



Parkstone Grammar School for Girls

CURRICULUM BOOKLET
YEAR 10
2020 -2021

Name:.....

Tutor Group:



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your child enjoys their learning and thrives at Parkstone. It is very important to us that you are fully involved in your child's education and progress while they are 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 10.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your child'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 10

Dear Students

Welcome to Year 10 and a new year of both developing what you need for GCSE as well as developing yourself as a young person progressing through school life.

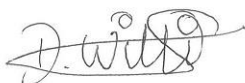
As with any year it is also a time for looking towards the future. You may begin to consider your opportunities beyond your GCSEs; perhaps what to do after Year 11 or in the work environment.

If you feel that you are not coping with any aspect of your course please discuss it with your Teacher, Form Tutor or your Head of Year as soon as possible. Acting quickly allows us to give you the most effective support and often stops small issues turning into bigger concerns.

It is also important that you do not let examinations dominate your lives. There should be time for other activities 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 school work add to your education and to your own personal development. Developing these skills further will help you to become a more rounded individual with greater ability to face the challenges that life creates for us all. Take the opportunity to expand your horizons; use your initiative, develop your independence and try something innovative.

Above all enjoy your time in Year 10. It passes in a flash.

Yours sincerely



Miss D Willis
Deputy Headteacher

FORM TUTORS

Head of Year	~ Mrs J Dawe	
Form Tutors	~ Mr G Rusling	~ 10P
	~ Mrs N Pope & Miss A Burton	~ 10A
	~ Miss L Beattie	~ 10R
	~ Mr D Wood	~ 10K
	~ Mrs J Scopes & Mr D Collins	~ 10S
	~ Ms R Lehman	~ 10T

SUBJECT REPORTS

ART & DESIGN

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

Departmental Teachers: Miss Batley and Miss Sturdy

Intent

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. To encourage students to challenge themselves with their ideas, use of materials, develop an independent approach, develop resilience, self-motivation, and an inquisitive mind. To encourage risk taking and problem solving, life skills to help them beyond Parkstone.

Details and length of examinations:

Portfolio work	60%
Externally set task	40%

Details of teaching scheme to be followed and timing:

During the second Year of the GCSE course, students will build on and develop the techniques and skills they have already gained and they will begin their major GCSE Coursework Project. Students will work in a variety of media, such as painting and drawing, printmaking and sculpture and where relevant explore ICT through electronic drawing programmes and Photoshop. Much of the work will be triggered by first hand observation of the world around them, which will include a visit to a major exhibition, museum or visual centre and further stimulated by art historical investigation.

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 and Mrs Scopes

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:

- Be open-minded and curious about the night sky and the world around you! Some aspects of the course will challenge you so be patient with yourself and ask as many questions as required to enable you to understand them.
- 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 checklists on your front sheets 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 GCSE Business (8132)

Departmental Teacher: Mr Wood, Mrs Kelly, and Mr Rusling

Intent:

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

Details of teaching scheme to be followed and timing:

In year 10 Influences on business and Operations management will be taught as well as consolidating learning from Year 9. Influences on business includes:-

- 3.2.1 Technology
- 3.2.2 Ethical and environmental considerations
- 3.2.3 The economic climate on businesses
- 3.2.4 Globalisation
- 3.2.5 Legislation
- 3.2.6 Competitive environment

Business operations includes

- 3.3.1 Production processes
- 3.3.2 The role of procurement
- 3.3.3 The concept of quality
- 3.4 Good customer service

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:

Main Text Book: AQA Business 2nd Edition Surrige 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 J277

Intent

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. It provides insights into both natural and artificial systems. At Parkstone students will learn to analyse problems in computational terms, design solutions and have repeated practical experience of writing computer programs to create and test their solutions. Students will also become digitally literate with ability to use, express themselves and develop their ideas through information and communication technology.

Details of teaching scheme to be following and timing:

AUTUMN TERM

Python computer programming
Wired and wireless networks, protocols and layers

SPRING TERM

The inner workings of computer systems
Threats to computer systems and networks

SUMMER TERM

Preparation for the programming tasks
Practical programming activities

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
- The application of design and programming skills to solve a given problem
- Problem solving and debugging skills
- Students will spend the spring term taking apart and putting back together PCs

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
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

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

DESIGN AND TECHNOLOGY

GCSE Design and Technology AQA
GCSE Food Preparation and Nutrition WJEC/EDUQAS

Departmental Teachers: Miss Mackonochie, Mrs Burton, Miss Lehman and Mr Bichard

Intent

Design and Technology prepares children to deal with tomorrows rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, it's uses and impacts.

Through our Technology curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

GCSE Design and Technology

Subject Options AQA 8552

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

Progressive projects in Year 10 build on skills, development and wider knowledge, to encourage and guide students into nurturing the expertise and confidence to develop their own briefs and specifications through to quality finished products.

Details of teaching scheme to be followed and timing:

In year 10 students will carry out mock non-examined assessment (NEA) task(s) to prepare them for the practical, research-based, development and investigatory work they will carry out in their actual NEA. This will enable students to develop their knowledge and practical expertise, and provide a firm foundation for the non-examined assessment completed in Year 11. The teaching and learning within the topics will cover the requirements of the syllabus to prepare the students to sit the examination in the Summer Term of Year 11.

GCSE Food Preparation and Nutrition

Food Preparation & Nutrition Accredited number 601/8093/6

Details of teaching scheme to be followed and timing:

Students follow a range of topics to cover the requirements of the GCSE syllabus. The work in Year 10 is designed to establish essential skills, knowledge and understanding, and to provide the foundation, areas of expertise and confidence required to complete the controlled assessments, food investigations and food preparation assessment.

Students will work through a programme of resource - based tasks and mini planning and make projects, mini food investigations, prototypes, quality products and practical outcomes. Examples of topic work covered include:

- Food – Food commodities, principals of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation

Course details:

4 x 1hr lessons per fortnight, usually with a double lesson to facilitate practical work.

Skills that students need to acquire:

- Identifying a problem or a need within a particular social group and investigating possible solutions
- Combining Design and Make skills with knowledge and understanding to design and make products to a suitable specification
- Integration and application of knowledge particularly including that from Maths and Science, but also from many other curriculum areas such as Art, ICT, Business Studies and Geography. As well as practical capability to design and make quality products and understanding non-examination assessments
- Discerning approach to decision making paying due regard to conflicting considerations
- Matching provision with need
- Disciplined and effective management and organisation of time and resources particularly in producing work within deadlines
- Effective and appropriate communication – graphical, written, verbal etc.
- CAD/CAM/ICT
- Matching materials, processes, equipment to meet the needs of a design specification
- Exploring development of a design proposal using different design strategies
- Investigating, analysing and evaluating the work of past and present designers and companies to inform their own designing

For Food:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

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

A range of books, handouts, videos, software packages (see briefing documents for details) will be available to support the programmes of study, together with materials for investigatory/experimental work and product disassembly and evaluation. Students will have access to computers and the Internet.

Students are requested to provide materials for Textile products produced in practical sessions and may occasionally be required to source their own components in Graphics, if 'unusual'.

For Food students will be provided with a recipe sheet and method and will need to provide ingredients for their practical lessons. The recipes can also be downloaded from Its Learning. There will be an opportunity to modify and adapt recipes to suit personal preferences and dietary requirements.

Notes on homework:

Homework is given in line with school policy and details are provided in the topic briefing documents. This may include research, preparation for practical sessions, linked theory work to topics, completion of design folders.

GCSE Design and Technology and Food Preparation and Nutrition Assessments:

There will be an exam in both subjects to be held towards the end of the year. This will be in the style of the final exam to be sat in Year 11 in order to provide familiarity, exam practise and revision of previously covered topics.

Hints on how to be successful in the course:

- Read all documentation carefully to identify what is required to successfully complete the course.
- Note all work expectations and transfer relevant details to your student planner.
- Select design and make tasks, which match your interest and capability, at the same time aiming to develop and improve your knowledge and expertise.
- Make realistic practical choices which can be completed to a high quality standard and finish, within the time constraints.
- Devise work schedules, and keep on task to meet deadlines.
- Be organised. E.g. file notes, reference materials appropriately; keep careful records of results
- Listen carefully to instructions and always ask for clarification if unsure about anything.
- Plan ahead to arrive well prepared for practical sessions, so that planning and organisation is not left until the last minute when purchase of materials etc. may be difficult.
- Take opportunity to read around the topics covered.
- Make full use of ICT for research CAD/CAM and presentation of your work.
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DRAMA

GCSE course name and number: Drama GCSE OCR J316

Departmental Teachers: Mr Graves and Miss Whelan

Intent

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That's where creativity comes in; it's one of the three central pillars to a high-quality education.

Introduction: On this course students will develop an understanding of both scripted and devised drama. Students will also be expected to attend regular theatre visits and will study a set play text in preparation for a written exam. Success in this course is reliant on full commitment to group work.

What will I study?

- **Component One – Devising Drama** – 30% of the course.
Students explore a range of stimuli provided by the exam board.
They will work in groups to create their own devised drama based on their exploration.
Students can work either as performers or designers creating a portfolio and final performance.
- **Component Two – Presenting and Performing Texts** – 30% of the course.
Students explore a play text and perform scenes to a Visiting Examiner.
Students can work either as performer or designer completing a final performance showcase.
- **Component Three – Drama: Performance and Response** – 40% of the course.
Section A – Questions based on a play text from a list set by the exam board.
Section B – Analysing Live Theatre productions seen.

How will my work be assessed?

- **Controlled Assessment** –
Component One – Internally assessed by Drama teacher and externally moderated by the exam board.

Component 1: Devising Drama

- Students will explore a range of stimuli on a theme and apply practical skills to devise a Drama derived from the material studied.
- Practical work will be devoted to devising and polishing the devised work using appropriate vocal and physical skills to communicate the theme to an audience.
- Written work will include research into the social context, genre and style of the stimuli.
- Students will undertake careful preparation of the devised work for performance.
- Students will perform their work to an audience and is moderated and teacher externally assessed
- Written work includes evaluation and analysis of work in progress, evaluation of strengths and weaknesses, evaluation of the student's own progress, evaluation of the demands of working in a group and evaluation of the final performance.

Details of teaching scheme to be followed:

Attendance is vital as students will work in groups on their practical projects. Absence causes disruption to a whole group of students and can impact progress in rehearsal and precision on stage. Students need to be prepared to rehearse at lunchtime and occasionally after school.

Term 1

Set play workshop to include exploration and written reflection on rehearsal techniques. This will lead to a performance of sections of the set play and a Section A written paper practice.

Theatre Visit 1: An introduction to performance response for Section B of the written paper.

Term 2

GCSE Assessment 1: Devised project. Students will work in groups on a given stimulus from OCR to create, document and perform for assessment. This work will include a final performance and portfolio which will be internally marked and externally moderated at the end of the course.

Theatre Visit 2: Performance response. Section B written practice.

Term 3

GCSE Assessment 1 (30% of final grade): To be performed at a showcase of Year 10 work in May (for external moderation).

Written exam based on set play/performance response tbc.

Response time on Devised project and portfolio.

Skills that students need to acquire:

Vocal and physical skills in performance, an awareness of audience, an ability to respond to a script or stimulus, interpret and create a character, evaluate their own work and commit to a group.

Resources:

During the course students will be required to attend Drama Department Theatre Visits. The timing of these will depend on local programmes. There is a cost implication as travel and ticket costs need to be met. Please apply to the Head of Department if this presents a problem. Students need to wear PE shorts in lessons. Students will need to bring Drama journals and files every lesson. Their portfolio file will be kept in school at all times.

Notes on homework's and assessments and end of year examinations:

See controlled assessment details above.

Hints on how to be successful in the course:

- Only miss lessons for an emergency
- Be prepared to try out new ideas
- Be prepared to contribute and join in
- Be focused and disciplined at all times in practical work
- Keep a clear and up to date record of practical work
- Persuade your parents and friends to take you to the theatre as often as possible

ECONOMICS

GCSE course name and number: OCR Economics J205

Departmental Teacher: Mr Wood

Intent:

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavors to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

Details of teaching scheme to be followed and timing:

The role of markets and money will be taught in Year 10 and examined in Year 11. Topics covered will include:

- 2.1 The role of markets
- 2.2 Demand
- 2.3 Supply
- 2.4 Price
- 2.5 Competition
- 2.6 Production
- 2.7 The labour market
- 2.8 The role of money and financial markets

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:

Main Text Book: OCR GCSE Economics 9-1 by Bancroft, Chapman and Kingston.

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 8700 and 8702
(2 separate GCSE qualifications)

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

Intent:

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

Details of teaching scheme to be followed:

The schemes of work are designed to meet the 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.

The work completed in Year 10 will be a mixture of formal assessments and examination preparation.

Preparation for examination details:

Students will all complete skills-based work in preparation for the **GCSE English Language examination Paper 2**. This Unit will be sat at the end of Y11, but students will complete a 'mock' examination at the end of Year 10 as follows:

- GCSE English Language Paper 2 – Writers' viewpoints and perspectives, Section A only (1 hour)
- Four compulsory questions based on two reading sources.
- GCSE English Language Paper 2 – Writers' viewpoints and perspectives, Section B (45 minutes) to be completed under test conditions in class.
- One compulsory writing question.

During Year 10 the students will also study a 19th century novel and a selection of poetry from the 'past and present' AQA anthology in preparation for the GCSE English Literature examination. Students will complete a spoken language presentation as part of their GCSE English Language certificate.

Notes on homework and assessment:

Homework assignments include reading, preparing notes, preparing presentations and different forms of writing including varying types of essays. It should be noted that a double allocation of homework per cycle corresponds to the requirement for two subjects. Work is assessed and students are given regular feedback to support their learning and progress. When marked work is returned, students complete a target sheet enabling them to monitor their own progress and identify specific areas for future improvement or development.

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

- 19th Century novel response
- Poetry comparison response
- Spoken language presentation – a compulsory module within the GCSE English Language exam.
- Year 10 exam – at the end of the year students will complete an internal examination assessing the skills for GCSE English Language Paper 2

Hints on how to be successful in the course

Students should ensure that they:

- Complete all work and homework set to the best of their ability
- Bring the correct equipment to lessons
- Meet all deadlines
- Contribute to, and be actively involved in, lessons
- Catch up on any work missed through absence, and keep up-to-date with both lesson and homework
- Regularly review notes and keep folder organised
- Spend time reading and researching beyond the texts studied to develop deeper understanding
- Communicate with their teacher if in doubt about any aspect of work
- Read widely, including challenging and non-fiction texts, for pleasure.

FRENCH

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

Departmental Teachers: Mrs Child and Mrs Cottage

Curriculum Intent

To give students:

- much greater breadth of vocabulary in the topics of family, media, technology, local area, festivals and healthy lifestyles
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of possessives, the imperfect tense, direct object pronouns, modal verbs, the simple future tense, the conditional tense, si-clauses and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of French and Francophone cultures
- the ability to express opinions on more complex topics
- the ability to successfully approach the 150-word GCSE writing task

Details of teaching scheme to be followed:

- Moi (self, family and friends)
- La télévision et le cinéma (TV and cinema)
- La technologie (Technology)
- Ma ville et ma région: avantages et inconvénients (My town and region: advantages and disadvantages)
- Les fêtes (festivals)
- Mode de vie (healthy living)

Events and trips

Students have the chance to see a full production by a touring French theatre company. Trips to cities such as Paris and Lyon are regularly organised for Key Stage 4 students.

Skills that students need to acquire:

- Speaking: extending range and complexity of phrasing and developing confidence and fluency
- Writing: translating from and into French, free writing.
- Reading: gaining breadth of experience - reading for gist and specific detail
- Listening: gaining breadth of experience - listening for gist and specific detail

Resources:

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

Notes on homework and 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.

GEOGRAPHY

GCSE course name and number: AQA 8035 GCSE Geography A

Departmental Teachers: Miss Forster, Mrs Pannell, Mrs Moore and Miss Saunders

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

Details of teaching scheme to be followed and timing:

TOURISM

- Tropical storms (Hurricanes)
- Development & Economic Geography

GLACIATION

- Rivers
- Summer fieldwork investigation : Swanage

Controlled Assessment:

Local Fieldwork Investigation write up

A fieldwork based enquiry based on observation and data collection at the Studland dunes.

Fieldwork takes place in the latter part of the Summer Term. Class time is used to introduce the study in the week before fieldwork and class time for the following weeks are used to complete the study.

Skills that students need to acquire:

- **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.**

Resources:

- The Key course text is AQA Geography (Widdowson) and other materials which are issued to the each student
- This is supplemented in lessons with a variety of reference texts
- 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

Notes on homework and assessments and end of Year examinations:

- Homework is set to follow the same time guidelines as all other option subjects. Teachers aim to set a wide variety of tasks including research, preparation and practical exercises in order to reinforce, apply and enhance classwork.
- Tests at the end of each unit and assessed past questions will help improve technique through the year
- There is an exam at the end of Year 10 to help with exam technique 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

GCSE course name and number: German AQA GCSE 8668

Departmental Teachers: Mrs Coote and Mrs Lethbridge

Statement of Intent

It is the aim of the German Department that students will gain:

- much greater breadth of vocabulary in the topics of marriage, media, technology and festivals
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of the past tense, modal verbs, the future tense, the conditional tense and subjunctive forms in 'wenn' clauses, confidence in handling German word order and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of German speaking cultures
- the ability to express and justify opinions on more complex topics
- the ability to develop ideas using a range of subordinating conjunctions

Details of teaching scheme to be followed:

In the second year of the GCSE course the following units are covered:

Free-time Activities

- TV
- Cinema
- Music

Technology in Everyday Life

- Social Media
- Mobile Technology

Family Relationships & Friends, marriage and partnerships

Festivals and Traditions



Skills that students need to acquire:

Interaction in the foreign language - extending range & complexity of phrasing and developing confidence and fluency

Strategies for efficient learning of vocabulary and grammar structures

Developing translation skills to and from German

Reading: gaining breadth of experience: reading a variety of text types, including authentic materials and literary extracts, for gist & specific detail

Listening: gaining breadth of experience – understanding & responding to a variety of text types

Grammar: Extending the content and accuracy of spoken and written work

Writing: Communicating effectively and accurately for a variety of purposes

Resources:

- Echo and Logo 4, GCSE Foundation and Higher course books
- Echo online resource – Active Teach
- GCSE Higher online resource - kerboodle
- Online learning via Microsoft Teams and multimedia resources
- Authentic reading and listening material
- The Internet – www.linguascope.com, www.klar.co.uk & www.languagesonline.org.uk
- Language lab – students will have regular lessons 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
- 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: 2 x 45 minutes per two weeks
- Assessments: In Year 10 students will complete ongoing formative assessments after each module. These will be based on exam-style questions and inform students about the requirements of the Writing and Speaking examination elements. There is a formative Listening, Reading and Writing paper in the summer term, as well as a GCSE Speaking role-play and photo card task

Hints on how to be successful in the course:

- Learn vocabulary and grammar carefully

- Participate and engage as fully as possible in oral work (this helps to develop all the other skills)
- Think for yourself and be creative
- Develop your ideas fully
- Extend your range of structures as often as possible

HISTORY

GCSE course name: GCSE History (9-1) Course Code: 1H10

Departmental Teachers Ms Puckett, Miss Saunders and Mr Cleak

Intent

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. Within our areas of study, we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards.

Details of teaching scheme to be followed and timing:

The course is divided into four different units over 3 examined papers, one of these units would have been covered in Year 9. These papers will be sat at the end of Year 11. There is no coursework unit for History.

Autumn Term into Spring Term:

Modern Depth Study: Russia and the Soviet Union, 1917-41

Written examination: 1 hour and 20 minutes

30%* of the qualification

There are four key topics

- 1. The Tsarist regime and its collapse 1914-17**
 - The nature of Tsarist rule
 - The impact of the First World War
 - The fall of the Tsar
- 2. Bolshevik takeover and consolidation 1917-24**
 - The Provisional Government
 - Imposing Bolshevik control 1917-21
 - Creating a new society 1918-24
- 3. The nature of Stalin's dictatorship 1924-39**
 - The struggle for power 1924-28
 - The purges of the 1930s
 - Propaganda and censorship
- 4. Economic and social changes 1928-39**
 - Collectivisation
 - Industrialisation
 - Life and Conditions in Soviet Russia

Spring Term into Summer Term:

British Depth Study: The reigns of King Richard and King John, 1189-1216

Written examination combined with Cold War unit for one exam paper: 1 hour 45 minutes

20% of qualification

- 1. Life and government in England 1189-1216**
 - The feudal system
 - Kingship and succession
 - Royal government and finance
 - English society
- 2. Involvements overseas 1189-1204**
 - The nature of crusading
 - Richard, the crusader king
 - Aftermath of the crusade
 - Richard and John's aims and the loss of Normandy
- 3. King John's downfall 1205-16**
 - Disputes with the Pope
 - Worsening relations with the Barons
 - Magna Carta and the Barons war
 - The succession and problems

ClickView:

Documentaries, TV programmes and podcasts to support all units

Students need to provide their own writing materials, pens and pencils.

The course is also linked with an optional foreign tour. The First World War Battlefield Tour is offered every year. There may also be opportunities to visit Russia or Germany.

Notes on homework and assessments:

Students complete one homework a week, duration one hour. This can be reading, writing, learning or research and may include Controlled Assessment preparation.

Hints on how to be successful on the course:

- Keep up with homework and class work and keep to deadlines, especially for the Controlled Assessment.
- Listen carefully to instructions and follow them. Be aware of the assessment criteria.
- Ensure written work is set out clearly and understandably. All class and homework should be kept in a file and pages should be numbered. Use headings, sub-headings, lists and highlighting to make notes accessible.
- If you miss a lesson or part of a lesson, ensure the work is copied up.
- Develop an enquiring mind and be prepared to ask questions, particularly of sources.
- Read around the subject. There are many excellent historical novels and works of non-fiction which are recommended.
- Look out for documentaries and films about the topics studied.
- Act on comments and targets provided by the teacher as feedback on your work.
- 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 Huggins, Miss Mitchell, Mr Perriam, Mr Rusling and Mrs Woods.

Intent

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations.

As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

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. The course continues on from the work studied in Year 9.

Module 7 Ratio 1 and Geometry 2

Ratio, congruence, similarity and compound measures

Module 8 Algebra 3

Linear inequalities, expanding and factorising brackets, completing the square and solving quadratic equations algebraically.

Module 9 Geometry 3

Pythagoras and trigonometry in 2D and 3D, perimeter and area, volume and surface areas.

Module 10 Algebra 4

Graphs of quadratics and cubics, solving linear and non – linear simultaneous equations, solving equations graphically and using an iterative method.

Module 11 Statistics

Sampling, averages from grouped discrete and continuous data, stem and leaf, box plots, cumulative frequency and histograms.

Module 12 Probability 2 and Geometry 4

Advanced probability, circle theorems, angle geometry and transformations

Coursework details: There is no coursework.

Skills that students need to acquire:

The key to success lies in perseverance, commitment and good organisation. This is not to say that the need for imagination and creativity has been downgraded. Indeed, it is hoped that students will continue to stretch themselves by entering the National Mathematical Challenge.

Resources:

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; these can be purchased through the school prior to entry. 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 6 at the end of Year 9 and also include the work from module 7. The second assessment will test the material studied in modules 8 and 9. The end of year examination consists of two written papers (one calculator and one non-calculator). The scores from the assessments will form the basis on which setting decisions are made but there are unlikely to be many changes to teaching groups during or at the end of 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

Intent

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

Details of teaching scheme to be followed:

Students will be required to learn a solo piece for their instrument and compose a piece of their own choice

During Year 10 students will;

Compose a piece of music to a brief of their choice

Learn about melody and harmony and practice writing short compositions

Prepare and compose a piece of their own choice, using the skills acquired from practice compositions

Practice and perform solo pieces on their instrument, concentrating on one piece which will be recorded in Year 11

Learn about a variety of different genres of music and understand their main musical features

Study instrumental music, vocal music, and music for stage & screen from the Edexcel areas of study

Resources:

- Keyboards
- Own instruments
- Computers with music Notation Software
- Manuscript paper

Notes on homework and assessments and end of year examinations:

- Work on preparing composing assignments
- Constant practice/performance on own instrument
- Regular listening to specified musical pieces and genres

Hints on how to be successful in the course:

Listen and play as much subject related music as possible.

The range of topics in the course will cater for a wide range of interests, instruments, personalities and directions; firstly, choose something that appeals to you. Secondly, try stepping outside of your comfort zone, experiment, join new music clubs, run your own! Make music! Enjoy!

PHYSICAL EDUCATION – GCSE

GCSE course name and number:

GCSE (9-1) Specification Physical Education J587

Departmental teachers:

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

Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

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 Physical Training

- Introduces and explores the concepts of performance, training and goal setting through:
 - Component of Fitness
 - Principles of Training

1.2 Preventing Injury

- Explores ways of minimising risk, hazards and injuries seen within a sporting environment.

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.

2.2 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

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. All assessments for the practical component of the course will be ongoing throughout the 3 years. With practical moderation exams occurring throughout the entirety of the course.

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

Please see www.ocr.org.uk for a full list of practical activities.

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 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 worth 60 marks will be set 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:

Hints on how to be successful in the course:

- Motivated and enthusiastic approach
- 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.
- Complete all homework to the best of your ability and hand in on time.
- Background research and reading to consolidate knowledge.
- Ask for help if you do not understand.
- Attend theory revision sessions.

PHYSICAL EDUCATION - NON-EXAMINATION

Departmental Teachers: Mrs McAlister, Miss Henderson, Miss Benson, Mrs Greening and Mrs Pope

Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Details of teaching scheme to be followed and timing:

Time allocation: 4 hours per fortnight.

At the onset of Key Stage 4 Year 10 students continue to extend and transfer their skills from Key Stage 3 across a new range of activities. Throughout Year 10, students tackle complex and demanding activities/tasks, applying their knowledge (of skills), techniques and effective performance. They are encouraged to employ tactics and strategies in response to changing situations. Year 10 students will have the opportunity to follow a curriculum pathway which they are able to have some input on the choice of activities.

1. They will develop their understanding of what makes a performance effective and learn how to apply these principles to their own and others work.
2. Students will be taught to:
 - a. To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (e.g. netball, football, rugby, volleyball, badminton, table tennis, cricket, rounders and tennis)
 - b. Basic and more complex techniques in order to improve their overall performance in a range of aesthetic activities (e.g. athletics, yoga, pilates, dance and gymnastics)
 - c. Dances using techniques within a range of dance styles and forms whilst being creative (dance and aerobics)
 - d. To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best
 - e. To make informed choices about lifelong physical activity (HRE, yoga, pilates and aerobics)

These are the essential skills and processes in PE which students will undertake in order to progress:

- Developing skills in physical activity
- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and Improving
- Making informed decisions about healthy lifestyles

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of activities, such as: basketball, volleyball, badminton, table tennis, tennis, rounders, athletics, gymnastics and dance, cricket netball, rugby, football and external activities; yoga, boxing, pilates.

Leadership is strongly encouraged and students may undertake a variety of roles such as coach, umpire, choreographer etc. A support system is in place to help students with this and to ensure students gain an all-round knowledge and understanding of activities.

Students are also encouraged to participate in the extracurricular programme and continue to take part in competitive sports and activities outside school through community links or sports clubs. Extra-curricular clubs take place at lunchtime and also afterschool. Students also have the opportunity to represent Parkstone Grammar School if selected for one of the many teams.

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 take place 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

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

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

Allocated time: Four hours per fortnight

Topics to be covered:

• **Issues of Life and Death**

- The world – origins of the universe and environmental responsibility
- The origin and value of human life
- Beliefs about death and the afterlife
- Key concepts: afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, soul

• **World Faith: Islamic Beliefs and Teachings**

- The Nature of Allah
- Prophethood – Adam, Ibrahim, Isa, Muhammad
- Angels
- Akhirah (Afterlife)
- Foundations of faith
- Key concepts: tawhid, prophethood, halal (permitted), haram (forbidden), greater/lesser jihad, mosque, shariah (straight path), ummah

• **Issues of Relationships**

- Relationships – families, marriage, divorce
- Sexual relationships
- Issues of equality: gender prejudice and discrimination
- Key concepts: adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, roles

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: Mrs Atwal, Mr Collins, and Mr Collis

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

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

Intent

Our whole approach to the teaching and learning of science and the reason we invest such importance in what we do and why we do it, can be summarised by the famous words of Marie Curie:

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less”

By the end of Key Stage 4 our students should:

Be excited by scientific thinking and ideas, and wanting to study further

- Have had sufficient opportunities to develop their skills in numeracy, literacy, ICT, citizenship, and enterprise as they apply to scientific contexts at this key stage
- Be capable of managing a file of notes, organised chronologically and by topic, and be competent at taking and making notes without excessive input from the teacher via eg dictation or copying from a board or screen
- Have had sufficient work assessed by the teacher, with written feedback, to be able to evaluate their progress as learners and frequently to set themselves targets for improvement and assess their own work and the work of peers against GCSE marking criteria
- Have had sufficient experience of practical science to work safely and with confidence in a laboratory setting, and be able to identify hazards and assess risks during practical procedures
- Understand – through practical experience - scientific enquiry in terms of the need for:
 - accurate observation, measurement and recording of information
 - careful planning, including safety and fair testing/identification & control of variables when investigating scientific problems
 - presenting & analysing data in a variety of modes such as graphs, charts, tables etc
 - evaluating data, experimental methods, and conclusions based on such data and methods both critically in order to assess degrees of error and inaccuracy, and in terms of identifying ways of improving accuracy and reducing error
- Have an embedded understanding of KS3 science, and a good understanding of the content of the KS4 programme of study and the GCSE 9-1 specification both in terms of subject and operational content (ie ‘How Science Works’)
- Be capable of describing and explaining scientific ideas and phenomena through extended writing, the use of mathematical models and relationships, and the use of logic.
- Have an awareness of links between science and other curriculum areas, such as mathematics, geography, history.
Have an awareness of the role and responsibility of the sciences in wider society & culture in terms of economic activity, human health & well-being, the environment & climate change, the impact of science & technology on local and global culture.

Details of teaching scheme to be followed and timing:

Continuation of the 3 separate science 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 science 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:-					
<ul style="list-style-type: none"> • The thinking behind the doing • Fundamental ideas • Observing objects, organisms and events • Making measurements 		<ul style="list-style-type: none"> • Designing an investigation • Presenting data • Identifying patterns and relationships in data • Societal aspects of scientific evidence 			
<ul style="list-style-type: none"> • BIOLOGY • BIOLOGY • BIOLOGY • BIOLOGY 	<p>BIOLOGY TOPICS</p> <p>Respiration</p> <p>Gas Exchange in Plants</p> <p>Gas Exchange in Humans</p> <p>Transport in Plants & Animals</p> <p>Animal reproduction</p> <p>Cells and Control</p> <p>Ecosystems Cycles</p>	<ul style="list-style-type: none"> • CHEMISTRY • CHEMISTRY • CHEMISTRY • CHEMISTRY 	<p>CHEMISTRY</p> <p>Ionic, covalent and Metallic Structures</p> <p>Organic Chemistry</p> <p>Nano particles and Composites</p> <p>Energetics</p> <p>RAMS and MOLES</p> <p>How Far, How Fast?</p>	<ul style="list-style-type: none"> • PHYSICS • PHYSICS • PHYSICS • PHYSICS 	<p>PHYSICS</p> <p>State Electricity</p> <p>Electricity</p> <p>Pressure</p> <p>Forces 2</p> <p>Radioactivity</p> <p>Astronomy</p> <p>Magnetism</p>

SPANISH

GCSE course name and number: AQA 8698

Departmental Teacher: Miss Velasco and Miss Brasselet

Curriculum Intent

To develop in students:

- a greater breadth of vocabulary in the topics of family, technology, free time and traditional festivals
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of possessives, the imperfect and simple future tenses, direct object pronouns, modal verbs, si-clauses and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of Spanish and Hispanic cultures
- the ability to express opinions on more complex topics
- the ability to successfully approach the 150-word GCSE writing task

Details of teaching scheme to be followed and timing:

Topics in Year 10 include holidays and summer time, school life, family and friends, technology, free time and festivals.

Events and trips

Trips to different parts of Spain such as Andalucía, Catalonia and Madrid are regularly organised for Key Stage 4 students. In addition, students have the chance to see a full production by a touring Spanish theatre company

Skills that students need to acquire:

- Speaking: extending range and complexity of phrasing and developing confidence and fluency
- Writing: translating from and into Spanish, free writing.
- Reading: gaining breadth of experience - reading for gist and specific detail
- Listening: gaining breadth of experience - listening for gist and specific detail

Resources:

- ¡Viva! GCSE text book (both hard copy and digital).
- Internet language practice sites, including Viva Active Learn
- A range of short novels in Spanish, with audio book included (different levels) in the LRC

A good deal of material is available on Microsoft Teams, the school's Virtual Learning Environment

Notes on homework and 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:

- Keep up to date with all homework tasks set and ensure that learning and revision are thorough and regular
- Pay special attention to learning and using new tenses and irregular verbs
- Participate as actively as you can: take any opportunity to speak in Spanish
- Avoid translating word by word and online translations
- 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.

THE WELLBEING PROGRAMME

Teachers: Form Tutors and key teaching staff

Intent

At Parkstone we believe that students should be aware that good health and wellbeing is central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop: -

- employability skills so that they are well prepared for the next stage of education, employment or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society

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 – support with work experience, mock interviews with Rotary, Forced marriage, Yoga, Labour market information**
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: - Please note there could be variations due to Covid – 19 restrictions.

Session	Focus
Autumn Term	Taking Care of Me <ul style="list-style-type: none">• Positive mental health and developing resilience Preparing for work <ul style="list-style-type: none">• How to contact employers - Writing formal emails, making formal phone calls• Producing a CV• Interview techniques- possible mock interviews will take place in January – dependent upon Covid – 19 restrictions• Career Pilot
Spring	Raising awareness <ul style="list-style-type: none">• HIV and AIDS• Radicalisation• Forced Marriage
Summer Term	Taking care of me <ul style="list-style-type: none">• Health and Safety for work• First Aid and CPR Training – taken by Mrs Jenkin – dependent on Covid – 19 restrictions• Managing exam wellbeing and revision support

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.

WORK EXPERIENCE

Organisers: The Head of Careers and Mrs Gilbert (Work Experience Administrator)

The date for work experience is provisionally Monday 7 June to Friday 11 June 2021.

Full details will be issued throughout the year and a Parents Information Evening will be held, details to follow.