

Commitment to Learning

High Expectations

All Can Succeed

Confidence and Courage

Everyone Valued Equally



CHACE COMMUNITY SCHOOL

A Specialist Technology College

**KEY STAGE 4
CURRICULUM INFORMATION
FOR PARENTS AND STUDENTS**

SEPTEMBER 2018 TO JULY 2020

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High Expectations
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Dear Parent/Carer and Students

KEY STAGE 4 INFORMATION BOOK

This book has been produced to inform you about the content of the whole of the Key Stage 4 curriculum over the coming years. It is also meant to guide you to various resources that can provide extra support within each subject area. The book will not be re-issued each year although you will be notified of any changes to the course details.

The book should be used in addition to information provided in lessons and at homework clubs by subject teachers. You may also find that there are other useful internet sites and textbooks that can support you/your child's learning. Further reading and study will improve the quality of work produced by students and therefore the GCSE grades they attain at the end of the Key Stage.

If you would like to clarify or discuss any of the details contained in this book, please contact the appropriate Head of Department or speak to your son's/daughter's subject teacher. We hope that you will find this information book useful.

Yours sincerely

A handwritten signature in black ink that reads "D N Bruton".

Mr D Bruton
Headteacher

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ENGLISH FACULTY

ENGLISH FACULTY – ENGLISH YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>ENGLISH LIT</u> – Paper 1 Section A – Macbeth by William Shakespeare</p> <p><u>ENGLISH LANG</u> – Paper 1 Section A – Explorations in Creative Reading and Writing</p> <p><u>ENGLISH LIT</u> – Paper 2 Section B – Power and Conflict anthology and unseen poetry</p> <p><u>ENGLISH LANG</u> – Paper 1 Section B – Descriptive writing</p> <p><u>ENGLISH LANG</u> – Paper 2 Section B – Writing to present a viewpoint</p> <p><u>ENGLISH LIT</u> – Paper 1 Section B – The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson</p>	<p>Macbeth by William Shakespeare – DVD versions, summaries of the text and revision guides from York Notes.</p> <p>Exam specifications, information and resources - www.aqa.org.uk</p> <p>Power and Conflict poetry anthology – provided by the exam board for every student.</p> <p>The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson - DVD versions, summaries of the text and revision guides from York Notes Extended Reading list</p>

ENGLISH FACULTY – ENGLISH YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>ENGLISH LIT – Paper 2 Section A – An Inspector Calls by JB Priestley</p> <p>ENGLISH LANG – Paper 2 Section A & B – Writers’ Viewpoints and Perspectives. Reading and comparing non-fiction texts (including pre-1914 material). Writing to present a viewpoint.</p> <p>ENGLISH LANG – Paper 1 Section A & B - Explorations in Creative Writing. Creative writing based on image/inspired by extract (1 week).</p> <p>ENGLISH LIT – Paper 1 Section A – Macbeth by William Shakespeare</p> <p>ENGLISH LIT – Paper 1 Section B – The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson</p> <p>ENGLISH LIT – Paper 2 Section B – Power and Conflict anthology and unseen poetry</p>	<p>An Inspector Calls by JB Priestley – DVD versions, summaries of the texts and revision guides from York Notes. www.aqa.org.uk</p> <p>Macbeth by William Shakespeare – DVD versions, summaries of the text and revision guides from York Notes.</p> <p>Power and Conflict poetry anthology – provided by the exam board for every student.</p> <p>Extended Reading list.</p>

ENGLISH FACULTY - MEDIA
YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Introduction to the four aspects of the theoretical framework – media language, media representation, media audience and media industry</p> <p>Students study a range of media products, including CSPs (Close Media Products), from a range of media forms. In Year 10, students explore media products through the theoretical framework –</p> <ul style="list-style-type: none"> • Advertising & Marketing – Media Language & Media Representations • Film Industry – Media Industry only • Music Video – Media Audience & Media Industry • Radio – Media Audiences & Media Industry • Online, Social and Participatory Media – all four areas of the theoretical framework 	<p>Numerous industry and media education websites. Use www.google.co.uk</p> <p>Examining board website – www.aqa.org.uk/subjects/mediastudies</p> <p>Text books on Media Studies - student guide will be published in November by Illuminate Publishing</p> <p>Media texts, newspapers, magazines, TV programmes, films, radio, websites, social network sites, video games, advertising etc.</p> <p>www.englishandmedia.co.uk</p>

ENGLISH FACULTY – MEDIA
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Unit 2 – Understanding the Media (Controlled Assessment)</p> <p>Assignment 3 – Advertising & Marketing brief.</p> <p>Students create three x thirty second moving-image adverts or three print adverts, or a combination of both to advertise and market a particular product. Students complete twelve pages of research and a written evaluation of the creative process.</p> <p>Unit 1 – Investigating the Media (exam)</p> <p>Exam topic (changes every year) 2018 topic – Serial Television Drama.</p>	<p>Examining board website – aqa.org.uk/subjects/media-studies</p> <p>To research adverts and serial TV programmes use – www.youtube.com</p> <p>Text books and revision guides - find used copies on www.amazon.com</p> <p>ICT facilities</p> <p>www.englishandmedia.co.uk</p> <p>Exam preparation and revision material. Industry websites</p>

EXPRESSIVE ARTS FACULTY

EXPRESSIVE ARTS FACULTY – ART, CRAFT & DESIGN YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Painting – Developing compositional skills, Colour mixing and matching, working with a variety of wet and dry materials.</p> <p>Photography – students will be given the opportunity to learn how to use the darkroom and develop skills in using digital photography.</p>	<p>National Gallery - www.nationalgallery.org.uk Exam Board - www.edexcel.org.uk Tate Britain – www.tate.org.uk Photographer Gallery. Visit to a London Gallery.</p>
<p>Sculpture – Ceramics, wire, card, plaster – working spatially adapting designs to show space, shape, form and solidity.</p> <p>Transforming a 2D design into a 3D piece.</p>	<p>Tate Modern – www.tate.org.uk V & A – www.vam.ac.uk Local Library.</p>
<p>Printmaking – using repeat pattern methods. Monoprint, lino, polyprint. Batik. Five hour controlled assessment with eight weeks preparation time. Students to explore an individual area of interest.</p> <p>Trip to a London gallery.</p>	<p>William Morris museum – www.wmgallery.org.uk Serpentine Gallery – www.serpentinegalleries.org British Museum – www.britishmuseum.org Chace website - Art</p>

EXPRESSIVE ARTS FACULTY – ART, CRAFT & DESIGN YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Painting – continue to develop compositional skills, colour mixing and matching. Each student will explore individual areas of interest and strength, producing a final piece in response to a given theme. Time to review and refine Year 10 work.</p>	
<p>Ten hour controlled assessment with eight weeks preparation time. Ten hour final exam with eight weeks preparation time. Trip to a London gallery.</p>	

EXPRESSIVE ARTS FACULTY – MUSIC
YEARS 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>The music department offers a GCSE in Music from the Edexcel board. The course is designed to inspire learning through the elements of listening, composing and performing. During the duration of the course students will study performance through individual specialist tutoring for the instrument of their choice (voice included). They will have lessons over the course study period once a week. Through these lessons and vigorous practice they will present for performance with a solo and ensemble piece to gain 30% of their final mark.</p> <p>Composition studies support the listening and performance elements. The study of twelve set works incorporates analysis of structure and style from a range of historical and contemporary pieces. As we explore the skills of composers and styles, students are stimulated to create their own compositions (two in total) to gain a further 30% towards their final mark.</p> <p>A final listening exam to establish knowledge and understanding of the twelve set works will be set and completed for the remaining 40% of marks. This involves a working knowledge of musical vocabulary to enhance performance and analytical understanding to facilitate and inspire composition.</p> <p>The most important thing to remember when choosing this subject is that students must have a desire to commit to practice as an individual and as an ensemble.</p>	<p>Lessons at school with a specialist teacher.</p> <p>Student text books and anthology (Pearson)</p> <p>www.bbcbitessizemusic</p>

EXPRESSIVE ARTS FACULTY – PE (CORE)
YEARS 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Netball / Football Badminton / Basketball Trampolining Rounders / Softball / Cricket Athletics Fitness	www.bbc.co.uk/sportsacademy www.aqa.org.uk Extra-curricular clubs.

EXPRESSIVE ARTS FACULTY – PE BTEC LEVEL 2 FIRST AWARD IN SPORT
YEARS 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Unit 1 – Fitness For Sport & Exercise Unit 2 – Practical Sports Performance Unit 4 – Sports Performance in Action Unit 5 – Training for Personal Fitness	www.bbc.co.uk/sportsacademy www.brianmac.co.uk www.brianmac.co.uk www.edexcel.com Examining PE – Kirk Bizley Moodle – past papers. Accessing sports websites and watching news broadcasts and sporting events.

EXPRESSIVE ARTS FACULTY – DRAMA
YEARS 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Scriptwork - exams using given texts, written and practical.</p> <p>Devised and improvisation work from stimuli.</p> <p>Peer and self-assessment written work.</p> <p>Theatre trips with review and written assessment (as part of written exam).</p> <p>Studying set play texts (as part of written exam).</p> <p>Final end of course written exam (in 3 sections worth 80 marks).</p> <p>Semiotics of theatre and stage production.</p> <p>Live performance evaluation.</p> <p>Historical and social context of plays, set texts and theatre history.</p> <p>Designer and Director roles assumed (as part of the study of set texts and written exam).</p>	<p>Scripts</p> <p>Set texts – Equus, Woyzeck</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html</p>

HUMANITIES FACULTY

HUMANITIES FACULTY – GEOGRAPHY YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Living with the Physical Environment</u> Challenge of Natural Hazards Ecosystems Coastal & River Landscapes</p>	<p>Core Books – AQA GCSE Geography AQA GCSE Geography revision guide Link to the exam board: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p> <p>Other Books: Natural Hazards Hazards & Resources Key Geography For GCSE www.cqpbook.co.uk/whoareyou?</p> <p>Internet: www.georesources.co.uk www.juicygeography.co.uk www.sn1.co.uk www.earthlearningidea.com www.grography.org.uk/resources</p>

HUMANITIES FACULTY – GEOGRAPHY YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Challenges in the Human Environment</u> Urban Issues and Challenges The Changing Economic World Food / Water or Energy</p>	<p>Books - Geography in Place World Geography The Dynamic World Work Employment and Development Environmental Issues</p> <p>Internet: As year 10 Videos - Inconvenient Truth, The 11th Day.</p>

HUMANITIES FACULTY – HISTORY
YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Crime and Punishment – Change and continuity over time.</u> Changing Nature of Crime from the Saxons to the present day. Studying Crime and Punishment in the Saxon Period, Norman Period, Tudor Period, Industrial Revolution, and Modern Period. Changing definitions of social crimes and new crimes. Punishment and the Development of Police and Prisons. Reform to the criminal justice system since 1900.</p> <p><u>Key Questions</u> – How far have ideas on crime and punishment changed? What is the nature of the different changes in crime and punishment? Why has crime and punishment changed over time?</p>	<p>Crime, Punishment and Protest – Longman History Project Crime and Punishment through time – Folens Crime and Punishment through time – SHP</p> <p>www.spartacus.schoolnet.co.uk</p>
<p><u>Historic Whitechapel – The Historic Environment.</u> The changing face of Whitechapel The scale and depth of crime in Historic Whitechapel The failings of the police in policing historic Whitechapel Key cases in Historic Whitechapel – The Ripper Murders</p> <p><u>Key Questions</u> – How do we investigate the historic environment? How useful are sources for finding out about the historic environment?</p>	<p>Edexcel GCSE (9 – 1) History Crime and Punishment Through Time, c.1000 – present student book – Pearson Crime and Punishment Through Time, c. 1000 – present – Hodder Publishing.</p> <p>www.casebook.org</p>
<p><u>Henry VIII and his Ministers.</u> The Government of Henry VIII The Break from Rome and the Reformation The changing face of Tudor Government The development of the Tudor State Challenges to Royal Authority</p> <p><u>Key Questions</u> – How did the Tudor state develop? How much control did Henry VIII have over his own government?</p>	<p>Edexcel GCSE (9 – 1) History Henry VIII and his Ministers – Pearson Wolf Hall – Hillary Mantell Wolf Hall – BBC drama</p>

HUMANITIES FACULTY – HISTORY
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Henry VIII and his Ministers</u> The Government of Henry VIII and the Reformation The changing face of Tudor Government The development of the Tudor State Challenges to Royal Authority</p> <p>Key Questions – How did the Tudor state develop? How much control did Henry VIII have over his own government?</p>	<p>Edexcel GCSE (9 – 1) History Henry VIII and his Ministers – Pearson Wolf Hall – Hillary Mantell Wolf Hall – BBC drama</p>
<p><u>International Relations – 1941-1991</u> The end of World War II and the breakdown of a relationship The establishment of the Cold War – East vs. West The creation of ‘Spheres of Influence’ – 1945 – 1959 The Berlin Crisis and the Cuban Missile Crisis The impact of Cuba Détente and a thawing of relationships The Afghan War The end of the Cold War</p> <p>Key Questions – Why did the relationship between East and West collapse? Why did the Cold War last so long? How was nuclear war avoided? How did the Cold War end?</p>	<p>Edexcel GCSE (9 – 1) History International Relations 1941 – Pearson The Spy Who Came in from the Cold – John Le Carré The Company – BBC drama 13 Days – Film on the Cuban Missile Crisis</p>
<p><u>Weimar and Nazi Germany – 1917-1945</u> The impact of War on Germany – 1917-1923 The Golden Years – 1924-1929 The Great Depression in Germany The rise of the Nazi Party Life in Nazi Germany Competing representations of Germany – 1917-1945</p> <p>Key Questions – How did the War affect Germany? How did Stresemann solve Germany’s problem? What was the impact of the Great Depression? Why did the German people vote for Hitler? What was life like in Nazi Germany? Which representations of Nazi Germany are most accurate?</p>	<p>Edexcel GCSE (9 – 1) History Weimar and Nazi Germany 1917 – 1945 - Pearson I am a Camera – Christopher Isherwood Cabaret – Film on life in 1920s /1930s Germany Anthropoid – Film on Czech resistance to the Nazis</p>

HUMANITIES FACULTY - RE

YEAR 10

Year 9 – start GCSE OCR New Specification

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Christianity -</p> <ul style="list-style-type: none"> • Nature and beliefs about God • Concept of God as the trinity • Sources of wisdom – the Bible • Creation – Biblical accounts • The problem of evil and suffering – link to a loving / righteous God • Life and death of Jesus – Discipleship, Parables, Miracles • Trials of Jesus, incarnation, crucifixion, resurrection and ascension • Concept of salvation • Eschatological beliefs and teachings / life after death • Worship / prayer • Sacraments • Pilgrimage • Celebrations • Role of the church in the community / wider world • Mission 	<p>OCR – new specification www.ocr.uk Book – The Bible The Lord’s Prayer The Ten Commandments The Apostle’s creed The book of Job Visits to local churches www.bbc.co.uk/education/religion Video – Testament series Video – Jesus of Nazareth BBC RE worksheets www.bbc.co.uk/schools/religion/worksheets www.thebricktestament.com</p>
<p>Relationships and Families</p> <ul style="list-style-type: none"> • Relationships • Men and Women • Understandings of equality / inequality 	<p>News articles on marriage, divorce, domestic violence, the changing position children, women’s position in the family www.bbc.co.uk/education/guides www.bbc.co.uk/schools www.rsrevision.co.uk Genesis 1 – 3 The Ten Commandments</p>
<p>Islam</p> <ul style="list-style-type: none"> • Core beliefs • Nature of Allah • Prophet hood • Books • Angels • Eschatological beliefs / life after death • Importance of practices • Public / private worship • Five Pillars • Jihad • Festivals / special days 	<p>www.rsrevision.com www.bbc.co.uk/bitesize www.ocr.org.uk The Quran The Hadiths The Shariah Law Five Pillars of Islam Six articles of faith in Sunni Islam Five articles of belief in Shia Islam Shahadaah www.bbc.co.uk/religion www.oxforddictionaries.com/definitions Salat www.bbc.co.uk/education</p>

HUMANITIES FACULTY - RE
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Islam</p> <ul style="list-style-type: none"> • Core beliefs • Nature of Allah • Prophet hood • Books • Angels • Eschatological beliefs / life after death • Importance of practices • Public / private worship • Five Pillars • Jihad • Festivals / special days 	<p>www.rsrevision.com www.bcbitesize.com www.ocr.org.uk The Quran The Hadiths The Shariah Law Five Pillars of Islam Six articles of faith in Sunni Islam Five articles of belief in Shia Islam Shahadaah www.bbc.co.uk/religion www.oxforddictionaries.com/definitions Salat www.bbc.co.uk/education</p>
<p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> • Violence and conflict • Peace / peace making • Forgiveness / reconciliation 	<p>www.bbc.co.uk/education Films – Dead man Walking, Green Mile, Threads Topical news items – BBC news 24, Fahrenheit 9/11 www.ocr.org.uk Brick Testament – the teachings of Jesus www.thebricktestament</p>
<p>Dialogue between religious and non-religious belief</p> <ul style="list-style-type: none"> • Challenges for religion • Secularisation • Humanism / atheism • Dialogue between religious groups • Dialogue between religious groups and non-religious groups 	<p>www.bbc.co.uk/education I am Malala - book Films – Ghandi / Malcolm X / Selma Video – Vicar of Dibley Any information on Martin Luther King Junior Any information on ordination of women www.medicathletics.co.uk News items on abortion/euthanasia/animal testing/human cloning/IVF Dying to live documentary National humanist association</p>

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Existence of God <ul style="list-style-type: none"> • Question of God • Nature of Reality • Experiencing God / miracles / relationships • God's characteristics 	www.bbc.uk/education Film - Fiddler on the Roof www.ocr.org.uk Brick Testament – The Garden of Eden – Adam & Eve www.bricktestament.com/genesis/thegardenofeden/01gn020405

General resources: www.timetube.co.uk
www.developments.org.uk
www.globalissues.org
www.Guardian
www.bbc.co.uk/GCSEbitesize
www.rsrrevision.co.uk

HUMANITIES FACULTY – SOCIOLOGY
YEAR 10 – NEW AQA SPECIFICATION

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>The Sociological Approach</p> <ul style="list-style-type: none"> - Sociological perspectives, Functionalism, Marxism, New Right, Feminism, Interactionism - The History of Sociology - Social structures - Key Sociologists, Durkheim, Parsons, Weber, Marx, Engels, Oakley - Social issues, crime, poverty - Conflict and consensus - Quantitative and qualitative approaches / research - Culture - Nature vs. Nurture - Sex and gender - Race and ethnicity - Facts and values 	<p>Newspaper articles Video – Child of our Time www.aqa.org.uk</p>
<p>Sociological Research Methods</p> <ul style="list-style-type: none"> - Research design - Pilot studies, triangulation, longitudinal studies, ethnography - Scientific method - Sampling - Case studies - Small-scale research, large-scale research - Practical, theoretical and ethical problems with research - Primary methods, questionnaires, interviews, social surveys, observations, experiments - Secondary methods, official statistics, document analysis 	
<p>The Family</p> <ul style="list-style-type: none"> - Functions of the Family - Forms / types of family - Conjugal roles - Changing relationships in families - Criticisms of families - Divorce - Dark side of the family - Sociological perspectives, Functionalism, Marxism, New Right, Feminism, Interactionism 	<p>Wife Swap Secret Life of A Four Year Old www.aqa.org.uk</p>

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Education</p> <ul style="list-style-type: none"> - Functions / the role of education - School diversity - Alternative education - Private vs. state school - Educational achievements, class, gender, ethnicity - Internal and external factors - Education policies and their impact - Methods in context - Sociological perspectives, Functionalism, Marxism, New Right, Feminism, Interactionism 	<p>Film - Dangerous Minds Newspaper articles www.aqa.org.uk</p>

HUMANITIES FACULTY – SOCIOLOGY
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Crime and Deviance</p> <ul style="list-style-type: none"> - Key words and definitions - Social construction of crime and deviance - Causes of crime - Sociological explanations for criminal and deviant behaviour - Biological and psychological explanations for criminal and deviant behaviour - Social order and formal and informal methods of social control - Formal and informal rules and sanctions - Crime and age - Crime and gender - Crime and ethnicity - Crime and social class - Public debates over crime and deviance - Statistical data – official statistics, victim surveys, self-report surveys - Dark figure of crime - Victims of crime - Influence of criminal behaviour on communities / society - White-collar and corporate crime - Youth crime 	<p>Visit to a court Newspaper articles National statistics online aqa.org.uk</p>

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Social Stratification</p> <ul style="list-style-type: none"> - Social stratification, class, age, gender, ethnicity - Social perspectives on social stratification - Different views on socio-economic class - Life chances and different factors affecting it - Poverty / deprivation as a social issue - Different forms of power and authority - Power relationships - Youth / childhood / adulthood - Wealth and income distribution - Social mobility 	<p>Film – Bowling for Columbine Newspaper articles</p>

General Resources

www.bbc.co.uk

www.sociology.org.uk

www.sociologyonline.co.uk

www.abacon.com/sociology/soclinks

www.s-cool.co.uk

www.enfield-observatory.org.uk

www.top20sociology.com

www.bbc.co.uk/education/subjects/zbbw2hv

www.theweek.co.uk

www.britsoc.co.uk/what-is-sociology

www.top20sociology.com

MATHS FACULTY

MATHEMATICS FACULTY – MATHS
YEAR 10 & 11

<i>Topic(s) covered</i>	
<p>Mathematics is taught in a five year programme of study.</p> <p>Under the each of the six main strands the following topics are included:</p> <ul style="list-style-type: none"> • Number - Fractions, percentages, ratio and proportion, indices and surds, standard form, decimals. • Algebra - Equations and identities, formulae, sequences, graphs, quadratics, inequalities. • Ratio, proportion and rates of change – Scale factors, compound units, direct and inverse proportion, using gradient to interpret rates of change, • Geometry and measures - Area and volume, transformations, circles, trigonometry, Pythagoras, vectors, constructions. • Probability – The probability of events, averages • Statistics – Collecting and displaying data <p>The depth of study will be determined by the tier of entry.</p> <p>Mathematics is taught as a linear programme of study and is assessed by examination only (there is no coursework).</p> <p>The GCSE Mathematics exam consists of three papers taken at the end of Year 11:</p> <ul style="list-style-type: none"> • one non-calculator paper • two calculator papers 	<ul style="list-style-type: none"> • Mathswatch - https://vle.mathswatch.co.uk/vle/ is an excellent resource to help with classwork, homework and revision. All students are given individual logins and passwords. • A revision guide at the appropriate tier of entry is available from the school library. • A weekly maths homework club (for all students) is held on Wednesdays from 3.10pm – 4.00pm in room A27. Maths teachers are available to help students on most days after school. • The exam board used for mathematics is Edexcel, specification details can be found here - http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html <p>Recommended websites</p> <p>BBC Bitesize - https://www.bbc.co.uk/education/examspecs/z9p3mnb</p> <p>Corbettmaths – https://corbettmaths.com/</p> <p>Dr Frost - http://www.drfrostmaths.com/homework/</p> <p>Maths Genie - http://www.mathsgenie.co.uk/gcse.html</p> <p>Mr Barton - http://mrbartonmaths.com/students/gcse/</p> <p>Nrich - https://nrich.maths.org/secondary-lower</p> <p style="text-align: center;"><u>MATHS EQUIPMENT</u></p> <p>All students must attend lessons with pens (blue or black and green), pencil, long ruler, rubber, protractor, pair of compasses, scientific calculator and exercise book.</p>

MODERN LANGUAGES FACULTY

MODERN LANGUAGES FACULTY – FRENCH & SPANISH
YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>French and Spanish – Exam board – AQA (new specification)</p> <p>Theme 1 – Identity and Culture</p> <ul style="list-style-type: none"> • Topic 1 – Me, my family and friends, relationships with family and friends, marriage/ partnerships • Topic 2 – Technology in everyday life, social media, mobile technology • Topic 3 – Free-time activities, music, cinema and TV, food and eating out, sport • Topic 4 – Customs and festivals in French or Spanish speaking countries and communities <p>Theme 2 – Local, National, International and Global areas of interest</p> <ul style="list-style-type: none"> • Topic 1 – Home, town, neighbourhood and religion • Topic 2 – Social issues, charity/voluntary work, healthy/unhealthy living • Topic 3 – Global issues – the environment, poverty/homelessness • Topic 4 – Travel and tourism <p>Theme 3 – Current and Future Study and Employment</p> <ul style="list-style-type: none"> • My studies • Life at school/college 	<p>French and Spanish</p> <p>www.conjuguemos.com www.pearsonactivelearn.com quizlet.com languagesonline.com</p> <p>www.spanishdict.com</p> <p>www.liguascope.com</p> <p>www.aqa.org</p> <p>Booklets and resources will be made available this year: GCSE Studio vocabulary and Grammar booklet GCSE Viva vocabulary and grammar booklet French GCSE -General conversation and Role play Speaking booklet Spanish GCSE -General conversation and Role play Speaking booklet</p>

MODERN LANGUAGES FACULTY – FRENCH & SPANISH
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>French and Spanish – Exam board – AQA (new specification)</p> <p>Theme 3 – Current and Future Study and Employment</p> <ul style="list-style-type: none"> • Life at school/college • Education at Post 16 • Jobs, career choices and ambitions <p>Theme 2 – Local, National, International and Global areas of interest</p> <ul style="list-style-type: none"> • Topic 2 – Social issues, charity/voluntary work, healthy/unhealthy living • Topic 3 – Global issues – the environment, poverty/homelessness • Topic 4 – Travel and tourism 	<p>French and Spanish</p> <p>www.conjuguemos.com</p> <p>www.pearsonactivelearn.com quizlet.com</p> <p>www.spanishdict.com</p> <p>www.linguascope.com</p> <p>www.aqa.org</p>

SCIENCE FACULTY

SCIENCE FACULTY – SCIENCE
YEAR 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Year 10</u></p> <p>Biology</p> <p>B4 Organising Animals and Plants</p> <p>B5 Communicable Diseases</p> <p>B7 Non-communicable Diseases.</p> <p>B8 Photosynthesis</p> <p>B9 Respiration</p> <p>Chemistry</p> <p>C4 Chemical Calculations</p> <p>C5 Chemical Changes</p> <p>C6 Electrolysis</p> <p>C7 Energy Changes</p> <p>C8 Rates and Equilibrium</p> <p>C9 Crude Oils and Fuels</p> <p>C10 Chemical Analysis</p> <p>C11 The Earth's Atmosphere</p> <p>C12 The Earth's Resources</p> <p>Physics</p> <p>P4 Electric Circuits</p> <p>P5 Electricity in the Home</p> <p>P6 Molecules and Matter</p> <p>P7 Radioactivity</p> <p>P8 Forces in Balance</p> <p>P9 Motion</p> <p>P10 Force and Motion</p> <p>P11 Wave Properties</p> <p>P12 Electromagnetic Waves</p> <p>P13 Electromagnetism</p>	<p>Students will achieve two GCSEs in Science on this course</p> <p>Students will sit six exams – two Biology, two Chemistry and two Physics.</p> <p>1. Know your specification! This tells you everything that will be on each exam!</p> <p>http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p> <p>2. Regularly use websites to help with your homework and your revision.</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/</p> <p>3. Watch YouTube videos to reinforce what you have learnt in lesson.</p> <p>https://www.youtube.com/user/myGCSEscience</p> <p>4. Log on to Kerboodle and use the electronic book, interactive activities and progress tests to strengthen your revision. Remember the institution code is VE0.</p> <p>www.kerboodle.com</p> <p>User name:</p> <p>Password:</p> <p>Institution Code: VE0</p> <p>Make sure you take your GCSE Combined Science (Grade 9-1) Revision guide and workbook to every lesson and revision session so that you can use it. You can order these on Parentpay and collect them from science</p>

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Year 11</u></p> <p>Biology</p> <p>B11 Hormonal Control in Humans and Plants</p> <p>B12 Reproduction</p> <p>B13 Variation and Evolution</p> <p>B14 Genetics and Evolution</p> <p>B15 Adaptations, interdependence and competition</p> <p>B16 Organising an Ecosystem</p> <p>B17 Biodiversity and Ecosystems</p> <p>Chemistry</p> <p>C7 Energy Changes</p> <p>C8 Rates and Equilibrium</p> <p>C9 Crude Oils and Fuels</p> <p>C10 Chemical Analysis</p> <p>C11 The Earth's Atmosphere</p> <p>C12 The Earth's Resources</p> <p>Physics</p> <p>P8 Forces in Balance</p> <p>P9 Motion</p> <p>P10 Force and Motion</p> <p>P11 Wave Properties</p> <p>P12 Electromagnetic Waves</p> <p>P13 Electromagnetism</p>	<p>As above</p>

TECHNOLOGY FACULTY

TECHNOLOGY FACULTY – FOOD PREPARATION AND NUTRITION YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Food preparation skills – general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, preparing, combing and shaping mixtures, sauce making, dough making, shaping and finishing, raising agents, setting mixtures.</p> <p>Food nutrition and health – macronutrients, micronutrients, nutritional needs and health, nutritional analysis.</p> <p>Food science – cooking food and heat transfer, functional and chemical properties of food.</p> <p>Food safety – food spoilage and contamination, principles of food safety.</p> <p>Food choice – factors affecting food choice, British and international cuisines, sensory evaluation, food labelling and marketing.</p> <p>Food provenance – environmental impact and sustainability of food, food processing and production.</p> <p>Food preparation and cooking techniques – practice NEA tasks, food investigation, food additives, labelling and technological advances.</p>	<p>AQA digital book www.illuminate.digital/aqafood Student Username – SCHACE3 Student Password – STUDENT3 Programmes on school network.</p> <p>www.aqa.org.uk Food in Focus – dietary analysis. Pupils are given recipe sheets. Books - AQA Food Preparation and Nutrition. LRC: The LRC has a range of recipe and technical books covering the topics. Cooking equipment.</p>

TECHNOLOGY FACULTY – FOOD PREPARATION AND NUTRITION YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Revision - Food preparation skills, Food, nutrition and health, Food science Food safety, Food choice Food provenance, Food preparation and cooking techniques</p> <p>Non-exam Assessment Task 1: Food Investigation – research, investigation, analysis and evaluation</p> <p>Non-exam Assessment Task 2 Food Preparation – researching the task, selecting dishes, demonstrating technical skills, planning for the final menu, making the final dishes, analyse and evaluate, food additives, labelling and technological advances</p>	<p>AQA digital book www.illuminate.digital/aqafood</p> <ul style="list-style-type: none"> • Student Username: SCHACE3 • Student Password: STUDENT3 <p>Programmes on school network www.aqa.org.uk Food in Focus – dietary analysis Pupils are given recipe sheets Books: AQA Food Preparation and Nutrition LRC: The LRC has a range of recipe and technical books covering the topics</p>

TECHNOLOGY FACULTY – ENGINEERING BTEC LEVEL 1 / 2
YEAR 10

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>The course is made up of three components, two that are internally assessed and one that is externally assessed. Our three-block structure (explore, develop and apply) has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn and develop their skills as they move through the course.</p> <p>Component 1 Exploring Engineering Sectors and Design Applications. During Component 1 students will –</p> <ul style="list-style-type: none"> - Explore the different sectors, products and interconnections within the industry. - Investigate what various engineering organisations and functions do, in addition to potential career paths. - Discover the engineering design and manufacture processes. <p>Component 2 Investigating an Engineering Product. During Component 2 students will –</p> <ul style="list-style-type: none"> - Learn why engineers choose certain materials and components to make products. - Investigate how products are made. - Identify best practise when it comes to safety and risk management. - Develop research, observation, recording, interpretation and measuring skills. - Put what they have learnt into practise by safely planning, reproducing and testing an engineered product. <p>Component 3 Responding to an Engineering Brief. To achieve this aim, students will –</p> <ul style="list-style-type: none"> - Build on what they have learned in Components 1 & 2. - Identify the problem, develop a hypothesis and investigate possible solutions. - Create a prototype that's meets the brief. - Record, analyse and evaluate data and outcomes and reflect on how the product meets the brief. 	<p>Tools and equipment required will be provided in school as per the topics opposite.</p> <p>Possible websites for background engineering information and demonstrations of industrial techniques. http://manufacturing.stanford.edu/ www.edexcel.org.uk</p>

TECHNOLOGY FACULTY – ENGINEERING BTEC LEVEL 1 / 2
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Unit 14 – Selecting and Using Secondary Machining Techniques to Remove Material In this unit you will be using all of the knowledge and skills that you have gained in Year 10 to make a complex engineering product to very accurate tolerances. The accompanying portfolio will cover all of the information on machine tools, their setting and operation, speeds, risk assessment etc. It will also production plan the complete manufacturing process.</p> <p>Unit 18 – Engineering Marking Out In this unit you will be studying marking out equipment and inspection techniques. You will produce a portfolio on measuring and marking out equipment and technique. The practical work will be to mark out the parts that are to be manufactured in Unit 14.</p>	As Year 10.

TECHNOLOGY FACULTY

- OCR GRAPHIC PRODUCTS – Papers, boards and Polymers
- OCR RESISTANT MATERIALS – Timber and polymers

YEAR 10 CORE CONTENT

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Core and Technical Principles</p> <ul style="list-style-type: none"> • New and emerging technologies • Energy storage and generation • Modern and smart materials • Systems approach to designing • Mechanical devices • Materials and their working properties 	<p>GRAPHIC PRODUCTS – papers, boards and composites www.technologystudent.com www.designandtech.com www.aqa.org.uk LRC Graphics design section Computer software – Adobe Photoshop, Microsoft Publisher, Word, Excel, 2D Design</p>

<p>Specialist Technical Principles</p> <ul style="list-style-type: none"> • Selection of materials and components • Forces and stresses • Ecological and social footprint • Scales of production • Sources and origins • Using and working with materials • Stock form, types and sizes • Specialist techniques • Surface treatment and finishes 	<p>RESISTANT MATERIALS – timbers and polymers Dorling Kindersley CD – How things work Programmes on school network – 2D design Focus packages – plastics, mechanisms, resistant materials. Knock down fittings, Google Sketch Up, Wood Joints, Crocodile technology, Pro-Desktop 8 Websites – dtonline.org automata.co.uk flyinpig.co.uk howstuffworks.com technology.org.uk electronics.co.uk technologysupplies.co.uk designandtech.com byteachers.org.uk designtechnology.org designincite.uk www.technologystudents.com</p>
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TECHNOLOGY FACULTY

- OCR GRAPHIC PRODUCTS – Papers, boards and Polymers
- RESISTANT MATERIALS – Timber and polymers

YEAR 11 CORE CONTENT

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>During this year the students focus on producing their non-exam assessment project. This will require them to complete a design and make activity which reflects the following designing and making principles –</p> <ul style="list-style-type: none"> • Investigating primary and secondary data • Environmental, social and economical challenges • Consider the work of past and present designers • Design strategies • Communication of design ideas. • Prototype development • Selection of materials and components • Tolerances • Material management • Tools and equipment • Techniques and processes 	<p>As Year 10</p>

Towards the end of the course attention is focused on preparation for the written examination –

- Written examination - Two hours
- 100 marks
- 50% of GCSE course

TECHNOLOGY FACULTY – TEXTILES
EDEXCEL TEXTILES (Component1 Written Paper Code 1DTO/1E)

YEAR 10 CORE CONTENT

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Section A – Core</p> <ul style="list-style-type: none"> • The impact of new and emerging technologies. • Energy storage and generation. • Modern and smart technologies. • Systems approach to designing. • Mechanical devices. • Materials and their working properties. <p>Section B - Material Categories</p> <ul style="list-style-type: none"> • Selection of materials and components. • Forces and stresses. • Ecological and social footprint. • Scales of production. • Sources of origins. • Using and working with materials. • Stock form, types and sizes. • Specialist techniques. • Surface treatment and finishes. 	<p>Textiles based materials.</p> <p>CAD CAM programmes on school network.</p> <p>The textile department has its own intranet site on the student network which links to useful sites for student research.</p> <p>Create – Textiles CD ROM.</p> <p>The LRC has a range of books covering topics related to textiles e.g. Era's and Designers.</p>

TECHNOLOGY FACULTY – TEXTILES (Edexcel Component 2/NEA Paper Code 1DT0/02)
YEAR 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>During this year the students focus on producing their non-exam assessment project. This will require them to complete a design and make activity based on a contextual challenge which is released by Edexcel on 1st June each year.</p> <p>There are four parts to the assessment –</p> <ol style="list-style-type: none"> 1. Investigate (16 marks) Investigation of needs and research as well as a product specification. 2. Design (42 marks) Producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design. 3. Make (36 marks) This involves manufacture and accuracy. 4. Evaluate (6 marks) Students are required to test and evaluate their final product. <p>Non-examined assessment (paper code 1DT0/02)</p> <ul style="list-style-type: none"> • 50% of qualification • 20 – 30 A3 pages • 100 marks <p>After the NEA deadline, attention is focused on preparation for the written examination</p> <ul style="list-style-type: none"> • Written examination – 1 hour and 45 minutes • 100 marks • 50% of GCSE course 	<p>Textile based materials</p> <p>CAD CAM programme on school network</p> <p>The Textile Department has its own intranet site on the student network which links to useful sites for student research</p> <p>Create – Textiles CD ROM</p> <p>The LRC has a range of books covering topics related to textiles e.g. Era's and Designers.</p>

VOCATIONAL FACULTY

VOCATIONAL FACULTY – BTEC HEALTH & SOCIAL LEVEL 1 / 2
YEAR 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p><u>Component 1 – HUMAN LIFESPAN DEVELOPMENT</u> In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house. You will learn about how people adapt to these changes as well as the types and sources of support that can help them.</p> <p>The component is assessed by internally assessed coursework.</p> <p><u>Component 2 – HEALTH & SOCIAL CARE SERVICES AND VALUES</u> People who need social care are not always ill – they may be unable to do everyday activities like getting dressed or feeding themselves, or need help with their day-to-day lives. Providing good health and social care services is very important and a set 'care values' exists to ensure this happens. Care values are important because they enable people who use health & social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health & social care services and will help you develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).</p> <p>This component is assessed by internally assessed coursework.</p>	<ul style="list-style-type: none"> • Websites covering Health & Social Care values • Show My Homework • Class notes and workbooks • Text books • Past papers • BTEC Revision Guides and Workbooks • Vocational Excellence Club

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p data-bbox="91 204 629 233"><u>Component 3 – HEALTH & WELLBEING</u></p> <p data-bbox="91 272 1218 472">In this component, you will look at the factors that can have a positive or negative influence on a person’s health & wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean to someone’s state of health. You will learn how to use this information to design an appropriate plan for improving someone’s health & wellbeing including short and long term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.</p> <p data-bbox="91 512 1218 675">This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 & 2. Learners will be given a case study and will assess an individuals health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health & wellbeing improvement plan that draws on their knowledge of services and care values from Component 2.</p> <p data-bbox="91 715 1218 810">You will also develop transferable skills, such as analysing information and written communication skills which will support your progression to Level 3 Vocational or academic qualifications.</p>	

VOCATIONAL FACULTY
 NCFE LEVEL 2 CERTIFICATE IN BUSINESS & ENTERPRISE

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<ul style="list-style-type: none"> - Unit 1 – Introduction to Business and Enterprise - Unit 2 – Marketing for Business and Enterprise - Unit 3 – Finance for Business and Enterprise - Unit 4 – Plan, outline and take part in a Business or Enterprise project <p>Topics covered will include –</p> <ul style="list-style-type: none"> - Researching business characteristics and entrepreneurs - Identifying the risks and rewards of running a business - Planning and presenting findings for a Business or Enterprise project - Studying the Marketing mix and research methods - Researching profit and loss, break even and cash flow - Plan and undertake a suitable Enterprise project <p>Skills gained will include –</p> <ul style="list-style-type: none"> - Team working - Communication skills - Using you initiative - Working independently <p>This unit is assessed by 4 units of coursework.</p>	<ul style="list-style-type: none"> - Show My Homework - Extra-curricular sessions - Class notes - Text books - Workbooks - www.ncfe.org.uk

VOCATIONAL FACULTY - BUSINESS STUDIES GCSE

YEARS 10 & 11

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Theme 1 - Investigating small businesses Theme 2 – Building a Business</p> <p>Topics covered will include –</p> <ul style="list-style-type: none"> - Investigating small businesses - Key Business concepts - Entrepreneurial activity - Business development - How businesses grow with macro factors <p>Skills gained will include –</p> <ul style="list-style-type: none"> - Where new business ideas come from - Business plans - Business growth - Profit margins - Spotting a business opportunity - External influences - HR - Marketing <p>You will be assessed by two x 90 minute exams</p> <ul style="list-style-type: none"> - Paper one (50%) covering Theme 1 Investigating Small Business - Paper two (50%) covering Theme 2 Building a Business 	<ul style="list-style-type: none"> - Show My Homework - Extra-curricular sessions - Class notes - Text books - Workbooks - www.pearson.com