will revise and reinforce the structures and topics covered in Year 8. As girls are starting the AQA 3 year GCSE course, the concept of the Future and Past Tense will also be introduced along with facts about the German-speaking world. All new topics and grammar are introduced in oral work, so it is extremely important that girls engage in the lessons as much as possible.

Main topics covered in Year 9 are:

- Revision of Year 8 material
- Free-time activities
- Weather
- House and home
- In town - Shops; Buying food and drinks
- Transport



Skills that students need to acquire:

- Interaction in the foreign language and ability to form questions
- Use of a German dictionary and verb table as language learning tools
- Strategies for efficient learning of vocabulary and grammar structures
- Building up a toolkit of phrases for spoken and written work
- Extending the quality of spoken and written work

Resources plus any materials students need to provide:

The following course books are used 'Echo Express 1 & 2', 'Logo 4 rot'
TV series 'Extra'

Authentic reading and listening material

The Internet – www.linguascope.com, www.klar.co.uk & www.languagesonline.org.uk

Language lab – students will have one lesson per fortnight in the language lab. This will often be devoted to developing listening skills, so they should bring a personal set of headphones to these lessons.

Online version of AQA GCSE Foundation course & kerboodle

We use mini whiteboards frequently in class, so students should bring their own whiteboard markers to lessons.

Notes on homework and assessments and end of year examinations:

Homework, vocabulary tests and assessments are designed to reinforce learning after every lesson.

There is a formative Listening, Reading and Writing paper in the summer term, as well as a GCSE Role-Play task.



Hints on how to be successful in this course:

- Engage as fully as possible in class and oral work
- Enjoy communicating in German
- Take responsibility for your learning:-
 - Use response time effectively to improve your progress
 - Complete homework of up to 30 minutes per week
 - Regularly learn and revise vocabulary and grammar
 - Practise spelling
- German language learning websites enhance your learning

HISTORY

Departmental Teachers: Ms Puckett, Miss Saunders and Mr Cleak

Details of teaching scheme to be followed and timing:

This is the foundation year for the new GCSE curriculum which will develop historical skills and contextual understanding of the periods which will be tackled in Year 10 & 11 for the first term. The purpose for this year is for students to understand the foundations of the courses for their GCSE so that in later years they can be pushed further than the examined curriculum. From the Spring term- after having established some of the key skills for History, students will formally begin their first GCSE examined unit.

The following topics are studied:

Autumn Term

Introduction to the Medieval Period Unit to give a foundation of historical skills:

- Explore the nature of Kingship
- Issues the King's faced/ Challenges to the throne
- What life was like in Medieval England?
- Problems faced by King John
- The Crusades

Spring Term

Thematic study and historic environment: Crime and Punishment 1000-Present, with a study on Whitechapel (1870-1900):

Crime, Policing in the inner city.

Written examination: 1 hour and 15 minutes

30%* of the qualification

- 1. The nature of Criminal Activity/ Law Enforcement and Punishment in Medieval England**
 - Impact of the Norman Conquest
 - The Role of Local Communities
 - The use of Corporal and Capital Punishment
 - The influence of the Church on Crime and Punishment
- 2. The nature of Criminal Activity/ Law Enforcement and Punishment in the Early Modern Period**
 - New definitions of Crime including witchcraft and vagabonds
 - The roles of constables and watchmen
 - The use of Transportation as punishment
 - The Gunpowder Plot
- 3. The nature of Criminal Activity/ Law Enforcement and Punishment in the 18th and 19th Century**
 - New Crimes, including highway robbery/ poaching and smuggling
 - The work of new forms of investigators like the Fielding Brothers
 - Reforming Prisons
- 4. The nature of Criminal Activity/ Law Enforcement and Punishment in Modern Britain**
 - New forms of theft and smuggling
 - New crimes in relation to technology and drugs
 - Changes in the police force
 - The abolition of the death penalty
- 5. Whitechapel Study**
 - The local context of Whitechapel. The problems of housing and overcrowding.
 - The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community
 - The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel
 - Investigative policing in Whitechapel: developments in techniques of detective investigation
 - The national and regional context: the working of the Metropolitan Police

Skills that students need to acquire include:**Key concepts:**

- Chronological understanding
- An appreciation of the importance of diverse cultural, ethnic and religious ideas, beliefs and attitudes that have shaped the world
- An understanding of change and continuity and cause and consequence in History.
- An appreciation of the significance of events, people and developments in their historical context
- The ability to evaluate different interpretations of the past

Key processes:

- Historical enquiry – the identification, selection, evaluation and use of a range of historical sources
- Communicating about the past – the recall, selection and development of relevant information using appropriate terminology and a range of techniques including ICT

Additional resources:

Programmes on ClickView and worksheets on School VLE
The school library has many relevant materials

Students need to provide their own writing materials, pens, pencils. A range of felt tips, coloured pencils, scissors and glue would be useful for poster work.

Notes on homeworks and assessments and end of year examinations:

Students are expected to complete one homework a week. This may take the form of learning, reading, research or writing. During the course of the year they will complete three cross year assignments, which will be given a teacher assessed level of attainment and a grade for effort. Students are encouraged to achieve targets they are given which are set at the end of the first term.

End of year assessment details:

There is an end of year examination in History. Students are also subject to continuous assessment and they are awarded a Teacher Assessed Level of Attainment in the second half of the Summer Term, based on their cross-year assignments and general work. This is reported to parents in June.

Hints on how to be successful in the course:

- Keep up with homework and classwork and keep to deadlines.
- Listen carefully to instructions and follow them.
- Ensure written work is set out clearly and understandably. Written work should adhere to the rules of good English.
- Keep your history exercise book tidy and keep all work in the correct order.
- Develop an enquiring mind and be prepared to ask questions.
- Read around the subject. There are many excellent historical novels and works of non-fiction which are recommended.
- Watch television documentaries, films and dramas on the relevant period and topic.
- Keep an eye on current affairs. The present is created from the past.
- Visit places of historical interest.

MATHEMATICS

GCSE course name and number: Pearson Edexcel Mathematics GCSE 9-1 1MA1

Departmental Teachers: Mr Burgan, Miss Beattie, Mr Capel, Mrs Fooks, Mrs Hardwick, Mrs Huggins, Miss Mitchell, Mr Perriam and Mrs Woods

Details of teaching scheme to be followed:

Students will cover a broad range of topics split into six modules of approximately equal length. All students follow the higher level course although the emphasis on the different topics varies from set to set.

Module 1 Number 1

Indices, standard form and surds.

Module 2 Algebra 2

Simplifying expressions, expanding brackets, factorising and solving both linear and quadratic equations.

Module 3 Statistics and Probability 1

Averages and range, charts and graphs including scatter graphs and time series, probability, Venn diagrams and set notation.

Module 4 Geometry 1

Properties of triangles and quadrilaterals, angles, scale drawing, constructions, loci and trigonometry.

Module 5 Algebra 2

Rearranging formulae, linear and non – linear graphs and simultaneous equations.

Module 6 Number 2

Fractions, decimals and percentages.

Coursework details:

There is no coursework.

Skills that students need to acquire:

In Year 9, the range of problem solving situations and investigations expands considerably. There is a premium therefore on logic, precision, creativity and clarity of expression, not to mention determination! Students can develop their problem solving skills further by moving on to the Intermediate Level of the National Mathematical Challenge. The experienced gained will undoubtedly pay dividends later on.

Resources plus any materials students need to provide:

Students will need a scientific calculator. The models recommended are the Casio FX-83 GT Plus, FX-85 GT Plus or the FX-991ES Plus. A set of geometry instruments is also required: compasses, protractor and ruler. This equipment should be brought to all lessons.

Notes on homework and assessments and end of year examinations:

Homework is set and marked in accordance with school policy. A cross year assessment is given in each of the Autumn and Spring Terms. The first assessment will test the material studied in module 1 and the second assessment will test the material studied in modules 2 and 3. The end of year examination consists of two written papers (one calculator and one non-calculator). The scores from all tests and examinations are combined to form the basis on which setting decisions are made for Year 10.

Final Assessment

The GCSE in Mathematics is examined in the Summer Term of Year 11 by 3 papers. There will be one non-calculator and 2 calculator papers.

Hints on how to be successful in the course:

In order to be successful it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations. The most successful students are those who take responsibility for their learning by checking all answers in the textbook where possible and following up mistakes and misconceptions. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers, friends or their Sixth Form mentor, if they have one, for help when necessary. During Tuesday lunchtime there is a support session which students can go for additional support.

MUSIC

GCSE course name and number: Edexcel GCSE (9-1) Code 1MU0

Departmental Teachers: Mr Block and Mrs Farbridge

Details of teaching scheme to be followed:

All Terms

- How to read and write in staff notation
- How to use music notation software
- How to compose good melodies and add harmonies to these
- Get to know the capabilities of your instrument
- Improve your playing through practice and performance
- Group performances
- Solo performances
- Group compositions
- Solo compositions
- Learn Associated Board musical theory to Grade 5 standard
- Learn about the history of music, its main composers and most famous pieces of music
- Listen to and appraise a variety of musical pieces from different eras and in different styles

Hints on how to be successful in the course:

Students must be currently taking lessons on an instrument and be practising to improve their playing.
Listen to a wide variety of musical styles to become familiar with the ones that will be studied and examined for our chosen GCSE exam board

PHYSICAL EDUCATION

Departmental Teachers: Mrs McAllister, Mrs Greening, Miss Henderson, Miss Bayliss and Mrs Pope

Details of teaching scheme to be followed and timing:

Time allocation: 4 hours per fortnight.

1. Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will develop their understanding of what makes a performance effective and learn how to apply these principles to their own and others work. Students understand and apply the long-term health benefits of physical activity.
2. Students will be taught:
 - To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (e.g. netball, rounders, tennis)
 - Basic and more complex techniques in order to improve their overall performance in a range of aesthetic activities (e.g. athletics and gymnastics)
 - Dances using techniques within a range of dance styles and forms whilst being creative
 - To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of activities.

For example:

- **Outwitting opponents - making and applying decision** - as in games activities
- **Accurate replication of actions, phrases and sequences - developing skills** - as in gymnastics
- **Exploring and communicating ideas, concepts and emotions - evaluating and improving** - as in dance
- **Performing at maximum levels in relation to speed, height, distance, strength or accuracy - developing physical and mental capacity** - as in athletics
- **Exercising safely and effectively to improve health and wellbeing - making informed decisions about healthy lifestyles** - as in health related exercise

A full range of activities are offered eg: netball, football, rugby, tennis, volleyball, cricket, rounders, dance, gymnastics, athletics, health and fitness, cross country, outdoor and adventurous activity, sport leadership.

In all activities students are encouraged to improve their overall performance by rehearsing and refining their skills in isolation as well as in a performance situation. This is undertaken through planning, performing and evaluating their own and others' work. Activities are organised to accommodate all levels of ability and tasks are differentiated to provide challenge and progress.

The Physical Education programme encourages the development of social skills such as teambuilding, co-operation, leadership and communication. Students are made aware of safe working practices.

Students will also have the opportunity to take part in competitive sports and activities as part of an extra-curricular programme.

Skills that students will acquire:

Planning, target setting, performing, evaluating and decision making.

Resources plus any materials students need to provide:

PE kit as stated in school handbook.

Assessment details:

Students are provided with formative assessments throughout in line with whole school assessment guidelines and summative assessments on effort, attitude and progress again in line with whole school policy.

Hints on how to be successful in the course:

Approach each activity with a spirit of adventure, enjoyment and enthusiasm.

Have a determined and hardworking attitude

Have a love for learning

PHYSICAL EDUCATION – GCSE

GCSE course name and number:

GCSE (9-1) Specification Physical Education J587

Departmental teachers:

Mrs McAlister, Miss Henderson, Miss Greening, Miss Bayliss and Mrs Pope

Details of teaching scheme to be followed and timing:

Theory: 2 periods per fortnight

Practical: 2 periods per fortnight

Theory (60% of final grade)

Component 01: Physical factors affecting performance

1.1 Applied anatomy and physiology

- Introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports, for example, *The structure and function of the Skeletal, Muscular, Cardiovascular and Respiratory systems, Effects of exercise on body systems* and *Movement analysis*.
- Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training.

Component 02: Socio-cultural issues and sports psychology

The content of this specification uses practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. This specification contains the use of data analysis skills, which are spread across the topics and enable learners to demonstrate an understanding of how data are collected – both qualitative and quantitative, present data, including graphs and tables, and analyse and evaluate data.

2.1 Socio-cultural influences

- Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports, as well as the ethical and socio-cultural issues in physical activities and sports e.g. sportsmanship, gamesmanship and deviance

2.2 Sport psychology

- Learners will continue to develop their knowledge and understanding of the psychological factors that can affect performers, including the role of mental preparation to improve performance in physical activities and sports

2.3 Health, fitness and well-being

- Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as the consequences of a sedentary lifestyle. They will also develop their knowledge of diet and nutrition

The content of this specification uses practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. This specification contains the use of data analysis skills, which are spread across the topics and enable learners to demonstrate an understanding of how data are collected – both qualitative and quantitative, present data, including graphs and tables, and analyse and evaluate data.

Component 03 Non Examined Assessment (NEA)

Practical Performance & Analysing and Evaluating Performance (40% total GCSE PE Qualification)

Practical Performance (30%)

For their practical performance all students will be assessed in 3 different practical activities and these will be chosen from one of the following combinations:

- 2 Team and 1 Individual
or
- 1 Team and 2 Individual

Within these team and individual activities students will need to demonstrate appropriate levels of physical fitness to be able to perform a range of skills successfully, applying good decision making and use of tactics or choreographic skills. Student's ability to observe rules and regulations will be assessed and within team activities they need to be able to show they can communicate well and are aware of the strengths and weaknesses of their opponents.

There are a small number of activities that are external to school and are available for assessment eg Skiing and Horse-Riding.

Analysing & Evaluating Performance (10%)

Students are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer to identify strengths and weaknesses and produce an action plan which aims to improve the effectiveness of the performance. This task will commence in Year 10 and constitutes to 10% of their final grade.

Assessment details:

Theory

Homework will be issued for theoretical aspects on a weekly basis and assessment will be conducted at the end of topics to ascertain progress. This assessment will be cumulative to ensure that specification content is continually revised throughout the year.

1 hour *internally assessed* written paper 60 marks at the end of Year 9

The theory specification is delivered over 3 years and will be examined, through 2 x 60 minute written examinations as follows:

Component 01 Physical factors affecting performance (60 marks 1 hour 30% total GCSE)

Component 02 Socio-cultural issues and sports psychology (60 marks 1 hour 30% total GCSE)

Practical Component 03

All practical assessment is ongoing and students will experience a range of team and individual activities throughout Year. Non-exam assessment (NEA) will take place throughout the course by PE staff both in Year 10 and 11 culminating in final submission of marks to the exam board in 2022. Compulsory attendance at Moderation Day will be required and all students will be fully prepared for this process!

Hints on how to be successful in the course:

Attend extra-curricular clubs in a range of sports to support the work that is done in practical lessons. Ensure you maintain a level of fitness that supports your performance in each activity. Use technical language at all times and practise applying the work undertaken in Theory lessons to your chosen activities.

Motivated and enthusiastic approach

Background research and reading to consolidate knowledge.

RELIGION AND PHILOSOPHY – GCSE

GCSE course details: Religious Studies, Eduqas,
Syllabus: Specification Route A:
(1) Religious, Philosophical and Ethical Studies in the Modern World (50%) (2 hour exam)
(2) Study of Christianity (25%) (1 hour exam)
(3) Study of a World Faith (25%) (1 hour exam)

Departmental Teachers: Mrs Atwal, Mr Collins, and Mr Collis

Allocated time: Four hours per fortnight

Topics to be covered:

1. Issues of Human Rights:

- Human Rights and Social Justice
- Prejudice and Discrimination
- Issues of Wealth and Poverty
- Key Concepts: censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative and absolute poverty, social justice

2. Christian Beliefs and Teachings

- The nature of God
- Creation
- Jesus Christ
- Salvation
- The afterlife
- Key concepts: omnipotent, omnibenevolent, Trinity, incarnation, atonement, resurrection, sacraments, evangelism

3. Issues of Good and Evil

- Crime and punishment
- Forgiveness
- Good, Evil and Suffering
- Key concepts: good/evil, forgiveness, free will, justice, morality, punishment, sin, suffering

Skills that students need to acquire:

- Ability to present philosophical and moral arguments in an informed and coherent manner
- Develop ability to take responsibility for own learning through use of research, PowerPoint presentations, class presentations, wider reading which extend student understanding from issues raised in lessons
- ICT skills with regards to accessing information from the web and presenting PowerPoint
- Communication skills - art of listening and asking pertinent, penetrating questions
- Literacy - written expression of ideas in a coherent structure

Notes on homework and assessments and end of year examinations:

- Students will be expected to highlight their work to demonstrate their achievement of exam criteria
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, poetry, artistic, independent research, PowerPoint presentations, student led class presentations, practice exam questions
- End of Year examination: One Paper of 60 Minutes.

Hints on how to be successful in the course:

- Learn new religious and philosophical vocabulary - recorded in pupils' glossaries
- Be willing to listen carefully to the opinions of others and respect their right to express their opinions

- A willingness to share ideas with others and support fellow pupils in their learning
 - Apply religious points of view to ethical issues
 - Analyse and apply quotations from both a religious and secular standpoint
 - Readiness to accept that answers are not always easily available and that at times it is more difficult and challenging to know the right question to ask than it is to discover a response
 - Following moral issues raised in the media / reading broadsheet newspaper on a weekly basis and maintaining a Moral Issues Scrap Book throughout the course
 - Read relevant articles in *Dialogue* – Religion and Philosophy Journal
 - When revising, use practice exam questions as well as summary mind maps to demonstrate successful application of knowledge
-

RELIGION AND PHILOSOPHY - Non-examined

Compulsory 1 hour lesson per fortnight.

Departmental Teachers: Mr Collis, Mrs Atwal and Mr Collins

Topics to be covered:

1. The Moral Self

- Morality – relative and absolute, deontology, teleology
- Religious values – Natural Law, Situation Ethics, Kantian Ethics
- Non-religious values – Humanist approach, Utilitarianism, Virtue Ethics
- Nietzsche - nihilism

2. Environmental Ethics

- Value of life / Sanctity of life
- Animal Experimentation
- Zoological Gardens
- Destruction of habitats
- Use of natural resources
- Climate change
- Application of religious and non-religious views

3. Business Ethics

- Corporate and consumer responsibility
- Transparency
- Whistleblowing
- Advertising
- Working conditions – discrimination in the workplace
- Application of religious and non-religious views

4. Ethics in the Media

- Influence of the media on the ethics of society / individuals
- Philosophy and ethics in film
- Role models
- Portrayal of religion
- Censorship / free speech
- Application of religious and non-religious views

Core Skills

- Selection of relevant material to justify and support student opinion.
- Analysis of key religious and philosophical vocabulary so as to appreciate the nature of respective arguments and the traditions from which they have evolved.
- Awareness of the implications for human existence of theistic and non-theistic views of life.
- Appreciation that answers are not necessarily readily available when assessing the nature of a divine being through rational, empirical analysis.

SCIENCE

Departmental Teachers: All Staff from Science Department

Details of teaching scheme to be followed and timing:

Year 9 marks the end of Key Stage 3 teaching, and the beginning of the 3 separate science GCSE (9-1) EDEXCEL courses. This course is a rigorous introduction to GCSE Chemistry, Biology and Physics, and the content covered forms the foundation year of our three year GCSE (9-1) EDEXCEL courses, examined at the end of Year 11.

There is a strong emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry, or 'How Science Works'.

Skills that students need to acquire:

- Safe Laboratory Practise
- Precise and accurate reporting of experiments and other written tasks
- Experimental planning, analysis and evaluation
- Personal organisation, especially with regards to equipment, keeping notes and folder organised, punctuality and deadlines

Resources plus any materials students need to provide:

- Science folder

Essential equipment:

Students need to bring to lessons

- Lab coat
- Writing and drawing equipment
- Calculator

Also useful, but not essential:

- A concise, pocket dictionary
- Coloured pens/pencils
- Glue stick

Notes on homework and assessments and end of year examinations:

- Typically experimental write ups, questions from text/workbook
- Learning tasks for short 'spot tests' in class
- Exam Based Assignments (EBA's) as homework for each topic covered
- Practical Investigations
- Writing accounts of investigatory skills e.g. planning experiments, obtaining and recording evidence, analysis and evaluating evidence
- End of topic tests
- End of year exam is one paper per separate science subject covering all modules taught.

Hints on how to be successful in the course:

- Read and sign the "expectations and safety code" pages in your Student Planner
- Turn up on time, with the right equipment
- Listen carefully
- Think about your work
- Keep your folder and notes up to date and well organised.
- Use the topic summary sheets to keep a clear overview of key concepts and key words/definitions for each topic.
- Make full and effective use of all feedback from assessments, during "Response Time" sessions
- If in doubt, ask your teacher

What you will do

BIOLOGY, CHEMISTRY & PHYSICS

HOW SCIENCE WORKS: In all Sciences students will be taught about:-

- The thinking behind the doing
- Fundamental ideas
- Observing objects, organisms and events
- Making measurements
- Designing an investigation
- Presenting data
- Identifying patterns and relationships in data
- Societal aspects of scientific evidence

	BIOLOGY TOPICS		CHEMISTRY		PHYSICS
• BIOLOGY • BIOLOGY • BIOLOGY • BIOLOGY •	Cell Structure Variety of Life Biological Molecules Enzymes Movement in & out of Cells Plant Nutrition	• CHEMISTRY • CHEMISTRY • CHEMISTRY • CHEMISTRY •	States of Matter and Separation Techniques The Atom and Covalent Bonding Ionic Compounds Reactions and Equations; Periodic Table Group 1 Periodic Table; Group 7 Acids, Alkalis & Salts Separating and Identifying Substances	• PHYSICS • PHYSICS • PHYSICS • PHYSICS •	States of Matter Energy Forces Waves

SPANISH

GCSE course name and number: AQA 8698

Departmental Teachers: Miss Velasco and Miss Brasselet

Details of teaching scheme and length of examinations to be followed:

Work continues from the work covered in Year 8. Topics covered in Year 9 will include free time, daily routine, my town, holidays, food and drink.

A range of textbooks is used.

Skills that students need to acquire:

- The four language skills of listening, reading, writing and speaking in Spanish
- Linguistic skills such as working out what a word might mean from its context
- Learning of vocabulary, grammar and chunks of language which can then be adapted as necessary to allow students increasingly to express their own ideas and personal viewpoints
- An understanding of the way Spanish works and fits together

Resources plus any materials students need to provide:

Year 8 work is considered and developed in Year 9 and the GCSE textbook is introduced in the summer term of Year 9. Extra materials are used when appropriate especially materials from specialist Internet language learning sites. Students will need a dictionary.

A good deal of material is available on Its Learning, the school's Virtual Learning Environment to which all students have full access in school or through the Internet at home.

Notes on homework and assessments:

Homework will be set regularly and will take the form of learning and revising vocabulary, exercises from the book, reading, translation or preparation of oral work.

Assessments in all four language skills (listening, reading, writing and speaking) form an integral part of the course.

Hints on how to be successful in the course:

In order to be successful in the course, students should ensure that they:

- Keep up to date with all homework tasks set and ensure that learning is thorough and regular
- Revise previously covered vocabulary and grammar on a regular basis
- Participate as actively as they can during lessons
- Ask for help or further clarification whenever they feel unsure
- Use the suggested subscription internet sites for further practice and consolidation on a regular basis.
- Appreciate the demands of learning another language and be willing to devote the necessary time and effort throughout the course to achieve their full potential.

TECHNOLOGY – Year 9

GCSE Design and Technology AQA GCSE Food Preparation and Nutrition EDUQAS

Departmental Teachers: Miss Mackonochie, Miss Sivyer, Miss Lehman and Mr Bichard

Three key subject areas: **Food Preparation and Nutrition**
Textiles
Graphics – Paper and Boards

Details of teaching scheme to be followed and timing:

GCSE Design and Technology

Students in year 9 will specialise in an area of Design & Technology, choosing from Textiles or Graphics. As well as working in their specialist area, students will cover core theory which looks at materials and processes from across a range of materials, thus giving the students a broad foundation of knowledge on which to base their design decisions.

The work in Year 9 will build and develop from the Year 8 programmes of study, with the design process again being central to the area of study with a focus on strengthening developmental expertise. Students will be given opportunity to work with a range of materials and extend their skills, knowledge and capability and the use of specialist pieces of equipment. Emphasis will be placed on producing high quality products with good finish. The 'Design and Make' tasks, in addition to providing opportunity for students to develop and extend their own interests and capabilities, will identify the designing process within the context of commercial production in today's competitive market and multicultural society. The work will take account of key areas such as production processes, systems, financial viability, environmental issues and the use of CAD and CAM. Students must consider fitness for purpose in their designing and making, justify their decision making and critically analyse and evaluate their products in relation to their target consumer market.

Design and Technology GCSE allows students to study core technical and designing and making principles, including a wide range of design processes, material techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

TIME: 4 hours of Technology (1hr or 2hr lessons) per fortnight plus related homework time.

GCSE Food Preparation and Nutrition

The work in year 9 will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Students will plan and prepare dishes that demonstrate a range of skills and techniques. They will develop their ability to work more independently and make informed decisions about food choices and nutrition.

All Design and Technology or Food subjects

Skills that students need to acquire:

- A discerning, and more holistic and critical approach to decision making, to match consumer needs and aspirations to sometimes conflicting practicalities of production
- Refining of designing and making skills from year 8 with emphasis on accuracy and quality
- Research skills using a range of media
- Graphical communication to produce accurate designs etc.
- ICT, CAD and CAM
- Creativity and originality
- Co-operation and self-responsibility
- Analytical and evaluative skills
- Development and prototyping
- Investigating, analysing and evaluating the work of past and present designers and companies

Resources (e.g. books, computer programmes used) plus any materials students need to provide:

Each student will receive information outlining the Year 9 programme, staffing and room details, together with work expectations, safety and health procedures, homework and assessment. Textbooks, resource packs and computer programmes will be used to support the teaching and learning. Students will be given a recipe sheet for food practical which can also be downloaded from Its Learning. They will need to recipe sheet to follow in the practical lesson.

Students will be required to provide materials for the practical sessions in food and textiles.

Notes on homework and assessments and end of year examinations:

1 hour per week: details given in the lessons. Students are expected to transfer these details weekly into their student planners

End of year assessment details:

Teaching Assessments in Technology are included in the reports issued to parents at the end of Year 9.

Assessment in Technology is based on the student's level of performance in each of the key subject areas. Food students will carry out practical assessments throughout the year. There will be a 1 hour Design and Technology and Food Preparation and Nutrition exam held at the end of the year, this would incorporate topics and knowledge of practical experience gained throughout the year.

Hints on how to be successful in the course:

- Read all documentation carefully to identify what is required to successfully complete the course
- Note work expectations/homework and transfer relevant details to student planner
- Select design and make tasks, which match your interests and capability
- Make realistic practical choices which can be completed to a quality standard and finish, within the time constraints
- Devise a work schedule and keep on task to meet deadlines
- Listen carefully to instructions and always ask for clarification if unsure about anything
- Look carefully at exemplar material to appreciate both the type and quality of work you need to produce
- Always ask for support and guidance if you are unsure about any aspect of the course and make use of extra-curricular support sessions
- Plan ahead to arrive well prepared for practical sessions i.e. do not leave purchase/ organisation of materials until the last minute
- Name/label all your design sheets, homework and practical work (especially unfinished pieces)

THE WELLBEING PROGRAMME - Year 9

Teachers: Form Tutors and key teaching staff

On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor. The focus of these sessions is coaching, resilience, relaxation and emotional support. Students will have either one to one discussions for 10 minutes or be involved in small group sessions. **There will also be specific sessions on -Yoga, contraception and career pilot**

Students will also have a timetabled lesson on wellbeing, this will be once per cycle with a specific member of staff.

Details of the proposed teaching scheme to be followed and timing:

Session	Focus
Autumn Term	Taking care of me – follow up on mental health work <ul style="list-style-type: none"> • Social media and FOMO • What is important to you? • Body image and social media • Friendships and peer pressure
	The Law, Crime and Me <ul style="list-style-type: none"> • Law making • The criminal justice system • You be the judge • Knife crime
Spring Term	Belonging – a wider context – focus on LGBTQ <ul style="list-style-type: none"> • What LGBTQ+ means and why we use it • That sexual orientation and gender identity are different from each other • Language and phobic bullying • Discrimination and the media • Raising awareness
	Taking care of me <p>Activities week Then two lesson slots given over to quiet revision prior to exams.</p> Wellbeing activities – <ul style="list-style-type: none"> ✓ Parachutes ✓ Totika ✓ Let’s Talk ✓ Confidence cards ✓ Strategies for motivation ✓ Play dough ✓ Life game
Summer Term	

Skills that students will acquire:

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks and producing display work and written work. They will develop the self-awareness and confidence required for adult life, further learning and work.

Resources plus any materials students need to provide:

Normal stationery items, plus coloured pens, highlighters, glue stick

Notes on homework and assessments and end of year examinations:

Students are not set homework and are not formally assessed.

Hints on how to be successful in the course:

In order to be successful, it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.