



Parkstone Grammar School for Girls

CURRICULUM BOOKLET
YEAR 11
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 11.

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 line extending to the right.

Mr David Hallsworth
Head Teacher

WELCOME TO YEAR 11

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Dear Student

Welcome to Year 11! The start of Year 11 usually brings a mixture of emotions for students and given the circumstances in which you finished Year 10 this will be especially so for you. The way you approached the absence from school last term was a real credit to you and thank you for dealing with it as effectively as you did.

We have been planning carefully to make sure that the school is set up to ensure we are looking after each other and that we can help you with the best learning opportunities we can. We are ready for all eventualities and will be able to adapt how we work to ensure you are ready for the exams later in the year. We are confident that the school is completely ready for you to start your learning this term.

We have also carefully planned to build on the learning of last term. We know that students work in different ways and some will have found it easier to complete tasks at home than others. Please be honest with your teachers in discussing work that has been completed or areas that perhaps you did not understand clearly. Once we know what you were able to complete and understand we can then build on that learning to help you this year. Every one of your teachers knows how to structure your work this year so that you are ready for the GCSE exams, and with your help in explaining how last term went for you they will be able to support you fully.

Year 11 is always a busy year and so the key for your well being is to pace yourself and find activities that you enjoy to participate in alongside your studies. A variety of activity and some regular exercise will ensure that your physical and mental well being are cared for – which in the long run will help you be more successful in everything that you undertake. Schoolwork in Year 11 can become all-consuming if you let it – regular time out of this is essential to your success.

There will be lots of questions and exciting things to contemplate as you move through year 11 – and we will come to all of these things in turn. We will help settle you back into regular school life, support you with decisions about life after GCSEs and then prepare for the final examinations. Everting is set up to help you and we are very excited about working with you to make it as smooth as possible.

Good luck to all of you. Remember to ask when you are unsure. Speak out when you are concerned or worried, there are plenty of people to support and help you. Above all – enjoy it.

Yours sincerely



Jez Graves
Assistant Headteacher

FORM TUTORS

Head of Year	~ Miss C Mitchell	
Form Tutors	~ Ms C Hirst & Mrs N Walsh	~ 11P
	~ Mrs H Bradstock	~ 11A
	~ Mr M Mortell	~ 11R
	~ Mrs H McAlister	~ 11K
	~ Ms L Hilton-Meredith & Mr C Block	~ 11S
	~ Mr S Gilbert	~ 11T

SUBJECT REPORTS

ART & DESIGN

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

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% - (deadline January)

Externally set task 40% (10-hour examination and preparation time) – (deadline end of April)

Students will continue to explore a wide range of ideas, materials and working methods.

Coursework details:

Students have to complete all coursework by January. The deadline is not extendable and students will be given the specific dates well in advance to ensure that the deadline can be met. Externally set assignment papers will be issued in January, allowing student's preparation time before completing a two-day examination in April. Students are free to interpret, develop and research their chosen question. Originality of approach, thorough first-hand observation of the subject selected, the production of alternative ideas, a fully resolved final outcome, and a coherent response to the work of others, are all vital ingredients for the successful candidate.

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:

- 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 Business Studies (8132)

Departmental Teacher: Mr Wood and Mrs Kelly

Business and Economics Department Statement of 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 11 Marketing and Finance will be taught as well as consolidating learning from Year 10.

Marketing

- 3.5.1 Identifying and understanding customers
- 3.5.2 Segmentation
- 3.5.3 The purpose and methods of market research
- 3.5.4 The elements of the marketing mix
- 3.5.5 Using the marketing mix: product and pricing
- 3.5.6 Promotion and distribution

Finance

- 3.6.1 Sources of finance
- 3.6.2 Cash flow
- 3.6.3 Financial terms and calculations
- 3.6.4 Analysing the financial performance of a business

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 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 assessments and end of Year examinations:

Assessment is through two exam papers at the end of Year 11. Each paper is 1 hour and 45 minutes in length.

Paper 1- Influences of operations and HRM on business activity

Paper 2- Influences of marketing and finance on business activity

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

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

Computer science theory
Programming theory

SPRING TERM

Exam technique and exam pack revision
Pygame

SUMMER TERM

Exam pack revision and exam preparation

Skills which we aim to develop include:

- Effective revision
- Exam technique

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
- Exam packs and topic tests with answers will be available to students in hard copy and online
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

Assessments and end of year examinations:

- Two theory papers will be sat during the summer exams, each worth 50% of the GCSE:
 - o J276/01 Computer Systems
 - o J276/02 Computational thinking, algorithms and programming

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 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

Component 1: Core, Specialist and Design and Make Principles

GCSE Examination: 50% (2 hours).

Sat at the end of the course.

Component 2: Design and Make Practice

Non- exam assessments (NEA): 50%

The non-exam assessment in the Design and Technology option consists of one major design and make project consisting of a design folder and accompanying product, which will take 35 hours to complete.

Details of teaching scheme to be followed and timing:

End of summer term to end of Spring Term – completion of Year 11 NEA.

All courses March – May (Year 11) – completion of syllabus and preparation for examination.

All courses will be completing the practical work and folder work to fulfil the exam board requirements. The folder work will be completed in stages as the work progresses and interim submission dates to assess progress will be issued to students in the briefing documentation. Students will be expected to meet these progress deadlines. The finished NEA should be submitted in March of Year 11.

Subject: GCSE Food Preparation and Nutrition 601/8093/6

Component 1: Principles of Food Preparation and Nutrition

GCSE Examination: 50% (1 hour 45 minutes)

Sat at the end of the course

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: 50%

- **Assessment 1:** The food investigation assessment- 15% (8 hours)
- **Assessment 2:** The food preparation assessment- 35% (12 hours)

Skills that need enhancing in the last year of GCSE:

- Combining design and making skills with knowledge and understanding to design and make products to suitable specifications.
- Integration and application of knowledge, including that from Art, ICT, Maths, and Science and practical capability to design and make quality products and non-examination assessments
- Discerning approach to decision making paying due attention to conflicting considerations.
- Analytical and evaluation skills
- CAD/CAM/ICT
- Matching provision with need
- Disciplined and effective management and organisation of time and resources particularly in producing NEA and controlled assessment task design-based and folder work within deadlines
- Effective and appropriate communication using a variety of media
- Matching materials, processes, equipment to meet the needs of a design specification

For Food:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, high level 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 investigation/experimental work and product disassembly and evaluation. Students will have access to computers and the Internet.

Students are requested to provide textile materials when making their products in practical sessions and may occasionally be required to source their own components in Graphics, if considered 'unusual'.

For Food students will need to provide ingredients for their practical lessons. For the Food Investigation basic ingredients will be provided but unusual ingredients may need to be sourced by the student.

Notes on homework:

Homework is given in line with school policy and details are provided in the topic briefing documents. The homework relates directly to gaining skills, knowledge etc. relevant to the GCSE. This may include research, preparation for practical sessions, linked theory work to topics, revision and in particular preparation for the completion of the folder and practical work for assessed coursework/examinations.

Hints on how to be successful in the course:

- Read all documentation exam board and school-based course support material carefully to identify what is required to successfully complete the course – use It's Learning regularly if your teacher provides material on this platform.
 - Note all work expectations and transfer relevant details to your student planner
 - Select NEA briefs which match your interests and capability, at the same time aiming to develop and improve your knowledge and expertise. Aim to be creative and innovative in your ideas
 - 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 reference material, notes appropriately, keep photographic and/or written records of practical/experimental work particularly linked to the final coursework
 - Listen carefully to instructions and always ask for clarification if unsure about anything
 - Plan ahead to arrive well prepared for practical lessons, so that planning and organisation is not left until the last minute when purchase of materials etc. may be difficult
 - Always keep a back-up of all material stored on computer, in case of any problems with software / hardware.
 - Keep all folder and practical work secure and clearly named, because this represents 50% of the GCSE in Design and Technology
 - Take every opportunity to read 'around' topics and aim to keep up to date with relevant technological developments
 - 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: Ms Pearce and Ms 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?

- **Component Two** - Externally examined by visiting examiner from the exam board.
- Written examination – **Component Three** – Externally marked by the exam board.

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.

THE PRACTICAL OPTIONS

Component 2: Presenting and performing texts

- Students will study a text from a performance perspective.
- Practical work will include the development of the appropriate vocal and physical skills in order to create, interpret and sustain a role from the text.
- Written work will include research into the social context, genre and style of the text.
- Students will undertake careful preparation of the extract for performance whilst being assessed.
- Students will perform their extract to an audience and visiting external examiner

Term 1

Activities will include:

- Select play for Component 2 and develop to mid stage of rehearsal
- Draft concept pro forma
- Theatre visit preparation and follow up work
- Complete Written Section B notes and practice paper

Non-attendance will affect the marks of other members of the group as well as the students own mark.

Term 2

Activities will include:

- Submit final concept pro forma
- Complete Component 2 (30% of GCSE): Perform scripted piece to external visiting examiner

Term 3

Activities will include:

- Final revision
- Timed essays
- **Revision of set play for the written exam.**
- **Preparation and practice of live production, Section B of the written exam**

Coursework details including time to be spent:

The practical assessment will be performed to an examiner in **April**.
Preparation will take place in lessons during the Autumn and Spring Terms.
Some rehearsals after school are necessary to complete preparation.

It is essential that the preparation period for all practical assessments is not interrupted by absence from lessons. Non-attendance will affect the marks of other members of the group also.

Skills that students need to acquire:

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

Resources:

Over the years students will be required to attend at least 1 Drama Department Theatre Visit. The timing of the will depend on local programmes. The costs will include a (student rate) ticket and travel to the venue if it is not local. Please contact Miss Whelan if there is a problem with funding for this visit. Students must wear PE shorts for Drama and must always bring their Drama journal to lessons.

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

See 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 Scopes and Mr Mortell

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:

'International trade and the global economy' will be taught and examined in Year 11. Topics covered will include:

- 4.1 importance of international trade
- 4.2 Balance of payments
- 4.3 Exchange rates
- 4.4 Globalisation

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.

Exams

Introduction to Economics (J205/01) – 80 marks – 1 hour 30 minutes written paper – 50% of total GCSE

National and International Economics (J205/02) – 80 marks – 1 hour 30 minutes written paper – 50% of total GCSE

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 Best, Ms Ashby, Mr Farbridge, Ms Champion, Mrs Price, Mrs Spall, Ms Hirst 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 in Year 11 build on the skills developed in Year 10 and are designed to meet the requirements of the subject criteria for GCSE English Language and English Literature.

During

Examination details:

In Year 11 there is greater focus on set texts and techniques required for external examinations for both GCSE English Language and English Literature, taken during the Summer Term:

- Students will study a Shakespeare play in preparation for the English Literature exam.
- Students will revise the 19th century novel, modern drama/text and poetry anthology for their **GCSE English Literature** examination.
- A Shakespeare play
- In addition they will practise writing skills and reading response to both fiction and non-fiction texts for **GCSE English Language**
- Students will sit one literature and one language paper during their internal mock examinations.

GCSE English Literature

All students will take:-

- **GCSE English Literature Paper 1: Shakespeare and the 19th century novel (1 hr 45 minutes)**
- 40% of final GCSE grade.
- Each text will require a response to an extract and the whole text.
- Closed book examination.

AND

- **GCSE English Literature Paper 2: Modern texts and poetry (2 hrs 15 minutes)**
- 60% of the final GCSE grade.
- Modern text one essay question from a choice of two on their studied text.
- One poetry comparison question.
- One response to an unseen poem.
- One comparison question between two unseen poems.
- Closed book examination

GCSE English Language

All students will take:-

- **GCSE English Language Paper 1: Explorations in creative reading and writing (1 hr 45 minutes)**
- 50% of final GCSE grade.
- Four compulsory questions based on one reading source.
- One compulsory writing task.

AND

- **GCSE English Language Paper 2: Writers' viewpoints and perspectives (1 hr 45 minutes)**
- 50% of final GCSE grade.
- Four compulsory questions based on two reading sources.
- One compulsory writing task

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 summary sheet enabling them to monitor their own progress and identify specific targets for future improvement or development.

Hints on how to be successful on 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

FRENCH

GCSE course name and number: AQA GCSE French 8658

Departmental Teachers: Mrs Child and Miss Lethbridge

Curriculum Intent

To give students:

- much greater breadth of vocabulary in the topics of holidays, school, work and social issues
- a greater understanding of French and Francophone cultures
- opportunities to consolidate all key tenses and vocabulary from topics previously studied
- the ability to communicate confidently and clearly with native speakers in speech and writing
- the ability to understand clearly articulated, standard speech spoken at near-normal speed
- the ability to respond to unexpected questions
- a strong foundation for potential A Level study
- a skill to enhance their future lives, whether they use the language for personal enjoyment, social, travel or work purposes

Details and length of examinations:

- Listening Examination (25%) 45 minutes with 5 minutes reading time
- Speaking Examination (25%) 10 minutes with 12 minutes preparation time
- Reading examination (25%) 1 hour
- Writing examination (25%) 1 hour 15 minutes

Details of teaching scheme to be followed and timing:

Autumn Term

- Tourisme (holidays)
- Au college (School)
- Il faut bosser (Work)

Spring Term

- Mock examinations
- Il faut bosser (Work)
- Le monde en danger (environment)
- La pauvreté et le bénévolat (poverty and volunteering)

Skills that need enhancing in the last year of GCSE:

- Applying and combining knowledge of tenses learnt in Year 10 in writing and speaking
- Understanding authentic/complex texts and audiovisual material
- Fluency in speaking

Resources:

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

Homework and assessments:

- Extension/consolidation work is given after each lesson to reinforce and extend work done in class
- Mock examination: Full mock in January
- Ongoing assessment in all 4 skill areas
- Oral exam in late April/early May
- Listening, Reading and Writing exams in May/June

Hints on how to be successful in the course:

- Be alert and participate actively in class!
- Be positive and ambitious!
- Stay on top of all homework deadlines.

GEOGRAPHY

GCSE course name and number: AQA GCSE Geography 8035

Departmental Teachers: Miss Forster, Mrs Pannell and Mrs Moore

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.

Autumn:

- Autumn fieldwork investigation : Studland Dunes
- Economic LIC Case Study

Spring:

- Ice
- Urban
- Plate tectonics

Summer

- Issue evaluate prep

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.**

Skills that need enhancing in the last year of GCSE:

- Refining of reference, communication, interpretation, evaluation and decision-making skills.
- Detailed knowledge and understanding of case study material.
- Fine tuning of examination technique.
- A more informed and mature appreciation of concepts such as poverty, culture, environment and government.

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 for GCSE Geography such as Geography in focus.
- The department has also developed a wide range of resources, specifically tailored to the Avery Hill 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, assessment and what would normally be required for the mock examination:

- 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.
- An end of unit test, based on a past question, is sat at the end of each of the units taught in Year 11.

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 holidays, school, work and social issues
- a greater understanding of German and German speaking cultures
- opportunities to consolidate all key tenses and vocabulary from topics previously studied
- the ability to communicate confidently and clearly with native speakers in speech and writing
- the ability to understand clearly articulated, standard speech at near-normal speed
- the ability to respond to unexpected questions and take part in an extended conversation in German
- the ability to successfully approach the 150-word GCSE writing task
- the ability to understand a range of different registers of language including literary texts
- a strong foundation for potential A Level study
- a skill to enhance their future lives, whether they use the language for personal enjoyment, social, travel or work purposes

Details and length of examinations:

- Writing 25% (1 hour for Foundation. 1 hour 15 minutes for Higher)
- Reading 25% (45 minutes for Foundation, 1 hour for Higher)
- Listening 25% (35 minutes for Foundation, 40 minutes for Higher)
- Speaking 25% (10 -12 minutes, to include Role-Play, Photo Card & General Conversation)

Details of teaching scheme to be followed:

- Holidays – Past & Future Holidays, Tourist Information, Buying Tickets & Reservations
- Current and Future Studies and Employment
 - Life at School & College
 - Future Plans
- Global Issues – Charity work, Poverty & Homelessness
- Social Issues – Healthy & Unhealthy Lifestyles
- The Environment

Skills that need enhancing in the last year of GCSE:

Communication: Oral communication through work in class. Extension of phrasing and fluency. Preparation of the oral exam.
Writing: Extension of phrases and proficiency in communicating ideas and opinions.

Resources:

- Echo/Logo & GCSE AQA Higher course books
- Echo online resource
- Kerboodle for AQA GCSE online resource
- Online Learning via Microsoft Teams and extensive multimedia resources
- 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.

Homework and assessments:

- Homework 2 x 60 minutes over a 2 week cycle
- Mock examination: Full past GCSE paper
- Ongoing assessment in all 4 skill areas
- Mock oral exam in January
- Oral exam in April/May
- Listening, Reading and Writing exams in May/June

Hints on how to be successful in the course:

- Ongoing learning of vocabulary
- Revision of grammar
- Engage in lessons and participate in oral work
- Think for yourself to spot language patterns, transfer language and make links between topics and be creative
- Develop your ideas fully, expressing and justifying your opinions
- Extend your range of structures as often as possible.
- Be well prepared for the oral exam: start learning your oral exam answers from January onwards.

HISTORY

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

Departmental Teachers: Ms Puckett 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 and timing

This year provides opportunity to finish the clear GCSE course units, it also provides opportunity for revision, reflection and exam practice to ensure content from Year 9 and 10 is revisited to ensure maximum success.

Autumn term into spring term

Period study: Superpower relations and the Cold War 1941-1991

20% of qualification- combined with Medieval unit for one exam of 1 hour and 45 minutes

1. Origins of the Cold War 1941-58
 - Early tension between East and West from WW2
 - The development of the Cold War and formation of NATO
 - The Cold War intensifies- uprisings in Eastern Europe
2. Cold War Crises 1958-70
 - Increasing tension between East and West due to Cuban Crisis and Prague Spring
 - The construction of the Berlin Wall and increasing Soviet control
 - Reactions to crisis such as space race and nuclear treaties
3. End of the Cold War 1970-91
 - Attempts to reduce tension be Détente
 - Flashpoints such as Soviet invasion of Afghanistan
 - Collapse of the Soviet Union and fall of the Berlin Wall

Spring term into summer term

This is the opportunity to recap all 4 topics of the GCSE and practice exam skills for each paper. Students have the opportunity for timed answers, presentations of key parts of course, group revision and independent revision. There will be a focus at this time on strategies for revision and what works best for individual students.

Notes on homework and assessments:

Students complete one homework a week, duration one hour. This can be reading, writing, learning or research 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 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 four 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 13: Number 3

Approximation, bounds, negative and fractional indices, standard form, conversion of recurring decimals to fractional form, rationalisation and manipulation of surds, advanced percentages and compound interest

Module 14 :Algebra 5

Algebraic fractions, linear and non - linear sequences, algebraic proof and rearranging formulae

Module 15 : Ratio 2 and Geometry 5

Sine, cosine and tangent for all angles, sine and cosine rules; area of a triangle in $\frac{1}{2}ab\sin C$ form, ratio and proportion, vector geometry

Module 16: Algebra 6

Functions, transformations of graphs, tangents to and areas under curves and applications to real life graphs.

Coursework details:

There is no coursework.

Skills that students need to acquire:

At this stage, examination technique comes to the fore. Extensive question practice is essential to consolidate key facts and methods and to develop the perception required to go quickly to the heart of a problem. With experience will come a perspective on the subject that will enable students to respond imaginatively and flexibly to unfamiliar problem solving situations.

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:

Homework is set and marked in accordance with school policy. Students will need to devote additional time to their own revision programmes ahead of the mock and summer examinations.

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 lunchtimes, there is a support session which students can go to for additional support.

MUSIC

GCSE course name and number: OCR GCSE MUSIC (9-1) Code J536

Departmental Teacher: 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 and length of examinations:

Students will be required to record a solo and an ensemble piece and compose an ensemble piece based on a set brief supplied by the exam board

Coursework percentage – 60%

Final Examination percentage – 40%

During Year 11 students will;

Compose an ensemble piece based on a brief set by OCR

Practice, perform and record an ensemble piece on their instrument

Learn about and revise knowledge of a variety of different genres of music and revise their musical features

Study fusions from the Edexcel areas of study

Practise answering questions for the final Listening Examination

Perform a solo piece of their choice

Resources:

- Keyboards
- Computers with Music Notation Software
- Own Instruments
- Manuscript paper

Notes on homework and assessments and end of year examinations:

- Continually work on preparing the composition to a given brief
- Concentrated practice/performance on own instrument for solo and ensemble recordings
- Regular listening to and revision of specified musical 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 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 contemporary factors which include:
 - commercialism and the media on physical activities and sports
 - the ethical and socio-cultural issues in physical activities and sports e.g. sportsmanship, gamesmanship and deviance

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. 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. Within Year 11 the students will take part in their final practical moderation day which will take place externally and with examiners.

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.

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 McCalister, 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 11 students continue to extend and transfer their skills from Key Stage 3 across a new range of activities. Throughout Year 11, 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 11 students will have the opportunity to follow a choices curriculum whereby they have the responsibility to opt for certain activities in order to make choices that will impact on their lifelong healthy and active lifestyle.

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, volleyball, football, rugby, badminton, 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, 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, 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:

1. Christian Practices

- Forms of worship
- Sacraments – Baptism and Eucharist
- Pilgrimage and Celebrations – Walsingham, Taizé, Christmas, Easter
- Christianity in Britain and the Church in the local community
- The worldwide Church

2. World Faith: Islamic Practices

- The Five Pillars of Sunni Islam: practices in Britain and elsewhere
- Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere
- Jihad: Greater and Lesser
- Festivals and commemorations: practices in Britain and elsewhere

3. Revision

- Revision will take many forms and may include: key term tests, Cognitive Flow Charts, Ripple Diagrams, Spider-diagrams, mind maps, practice questions, skills practice

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

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:

Completion of the 3 separate science GCSE (EDEXCEL) LEVEL 1/2 CERTIFICATE (iGCSE)

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 & 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 			
BIOLOGY	BIOLOGY TOPICS	CHEMISTRY	CHEMISTRY	PHYSICS	PHYSICS
•	Co-ordination and Control (to include nerves, hormones and excretion)	•	Electrochemistry	•	Radioactivity
•	Genetics and Inheritance	•	Moles and Stoichiometry	•	Waves
•	Natural Selection and Genetic Engineering (to include Evolution, Human Evolution and Genetic Engineering)	•	Acid and Alkalis; Part 2	•	Magnetism
			Metal Extraction		Energy 2

SPANISH

GCSE course name and number: AQA 8698

Departmental Teacher: Miss Velasco and Miss Brasselet

Curriculum Intent

To develop in students:

- much greater breadth of vocabulary in the topics of free time, town and region, healthy living and work
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of the different past tenses, the conditional and the subjunctive
- the ability to express opinions and personal points of view on more complex topics
- increased confidence regarding the conversation for the speaking exam
- a greater awareness of environmental, local and global issues in contemporary society
- a wider understanding of Spanish and Spanish speaking countries cultures

Details and length of examinations:

Paper 1	Listening	25%	45 minutes
Paper 2	Speaking	25%	10-12 minutes
Paper 3	Reading	25%	60 minutes
Paper 4	Writing	25%	1 hour 15 minutes

Details of teaching scheme to be followed and timing:

Autumn Term

- Ciudades (neighbourhood, town and region)
- A trabajar (Work and education post-16)

Spring Term

- Mock examinations
- Hacia un mundo mejor (environment, social, local and global issues)
- Vida sana (Healthy living)
- Preparation for oral exam

Summer Term 1

- Preparation for exams

This is the year of 'putting it all together'! This year, pupils will work with increasingly complex texts and audiovisual material, and will benefit from extensive oral practice, both inside and outside of lessons.

Events and trips

A cultural trip to different parts of Spain such as Andalucía, Catalonia and Madrid is regularly organised for Key Stage 4 students.

Skills that need enhancing in the last year of GCSE:

- Applying and combining knowledge of tenses learnt in Year 10 in writing and speaking
- Understanding authentic/complex texts and audiovisual material
- Fluency in speaking

Resources:

- ¡Viva! GCSE text book (both hard copy and digital).
- Internet language practice sites, including Viva Active Learn
- Readers at various levels for enjoyment. (Roald Dahl, Snoopy, Mysteries, Garfield etc) in the LRC

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

Homework and assessment

- Homework will be set four times per cycle to reinforce and extend work done in class
- Mock examination: Full mock in January
- Ongoing assessment in all 4 skill areas
- Oral exam in late April/early May
- Listening, Reading and Writing exams in May/June

Hints on how to be successful in the course:

- Keep up to date with all homework and tasks set: stay on top of deadlines
- Ensure that learning and revision of grammar, vocabulary and speaking questions are thorough and regular
- Participate as actively as they can during lessons in pair and group work as well as in whole class sessions
- Make the most of the extra speaking practice sessions from January onwards.

THE WELL-BEING 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 discussion for 10 minutes or be involved in small group sessions.

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	<p style="text-align: center;">Taking Care of Me</p> <ul style="list-style-type: none">• Positive mental health and developing resilience <p style="text-align: center;">Finance</p> <ul style="list-style-type: none">• Pay slips and Taxation• Savings, Loans and Debt• Budgeting Game• Gambling and risk
Spring Term	<p>Quiet revision time to prepare for mock exams and support with revision techniques</p> <p style="text-align: center;">Raising awareness</p> <ul style="list-style-type: none">• FGM - linked to International Day of Zero tolerance• Relationships – both positive and negative <p>There will also be specific sessions on - Sexual Health – Contraception, STI’s, FGM and Career Pilot as a carousel through the Autumn and Spring</p>
Summer Term	<p>Quiet private study to help with revision for GCSE’s</p> <p>GCSE Exams</p>

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.