

Subject: Art / Graphics / Textiles		Subject Leader: Mr Cross		Year: 11	
<p>Main knowledge / skills / understanding developed in this course: Whilst further developing their ability to research and form their own opinions about art and artists, pupils are encouraged to continue to work with a broad range of subject-specific materials and techniques. Some however, may wish to use a smaller range of materials and techniques but work in greater depth. The main emphasis is on developing personal, informed and meaningful responses to particular given themes, displaying the skills of observation, analysis and experimentation, to develop and refine ideas and show artistic understanding.</p>					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pupils spend the first two terms on their mock exam, which is both preparation for the external exam in terms 3 & 4 and is also then used as part of the coursework element of the GCSE.</p> <p>The strongest of the year 10 work is combined with the mock to make up the coursework portfolio (this is worth 60% of the final GCSE grade).</p>		<p>Throughout terms 3 & 4 pupils respond to the externally set exam component of the GCSE course (which is worth 40% of the final grade). This involves a minimum of eight weeks preparation, leading to a 10 hour practical controlled test.</p> <p>Either by the end of term 4 or the early part of term 5, pupils will have completed their GCSE course.</p>			
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Regular verbal individual assessment / feedback from teacher. • Written comments re. marking for improvement (particularly with homework). 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> • Practice observational drawing. • Taking lots of photographs relevant to projects. • Visits to galleries / museums. 					

Subject: Dance		Subject Leader: Mrs Goldsmith		Year: 11	
Main knowledge / skills / understanding developed in this course: Unit 2 – Set Dance – technique and performance skills. Unit 4b – Choreography; interpreting a chosen stimulus. Unit 3 Performance in a duo or group based on a professional dance work. Review of year 10 professional dance work analysis and exam question practise.					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Creating movement material for choreography. • Planning and design of choreographic structure, climax and communication of theme. • Rehearsal of final piece for Unit 4b. 	<ul style="list-style-type: none"> • Unit 2 – set dance • Learn movement material accurately and apply performance skills for final assessment. • Written explanation of choreographic intent for unit 4b. • Revision of dance work 1. 	<ul style="list-style-type: none"> • Unit 3 – Performance in a duo or group. • Final composition in response to a chosen professional dance work. • Revision of dance work 2. • Mock exam (unit 1). 	<ul style="list-style-type: none"> • Recap and prepare units 3, 4a and 4b to exam performance standard. • Exam question practise. Essay writing for long answer questions. 	<ul style="list-style-type: none"> • Practical and Written Exam 	
Assessment Tasks:					
<ul style="list-style-type: none"> • Exam question practise for revision. • Written explanation of choreographic intent. • Performance or work during each lesson. • End of unit assessments will be filmed for analysis and grading. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Theoretical homework. Preparation of choreographic planning and accompaniment choice. • Rehearsal of practical work in preparation for assessments (studio time is available lunchtimes and after school). • Any style of dance classes attended outside of school will assist with confidence and performance skills. 					

Subject: Drama		Subject Leader: Miss Hardy		Year: 11	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> To explore moderation piece and create a range of ideas to select theme and genre from. To re-cap Section A and B from the written paper and be able to take an Autumn Mock. To create revisions guides that enhances the understanding of the written paper. Develop characterisation through various rehearsal techniques, including: Roll On the Wall, Focus, Forum Theatre and Peer Feedback. To identify personal strengths and weaknesses, as well as group strength and weaknesses. 		<ul style="list-style-type: none"> To perfect characterisation by examining the moderation criteria and practical criteria. Gain a thorough understanding of the criteria and grade boundaries. To develop a more secure knowledge of Section B, by re-visiting the play script. Keeping feedback forms up to date, to ensure that practical work and the written paper are being prepared for. GCSE Moderation. January Mock. 		<ul style="list-style-type: none"> Spring Mock. Analysis of each question. Revision of written paper material. GCSE Written Paper Examination. 	
Assessment Tasks:					
<ul style="list-style-type: none"> Moderation. Autumn Mock. January Mock. Spring Mock. GCSE written paper exam. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> Questions that support the written paper. Research that helps to develop characters and written paper. Rehearsals that are peer led. 					

Subject: English		Subject Leader: Mrs Hardy		Year: 11	
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> • Writing and reading skills—comprehension, imaginative writing, directed writing, analysis, retrieval, persuasive writing, interpretation, letter writing, report writing, writing to inform, argumentative writing. • Appreciation and analysis of set texts and author’s intention. • Exam techniques. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Study of contemporary poetry <ul style="list-style-type: none"> • This study will include appreciation of context and themes, analysis of language and knowledge of the poet’s style: Gillian Clarke/Carol Ann Duffy/Seamus Heaney. Study of literary heritage text <ul style="list-style-type: none"> • Again, the study of the text will include acquisition of the skills needed to answer a GCSE question: Lord of the Flies/Animal Farm/Dr. Jekyll and Mr. Hyde. • Language work as appropriate. The literature texts will be used to practise both language and literature skills. • Extra mock GCSE exam. 		<ul style="list-style-type: none"> • Completion of any outstanding sections of the literature course. • Final completion of all coursework assignments, both written and oral. • Mock exams. • After school and lunchtime revision sessions should be attended by all pupils. 		<ul style="list-style-type: none"> • ‘Walk-through’ mock exam. • Revision and exam preparation. • Texts are revisited and exam questions practised. • Past papers in both language and literature are undertaken. 	
Assessment Tasks:					
<ul style="list-style-type: none"> • Exam style questions in both literature and language. • Other written tasks will be assessed as appropriate. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Reading texts, both fiction and non-fiction, of greater complexity. • Reading newspaper articles and considering how a point of view is expressed. • Discussing current affairs to develop a personal viewpoint. 					

Subject: Food Technology	Subject Leader: Mrs Surrage	Year: 11
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Main knowledge / skills / understanding developed in this course:
 Controlled Assessment – pupils will translate their research into a range of ideas; this will include recipe adaptation, making skills, testing and evaluation. They will select the best idea and develop it until the final product is generated. Pupils will learn how to produce a Product Specification, a test kitchen production plan and use suitable software to analysis their final product.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Controlled Assessment - practical and folder work <ul style="list-style-type: none"> • Generation of 6 suitable ideas. • Final Design Proposal sheet. • Product disassembly. • Product specification. • Development work. 		Controlled Assessment, mock exams, final exam preparation <ul style="list-style-type: none"> • Final product. • Final evaluation including comparison to design brief and product specification. • Mock exams. • Exam preparation including pre – release document. 		Exam preparation <ul style="list-style-type: none"> • Revision – practical and theory. • Final exam. 	

Assessment Tasks:

- Controlled Assessment 60% final GCSE grade.
- Elements assessed – Investigating the design opportunity, development of design proposals, making, testing and evaluation, communication.
- Mock examination.
- Practice exam design question x 2

Home activities that will help support college work:

- Encouraging pupils to watch food documentary type programmes e.g. Food Unwrapped, supermarket secrets.
- Watching cooking programmes.
- Getting pupils to select suitable recipes and adapt them for practical work, reading methods prior to the lesson.
- Ensuring pupils sort out their own practical ingredients.
- Using their revision guide to aid controlled assessment and exams.
- Completing, in detail, all homework set.
- Encouraging pupils to attend afterschool revision sessions.

Subject: French	Subject Leader: Mrs Finlay	Year: 11
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken French. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate verbally in French. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
 - The ability to read and respond to written French. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
 - Communication skills.
 - Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Finish town and region topics from year 10 (Only 2014-2015) <p>From September 2015:</p> <ul style="list-style-type: none"> • Current studies • Past education • Your plans for your education 	<ul style="list-style-type: none"> • Work experience • Part-time job • Chores • The world of work 	<ul style="list-style-type: none"> • Revision • Catch up with Controlled Assessments 	<ul style="list-style-type: none"> • Catch up with Controlled Assessments • Listening and reading revision 		

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place in the mocks (Term 3).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.
 - Writing and Speaking catch up opportunities will be offered to pupils up to term 4.

- Home activities that will help support college work:**
- Bilingual dictionary French-English.
 - Using ‘Linguascope.com’ to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Using BBC Bite Size to regularly revise vocabulary.
 - Using Revision guide to help with writing tasks.
 - Fostering a positive and inquisitive attitude towards French and French Speaking Countries.

Subject: Geography		Subject Leader: Miss A Kent		Year: 11	
Main knowledge / skills / understanding developed in this course: In year 11, Unit 2 Option themes are studied. There are two physical and one human theme in Unit 2. Between them, these themes help pupils to make sense of a rapidly changing world. Each theme examines process and pattern before considering management strategies and human impacts. Key skills with maps, graphs and data analysis will be developed, along with exam technique throughout the course and linked to each topic. A second piece of controlled assessment is also completed in Year 11. This course offers an optional Iceland residential trip in either Year 10 or Year 11, depending on the cycle of this trip.					
Key Areas of Study: (the order can change depending on the Controlled Assessment topic, which varies annually)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Our Changing Coastline – Pupils will explore this topic through a series of key questions:</p> <ul style="list-style-type: none"> • What are coastal processes and what landforms do they create? • How are coasts managed? • How should coastal environments be managed in the future? • Why are sea levels changing and how will these changes affect people? <p>Controlled Assessment – The second piece of controlled assessment undertaken is worth 10% of the final GCSE grade. This piece is a Field work Enquiry based on a trip to a local coast (or river in some years). All the work is completed in class. The first phase is a research phase and the second is a write up phase, which is completed under exam conditions. This takes approximately 4 weeks to complete, following the completion of the fieldtrip.</p>		<p>Tourism – Pupils will explore this topic through a series of key questions:</p> <ul style="list-style-type: none"> • Why does the nature of tourism differ between one place and another? • What factors affect the nature of tourism? • How and why is tourism changing? • What are the impacts of tourism on Iceland? • What are the impacts of tourism on Mexico? • How can tourism be developed in a sustainable fashion? • Is sport tourism the solution? • Can sustainable futures be created from tourism in rural Iceland? <p>Living Things - Pupils will explore this topic through a series of key questions:</p> <ul style="list-style-type: none"> • What are biomes and how do they differ? • How are ecosystems managed? • What are the likely consequences if ecosystems continue to be damaged? • Does it matter if ecosystems are damaged? 		<p>Exams & Revision – all topics for Unit 1 and 2 will be examined in May/June.</p> <p>Revision will take place in class from March. Past papers will form the basis for revision homework at this time.</p> <p>After-school revision sessions will also be available from the end of February.</p>	
Assessment Tasks:					
<ul style="list-style-type: none"> • Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of written homework and periodically for class work. • An end of unit test is given approximately every 5 weeks, excluding during controlled assessment. • End of year examination. • The second piece of controlled assessment will be completed during Year 11, worth 10%. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • GCSE Geography WJEC A Revision Guide, from Hodder is a good aid to accompany the course. • Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school during lunch and from 3:30 each day. • Colouring pencils and glue for creative work. • An up-to-date atlas or globe would also be helpful. 					

Subject: German	Subject Leader: Mrs Finlay	Year: 11
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken German. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate verbally in German. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
 - The ability to read and respond to written German. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
 - Communication skills.
 - Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Work experience • Future education • Future plans 	<ul style="list-style-type: none"> • Holiday destination • Holiday activities • Accommodation • My past holidays • My ideal holiday 	<ul style="list-style-type: none"> • Revision and catch ups 	<ul style="list-style-type: none"> • Catch ups • Listening and Reading practice 		

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place in the mocks (Term 3).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.
 - Writing and Speaking catch up opportunities will be offered to pupils up to term 4.

- Home activities that will help support college work:**
- Bilingual dictionary German-English.
 - Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Using BBC Bite Size to regularly revise vocabulary.
 - Using Revision guide to help with writing tasks.
 - Fostering a positive and inquisitive attitude towards German and German Speaking Countries.

Subject: History	Subject Leader: Mr Davis	Year: 11
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Main knowledge / skills / understanding developed in this course:

- Remember, select, use & communicate knowledge & understanding of people and events on Modern World History.
- Explain and analyse concepts (causation, consequence, continuity, change & significance) and the key features and characteristics of the periods studied and the relationships between them.
- Understand, analyse and evaluate a range of sources and how aspects of the past have been interpreted and represented as part of an enquiry.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> The USA 1945 – 1975: A Land of Freedom? 	<ul style="list-style-type: none"> Controlled Assessment task – Civil Right in the USA. Why did the USA fail in Vietnam? 	<ul style="list-style-type: none"> Mock examination. How were people on the Home Front affected by the First World War? 	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision <p>GCSE exam:</p> <ul style="list-style-type: none"> Paper 1: International Relations (Cold War 1945 – 1975) and Depth Study (Germany 1918 – 1945). Paper 2: Britain 1890 – 1918. 	

Assessment Tasks:

- Effort grades are regularly awarded for pupils’ notes.
- Throughout the course pupils do questions from past exam papers which are marked using exam mark schemes.
- Each unit ends with a test using a complete exam question and graded A* to G.
- The final grade is based on two exam papers (75%) and the 2,000 word Controlled Assessment piece (25%).

Home activities that will help support college work:

- Access to a dictionary, reference books and the internet.
- Watching historical films, dramas and documentaries.
- Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence.
- Buying a revision guide for OCR GCSE Modern World History.
- Encouraging pupils to use websites like www.spartacus-educational.com and BBC bitesize.

Subject: ICT - CiDA (Certificate in Digital Applications) Level 2	Subject Leader: Ms Adie	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:

- Theoretical and practical aspects of web design, including web browsers, templates, navigation (hyperlinks), house style, colour theory/visual hierarchy, balance & mix of components (multimedia), HTML (HyperText Markup Language), Hexademical colour codes, JavaScript.
- Interpretation of a client brief and developing a product that is suitable for audience and purpose.
- Web authoring skills to create and test a website based on a given client brief.
- Understanding of how multimedia (text, graphics, sound, animation and video) are used to convey information for a range of audiences and purposes.
- How to design a multimedia product using a range of techniques including storyboards.
- Knowledge of copyright law and how to work within the law when using third party assets (images, sounds, etc.)
- Skills to edit, combine and test a range of multimedia components to create a product for a given audience and purpose.
- Skills to create an ePortfolio to present work in electronic form.
- Skills to evaluate products created and identify valid improvements.

For further information, please see [CiDA Specification](#).

Key Areas of Study:

Year 10: Term 1-2	Year 10: Term 3	Year 10: Term 4-6	Year 11: Term 1-5
<ul style="list-style-type: none"> • Introduction to course. • File/folder management. <p>Unit 1 - Developing Web Products</p> <ul style="list-style-type: none"> • Knowledge and understanding developed through a range of individual, paired and group investigations and activities. • Web authoring skills developed through creating websites based on given client briefs. Software used includes Serif Suite and Adobe Creative Suite. 	<p>Unit 1 - Developing Web Products (Cont'd.)</p> <ul style="list-style-type: none"> • Unit 1 Mock Examination • Unit 1 Examination <p>Unit 2 - Creative Multimedia</p> <ul style="list-style-type: none"> • Knowledge and understanding developed through investigating and evaluating a range of existing multimedia products for various purposes e.g. education, marketing, entertainment, public information. 	<p>Unit 2 - Creative Multimedia (Cont'd.)</p> <ul style="list-style-type: none"> • Pupils complete an extended project, based on a given scenario, in preparation for their Controlled Assessment. • They develop their Internet search skills, using advanced search techniques, to find appropriate copyright-free assets. • They develop skills in planning, editing, testing and combining multimedia, including animation, sound and video. Software used includes Serif Suite, Audacity and Adobe Creative Suite. 	<p>Unit 2 - Creative Multimedia (Cont'd.)</p> <p>Controlled Assessment SPB:</p> <ul style="list-style-type: none"> • Throughout Year 11, pupils work independently on their coursework SPB (Summative Project Brief). • The SPB requires them to plan, create, present and evaluate a multimedia product for a given audience and purpose. Throughout the project, they work with an identified 'test buddy' (a fellow pupil), with whom they give and receive feedback to inform development.

Assessment Tasks:

- Unit 1 Mock Examination – 2.5 hour practical examination, done in a computer room, based on a past examination paper. Marked by teacher. Undertaken in Y10 (Jan).
- **Unit 1 Examination (2.5 hours 25%)** – Practical Examination, done in a computer room, based on a paper set by Edexcel. Marked externally by Edexcel. Undertaken in Year 10 (Jan).
- **Unit 2 SPB (Summative Project Brief) (~30 hours 75%)** – Practical coursework assignment, based on a Summative Project Brief (SPB) set by Edexcel. Marked by teacher; moderated externally by Edexcel. Undertaken in Year 11 during Terms 1 – 5; The final coursework project is handed in at the beginning of May.
- With the exception of research, asset gathering and feedback gathering, pupils are only able to work on the SPB in lessons, under the informal supervision of a teacher.

Home activities that will help support college work:**UNIT 1**

Pupils should develop their awareness of aspects of effective web design, with particular emphasis on their suitability for audience and purpose. They can best do this by adopting a critical approach to the websites they use every day, aiming to apply the concepts learned in lesson to evaluate their effectiveness. They could develop their understanding and skills in relation to HTML, Hexadecimal and JavaScript using the content and tutorials on <http://www.w3schools.com/>.

UNIT 2

Pupils could develop their sound editing skills by downloading **Audacity** (the free software used in class) and completing the tutorials included. (<http://audacity.sourceforge.net/download/>)

UNITS 1 & 2

Software licenses for the Serif Suite are available at highly preferential rates. Pupils wishing to buy a pupil licence for the Serif Suite can obtain details in school on the Intranet.

Using the many online tutorials available for the Serif Suite will improve pupils' skills in this software and would be advantageous to those undertaking the CiDA course.

Subject: ICT - Computing	Subject Leader: Ms Adie	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:

- Understanding of current and emerging technologies and how they work.
- Use of algorithms and development of computer programs to solve problems.
- Evaluation of the effectiveness of computer programs/solutions.
- Knowledge and understanding of computer technology that will enable pupils to become independent users, able to make informed decisions about the use of computer systems.
- Development of creative and technical skills, knowledge and understanding of information technology in a range of contexts.
- Understanding the impact and implications of the use of computer technology in society.

For further information, please see [OCR GCSE Computing Specification](#).

Key Areas of Study:

Y10: Term 1-2	Y10: Term 3-4	Y10: Term 5-6	Y11: Term 1-2	Y11: Term 3-4	Y11: Term 5-6
Hardware/Software: <ul style="list-style-type: none"> • Types of computer • Input/output/storage devices Programming Skills: <ul style="list-style-type: none"> • Introduction to Python & BBC BASIC 	<ul style="list-style-type: none"> • Further programming skills • Problem solving • Introduction to AppInventor • Programming concepts & vocabulary <p>Controlled Assessment:</p> <ul style="list-style-type: none"> • Unit A452 Practical Investigation Task 	<p>Controlled Assessment:</p> <ul style="list-style-type: none"> • Unit A452 Practical Investigation Task Completion • Programming languages • Compilers/Interpreters/Assemblers • CPU structure and function • CPU + assembler simulation • Summer programming challenge 	<ul style="list-style-type: none"> • Programming tools <p>Controlled Assessment:</p> <ul style="list-style-type: none"> • Unit A453 Programming Project Task 	<ul style="list-style-type: none"> • Binary, decimal, hexadecimal • Software types • Operating systems • Database concepts • Computer networking • Web technologies • Encryption • Compression • Computers + society 	<ul style="list-style-type: none"> • Revision & examination practice. <p>Terminal Examination:</p> <ul style="list-style-type: none"> • Unit A451 Computer Systems and Programming

Assessment Tasks:

- **Unit A452 (20 hours 30%)** – Practical Investigation Task set by OCR. Undertaken in Year 10 (Jan-May).
- **Unit A453 (20 hours 30%)** – Programming Project Task set by OCR. Undertaken in Year 11 (Sept-Dec).
- **Unit A451 (1 ½ hours 40%)** – Examination paper including short and long answer questions, some of which will require candidates to write program code. Undertaken in Year 11 (May).

Home activities that will help support college work:

- Extended programming practice (Scratch, Python, BBC BASIC, AppInventor).

Subject: Mathematics (Foundation)		Subject Leader: Mr Rowing	Year: 11
Main knowledge / skills / understanding developed in this course:			
Key Areas of Study:			
Term 1	Term 2	Term 3	Terms 4 and 5
<p>Module 28: PROBABILITY Probability scale, equally likely outcomes, relative frequency, expectation, sum to 1, listing outcomes, sample space diagrams, add probabilities.</p> <p>Module 29: FORMULAE From words to algebra, substitute positive and negative numbers into formulae. Changing the subject.</p> <p>Module 30: POLYGONS Know the names, use facts on interior and exterior angles. Tessellations.</p> <p>Module 31: TRANSFORMATIONS Reflections, rotations, translations and enlargements. Single or combined transformations.</p>	<p>Module 32: SCATTER GRAPHS Draw and interpret scatter graphs. Correlation, lines of best-fit, predicting values.</p> <p>Module 33: AVERAGES Mean, median, mode, and range, with discrete data, stem and leaf diagrams, frequency tables, grouped data.</p> <p>Module 34: QUADRATIC GRAPHS Substitute values of x into quadratic function. Draw the corresponding graph, and use to solve estimate to equations.</p> <p>Module 35: TRIAL AND IMPROVEMENT Use method to solve equations with squares and cubes, including real life problems.</p>	<p>Module 36: CIRCLES Parts of a circle, draw using compass, find circumferences and areas using appropriate formulae. Semi circles and quarter circles. Surface area and volume of a cylinder.</p> <p>Module 37: PYTHAGORAS' THEOREM Recall and understand Pythagoras' Theorem. Use to find sides and angles and practical situations.</p> <p style="text-align: center;">MOCK EXAMS</p>	<p>REVISION PROGRAMME:</p> <p>Lesson topic revision.</p> <p>Weekly practice paper for homework.</p> <p>After school revision classes.</p> <p style="text-align: center;">SECOND MOCK EXAM</p>
Assessment Tasks:			
<ul style="list-style-type: none"> • End of term 1 and 2 tests. • Two mock exams in spring term. • Weekly homework (1 or 2 pieces per week). 			
Home activities that will help support college work:			
<ul style="list-style-type: none"> • Homework support where necessary. • "MyMaths.co.uk" website. • GCSE Bitesize. • Parental support during revision programme to ensure maximum pupil effort. 			

Subject: Mathematics (Higher)		Subject Leader: Mr Rowing	Year: 11
Main knowledge / skills / understanding developed in this course:			
Key Areas of Study:			
Term 1	Term 2	Term 3	Terms 4 and 5
<p>Module 23: COMPOUND MEASURES/BOUNDS Metric conversion Metric/Imperial Equivalences Distance, Speed, Time Work Speed Unit Conversion Distance/Time Graphs Density, Mass, Volume Upper and Lower Bounds.</p> <p>Module 24: TRANSFORMATIONS Study all 4 transformations. Describe transformations. Combining transformations.</p> <p>Module 25: SIMILAR SHAPES Congruence and proof, similar shapes, triangles and scale factors, area and volume scale factors.</p> <p>Module 26: QUADRATICS Quadratics solved graphically, algebraically by factorising, completing the square and quadratic formula. Problems leading to setting up and solving quadratic equations.</p>	<p>Module 27: INDEX NOTATION AND SURDS Index laws including zero, negative and fractional powers, calculate with and simplify surds, problem solving with surd form, rationalise the denominator.</p> <p>Module 28: CIRCLE THEOREMS Understand and use the theorems to calculate angles in a circle and those involving tangents to a circle. Use correct terminology when giving reasons.</p> <p>Module 29: ADVANCED TRIG Use the Sine Rule, Cosine Rule and area of triangle rule for any triangle.</p> <p>Module 30: VECTORS Be able to solve geometrical problems in 2- D, perhaps using ratio, and proving sides are parallel or that points lie on a straight line.</p>	<p>Module 31: FURTHER GRAPHS/FUNCTIONS Plot and recognise cubic, reciprocal, and exponential graphs, and the equation of a circle centre. (0,0) Be able to sketch $y=\sin x$ and $y=\cos x$ for angles 0 to 360. Use these graphs to approximate solutions to an equation. Simultaneous equations where one is linear and on non-linear</p> <p>Module 32: GRAPH TRANSFORMATIONS Apply and recognise graph transformations using $y=f(x)$ notation. Apply to any given graphical form.</p> <p style="text-align: center;">MOCK EXAMS</p>	<p>REVISION PROGRAMME: Lesson topic revision. Weekly practice paper for homework. After school revision classes.</p> <p style="text-align: center;">SECOND MOCK EXAM</p>
Assessment Tasks:			
<ul style="list-style-type: none"> • End of term 1 and 2 tests. • Two mock exams in spring term. • Weekly homework (1 or 2 pieces per week). 			
Home activities that will help support college work:			
<ul style="list-style-type: none"> • Homework support where necessary. • "MyMaths.co.uk" website. • GCSE Bitesize. • Parental support during revision programme to ensure maximum pupil effort. 			

Subject: Media Studies		Subject Leader: Miss Holden		Year: 10	
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> • Consolidation of previous knowledge needed for exams. • Understanding of print advertisement: DVD covers. • Understanding of TV advertisement: title sequence. • Revision of key concepts and terminology. 					
Key Areas of Study: Advertising and Marketing: Print and TV advertising					
Term 1	Term 2	Term 3	Term 4	Term 5	
<u>Coursework: Production</u> Create a DVD cover and insert for a Music DVD <ul style="list-style-type: none"> • Research: <ul style="list-style-type: none"> • Investigate the different sub genres of music DVD • Investigate audience and create a lifestyle profile of chosen audience. • Fully annotate a DVD cover including back, spine and front. • Fully annotate a DVD insert. • Investigate regulations surrounding DVDs including BBFC and IFC ratings, distribution online and in store, use websites such as IMDB to investigate most popular subgenres. • Planning: <ul style="list-style-type: none"> • Sketch and annotate DVD cover including back, spine and front. • Sketch and annotate insert. • Take and evaluate own images to be used in production. • Production • Evaluation: <ul style="list-style-type: none"> • Evaluate effectiveness of production against main aims. 		<u>Mock Exam Revision</u> Section A: Print Advertising <ul style="list-style-type: none"> • Revise and recap exam terminology • Learn how to use timing effectively • Judge a question based on marks awarded • Revise and investigate case studies Section B: TV advertising <ul style="list-style-type: none"> • Revise and draft use of storyboards • Recap persuasive techniques • Revise ASA and other organisations. <u>Coursework: TI</u> Investigate how genre conventions are used in the opening sequence to ‘Dexter’. <ul style="list-style-type: none"> • Introduction of Key Concepts including evaluation of genre, representation, audience, organisations and narrative. • Introduction of analytical techniques such as rule of thirds • Introduction of symbolic and technical codes • Revision of camera shots. 		<u>Mock Exam Analysis</u> Analysis of Mock Exam result <u>Coursework Finalising</u> Creation of final portfolio from coursework pieces. Staff moderation and sample selection. <u>Revision</u> Section A: Print Advertising <ul style="list-style-type: none"> • Revise and recap exam terminology • Learn how to use timing effectively • Judge a question based on marks awarded • Revise and investigate case studies Section B: TV advertising <ul style="list-style-type: none"> • Revise and draft use of storyboards • Recap persuasive techniques • Revise ASA and other organisations. 	<u>GCSE Exam</u> Section A: Print Advertising <ul style="list-style-type: none"> • Revise and recap exam terminology • Learn how to use timing effectively • Judge a question based on marks awarded • Revise and investigate case studies Section B: TV advertising <ul style="list-style-type: none"> • Revise and draft use of storyboards • Recap persuasive techniques • Revise ASA and other organisations.

Assessment Tasks:			
<ul style="list-style-type: none"> • Production Coursework /80: <ul style="list-style-type: none"> • Research /10 • Planning /10 • Production /50 • Evaluation /10 	<ul style="list-style-type: none"> • Practice papers (ZigZag papers 2-3 plus others) • Analysis of Year 10 end of year test. • Question by question tasks. • Textual Investigation coursework /20 	<ul style="list-style-type: none"> • Practice papers • Analysis of mock exam and practice papers • Question by question tasks. 	<ul style="list-style-type: none"> • GCSE EXAM
Home activities that will help support college work:			
<ul style="list-style-type: none"> • Analysis of DVD covers • Investigation of music sub genres • Annotation of DVD covers • Take photographs to be used in production • Corrections on parts of coursework • ZigZag revision booklet: Advertising and Marketing 	<ul style="list-style-type: none"> • Analysis and Annotation of a variety of title sequences • MediaEdu website: case study investigation • ZigZag revision booklet: Advertising and Marketing 	<ul style="list-style-type: none"> • MediaEdu website • ZigZag revision booklet: Advertising and Marketing • ZigZag revision booklet: Section A • ZigZag revision booklet: Section B 	<ul style="list-style-type: none"> • MediaEdu website • ZigZag revision booklet: Advertising and Marketing • ZigZag revision booklet: Section A • ZigZag revision booklet: Section B

Subject: Music	Subject Leader: Mrs Graham	Year: 11
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Main knowledge / skills / understanding developed in this course:
Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Composing techniques will be revised, and performance skills developed. Pupils will undertake Controlled Assessment 2 (unit 2 – composing), completing a second composition.		The initial focus will be on exam techniques, ahead of the college mock examinations. Following these, pupils will once again focus on developing their performing skills, ahead of the performance moderation in March.	Performance moderation – visiting moderator, March. Pupils will focus on refining their performance skills ahead of the moderation.	Final focus on exam techniques, revision of the areas of study and listening practise ahead of the final listening paper in May/June.	

- Assessment Tasks:**
- During lessons pupils will be given feedback by the teacher on how to improve their work.
 - There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
 - At the end of each unit pupils will be assessed in at least 2 areas (performing, composing, listening and appraising).

- Home activities that will help support college work:**
- Practise on their instrument.
 - Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
 - Identifying instruments, style, tempo, dynamics, etc. in music listened to.
 - Experiencing live performances of music.
 - Support with completing homework tasks.

Subject: Physical Education	Subject Leader: Mr Jones	Year: 11
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Main knowledge / skills / understanding developed in this course:
 Pupils are allowed to choose their own pathway in Key Stage 4 following on from their experiences in Key Stage 3. The pupils will be taught more advanced skills than Key Stage 3 but the emphasis will be on game play.
 Pupils choose between:

- Option 1:** Variety Option
- Option 2:** Trampolining Option
- Option 3:** Mixed Game Option
- Option 4:** Football Option (boys only)
- Option 5:** Fitness Option (girls only)

Key Areas of Study: Games / Trampolining / Climbing / Athletics / Fitness / Leadership / Striking & Fielding

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Option 1. Striking & Fielding	Option 1. Outdoor Games	Option 1. Indoor Games	Option 1. Fitness Suite	Option 1. Striking & Fielding	
Option 2. Trampolining	Option 2. Indoor Games	Option 2. Fitness Circuits	Option 2. Trampolining	Option 2. Striking & Fielding	
Option 3. Indoor Games	Option 3. Table Tennis	Option 3. Fitness Suite	Option 3. Outdoor Games	Option 3. Striking & Fielding	
Option 4. Football	Option 4. Fitness	Option 4. Football	Option 4. Indoor Games	Option 4. Striking & Fielding	
Option 5. Fitness	Option 5. Body Conditioning	Option 5. Trampolining	Option 5. Body Conditioning	Option 5. Striking & Fielding	

Assessments Tasks:
 All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lesson are not taught in Key Stage 3. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:
 We strongly recommend every year 11 child attends at least one of our extra-curricular clubs of which there are approximately 20. Due to the pressure of exams and controlled assessments this may not be possible especially after Christmas. However, we encourage them to participate when they can to help maintain a healthy level of physical activity.

Subject: Product Design	Subject Leader: Mr Gaines	Year: 11
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Main knowledge / skills / understanding developed in this course:

- Completion of the Controlled Assessment.
- Theory and revision sessions together with sketching techniques and practise exam papers.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Autumn term to complete all practical aspects of the controlled assessment. • All manufacturing in workshops using tools and CAD CAM to take place in these two terms. • Evaluation, comparison with original specification. • Industrial awareness. 		<ul style="list-style-type: none"> • Theory and revision as well as sketching techniques. • Smart materials. • New materials. • Manipulating and combining materials. • Ferrous and nonferrous metals, identification and properties. • Simple heat treatment. • Stock forms. • Sources of metals. • Pre-manufactured materials. • Common timbers, identification and properties. • Manufactured boards. • Stock forms, sizes and mouldings. • Sources of timber and conversion. • Common forms of thermoplastics. • Common forms of thermosetting plastics. • Differences between plastics. • Plastic forming, with regard to consumer products; blow moulding injection moulding etc. • Sources of plastics and recycling. • Paper and card, identification and properties. • Understanding properties in terms of media and packaging. • Lamination of card with other materials. • Stock forms. • Common components used with card and paper. • Source of card and primary processes. • Past paper “walk through” exams in hall. • Single question exam homework. • Exemplar answers on past papers from DT staff. 	

Assessment Tasks:

- Mock exam. GCSE exam.

Home activities that will help support college work:

- Pupils will have AQA textbook to use to help answer single exam practise exam questions.

Subject: Science (Additional)		Subject Leader: Mr Macdonald		Year: 9 - 11	
Main knowledge / skills / understanding developed in this course: Additional Science explores the principles introduced in Core Science in greater depth. It also provides opportunities to develop scientific explanations and theories and to acquire a critical approach to scientific evidence and methods.					
Key Areas of Study: There are 6 units in Additional Science which are covered on a rotational basis to ensure all pupils have access to scientific equipment. These units are further sub-divided into 8 sub-sections which are listed below. (Please note that pupils studying for GCSE's in Biology, Chemistry and Physics study these units in addition to those outlined in the separate science subject overview)					
B3 – Living And Growing	C3 – Chemical Economics	P3 – Forces And Transport	B4 – It's A Green World	C4 – The Periodic Table	P4 – Radiation For Life
a) Molecules of life b) Proteins and mutations c) Respiration d) Cell division e) The circulatory system f) Growth and development g) New genes for old h) Cloning	a) Rate of reaction (1) b) Rate of reaction (2) c) Rate of reaction (3) d) Reacting masses e) Percentage yield and atom economy f) Energy g) Batch or continuous h) Allotropes of carbon and nanochemistry	a) Speed b) Changing speed c) Forces and motion d) Work and power e) Energy on the move f) Crumple zones g) Falling safely h) The energy of games and theme rides	a) Ecology in the local environment b) Photosynthesis c) Leaves and photosynthesis d) Diffusion and osmosis e) Transport in plants f) Plants need minerals g) Decay h) Farming	a) Atomic structure b) Ionic bonding c) The periodic table and covalent bonding d) The Group 1 elements e) The Group 7 elements f) Transition elements g) Metal structure and properties h) Purifying and testing water	a) Sparks b) Uses of electrostatics c) Safe electricals d) Ultrasound e) What is radioactivity f) Uses of radioisotopes g) Treatment h) Fission and fusion
Assessment Tasks:					
<ul style="list-style-type: none"> Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. At the end of year 11 pupils will sit a GCSE exam in Additional Science. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> Access to the internet. Access to revision guides and the relevant specifications. (Pupils will be provided with these) 					

Subject: Science (Separate Sciences - Biology, Chemistry and Physics)	Subject Leader: Mr Macdonald	Year: 9 - 11
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Main knowledge / skills / understanding developed in this course:
 GCSE specifications in Biology, Chemistry and Physics should encourage learners to develop their curiosity about the world around them and provide insight into and experience of how science works. They should enable learners to engage with science in their everyday lives and to make informed choices about further study in related disciplines and about career choices.

Key Areas of Study: Pupils studying for GCSE's in Biology, Chemistry and Physics study 6 further units in addition to those outlined in the Core and Additional Science subject overviews. These units are further sub-divided into 8 sub-sections which are listed below. Units are covered on a rotational basis to ensure all pupils have access to scientific equipment.

B5 – The Living Body	B6 – Beyond The Microscope	C5 – How Much (Quantitative Analysis)	C6 – Chemistry Out There	P5 Space For Reflection	P6 – Electricity For Gadgets
a) Skeletons b) Circulatory systems and the cardiac cycle c) Running repairs d) Respiratory systems e) Digestion f) Waste disposal g) Life goes on h) Growth and repair	a) Understanding microbes b) Harmful microorganisms c) Useful microorganisms d) Biofuels e) Life in soil f) Microscopic life in water g) Enzymes in action h) Gene technology	a) Moles and molar mass b) Percentage composition and empirical formula c) Quantitative analysis d) Titrations e) Gas volumes f) Equilibria g) Strong and weak acids h) Ionic equations and precipitation	a) Electrolysis b) Energy transfers – fuel cells c) Redox reactions d) Alcohols e) Depletion of the ozone layer f) Hardness of water g) Natural fats and oils h) Detergents	a) Satellites, gravity and circular motion b) Vectors and equations of motion c) Projectile motion d) Action and reaction e) Satellite communication f) Nature of waves g) Refraction of waves h) Optics	a) Resisting b) Sharing c) It's logical d) Even more logical e) Motoring f) Generating g) Transforming h) Charging

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 11 pupils will sit separate GCSE exams in Biology, Chemistry and Physics.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Spanish	Subject Leader: Mrs Finlay	Year: 11
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken Spanish. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate verbally in Spanish. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
 - The ability to read and respond to written Spanish. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
 - Communication skills.
 - Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Finish town and region topics from year 10 (Only 2014-2015) <p>From September 2015:</p> <ul style="list-style-type: none"> • Current studies • Past education • Your plans for your education 	<ul style="list-style-type: none"> • Work experience • Part-time job • Chores • The world of work 	<ul style="list-style-type: none"> • Revision • Catch up with Controlled Assessments 	<ul style="list-style-type: none"> • Catch up with Controlled Assessments • Listening and reading revision. 		

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place in the mocks (Term 3).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.
 - Writing and Speaking catch up opportunities will be offered to pupils up to term 4.

- Home activities that will help support college work:**
- Bilingual dictionary Spanish-English.
 - Using ‘Linguascope.com’ to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Using BBC Bite Size to regularly revise vocabulary.
 - Using Revision guide to help with writing tasks.
 - Fostering a positive and inquisitive attitude towards Spanish and Spanish Speaking Countries.