

# Cohort 10 Course Guides Autumn Term 2018

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## Art

### Course overview

During Cohort 10 learners have three 100 minute sessions of Art each fortnight. Learners are expected to complete at least one hour of Independent Study after each session in order to meet the deadlines for building their coursework portfolio. Learners will be working on a coursework unit over the summer, continuing this project until Christmas. This year the project title is 'STRUCTURES'. During this term, learners are guided to explore the title in various ways, using work by other artists; observations from life; and ideas from other sources such as the Internet to help them. Learners will work on these explorations until around half term when they will begin to structure their own explorations to meet the assessment objectives and build their own interpretation of the title. These explorations begin with guidance but quickly become largely independent. By November learners are expected to have produced a considered and varied portfolio based on detailed research and experimentation around the theme and in this second half term, learners are asked to complete a final artwork which should be finished by the Christmas break.

### Assessment Points

Sketchbooks are collected every fortnight and learners are given structured guidance from their teacher, via a simple feedback sheet, about how well they are meeting the assessment objectives. GCSE style 'scores' are awarded at the end of each unit and help to give learners a broad indication of the level at which they are building their portfolio of work. Each assessment objective mark out of 24 adds up to a full mark out of 96, and this can be considered against the grade boundaries set by the exam board, giving learners a broad indication of progress.

### Nature of Assessment

It should be noted that due to the nature of assessment at GCSE, the guideline 'scores' that are given throughout the course **are not full grades**, as the overall grade can only be awarded on the completion of a full portfolio. All work is re-assessed at the coursework deadline after the final submission of work in the December of Cohort 11, and an overall full grade is awarded at this point which is worth 60% of the full GCSE grade. Learners should use the grade guides given in Cohort 10 to help them determine how well their work meets the assessment objectives at each stage, and reflect on this regularly to ensure they learn about areas that they need to develop before the final deadline.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Written guidance is offered through feedback sheets in sketchbooks, and can be expected on 2-3 occasions per project. In addition, learners are offered given one to one tutorial time with verbal feedback about ongoing projects every session. Independent study forms an integral part of KS4 work and, although work is often a continuation of work in class, it will be set, and a record of all work completed at home will be logged.

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## Business Studies

### Course overview

Learners will start Cohort 10 by entering into the 4<sup>th</sup> topic of the course, '*Influences on a Business*', in which they'll have the opportunity develop their understanding of the e-commerce and how businesses use it to promote not only their sales, but also their efficiency and customer service. Learners will then explore the types of ethical considerations that business need to take into account in order to secure a positive public image and avoid heavy fines, as well as developing a basic understanding of employer legislation. This topic also provides learners with the chance to investigate the global market, interest rates and consumer spending, and consider how these impact on both small and growing businesses interconnected within a global market.

Towards the second half of the Autumn term, learners will begin the penultimate unit – '*Finance*'. Learners will aim to develop their knowledge and understanding of the different sources of finance that are available to small and developing businesses, as well as examining the importance of managing cash flow within businesses and how to construct reliable cash flow forecasts. Basic calculations will be examined to identify the liquidity state of businesses, as well as investigating the purpose of producing accurate financial statements, balance sheets and break-even graphs.

### Assessment Points

There will be one key assessment point per half term, which is delivered as a written project. General practice in applying knowledge to various types of GCSE style questions will be in taking place concurrently throughout the units.

### Nature of Assessment

*Case Study 4 - Written project* (written piece of work on a 'real world study').

*Influences on a Business* – End of unit assessment (GCSE questions in exam paper format).

*Case Study 5 - Written project* (written piece of work on a 'real world study').

Presentations will be incorporated into learner's final pieces of work, so to develop presentation and collaborative skills.

Independent Study throughout the term will target the development of learner's ability to apply their knowledge and understanding effectively when answering structured GCSE style questions.

### Guidance

Case Studies: Formal written guidance will be provided. This will be broken down across the three aspects of grade criteria: Knowledge and understanding (AO1); Application of knowledge (AO2); Decisions and justifications (AO3).

End of unit assessment: Guidance will be provided across a feedback session, where learners are taken back through the paper to assess where they did well and where they need to improve. Learners will then be given the opportunity to act on the guidance and to set targets to improve across the forthcoming unit.

Independent Study: Guidance will be provided in a written format in learner's exercise books.

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Presentations: Guidance will be provided verbally, with opportunities for peer assessment and feedback too.

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## Computer Science

### Course overview

Learners continue with the new specification Computer Science GCSE provided by AQA. In the Autumn term learners will continue learning to program within the Python programming language, whilst being given sufficient opportunity to revise those topics studied during the previous year.

### Assessment Points

Learners will be regularly assessed throughout the course. Books will be checked with feedback given regularly. Learners will also complete small assessed programming tasks regularly throughout the term. This will culminate in a larger project at the end of term.

### Nature of Assessment

Learners will be assessed on the outcomes of their programming tasks. This provides an assessment environment rooted in the important elements of the non-examined assessment work they will complete at the start of Cohort 11.

Learning review grades will be reported in numbered GCSE grades.

### Guidance

Throughout learning sessions, learners will receive regular verbal feedback from the teacher. Learners' books will be checked with feedback given on a regular basis. This will typically be in the format of additional learning or revision to be completed to secure understanding. Learners will also receive criteria referenced feedback on their programming tasks giving an idea of areas of strength and areas in which to prioritise additional study.

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## Dance

### Course overview

During the Autumn term, learners in Cohort 10 GCSE Dance will be completing their two solo dances, these are from the set phrases given to them by the exam board. They will also be having a theory session once every other week, which will focus on the six professional dance works they have to study for the written exam. They will move onto looking at their duet/group dances that are based on the other two set phrases that are not selected for solo performances.

### Assessment Points

Deadlines will be shared with learners via the study timelines and within learning sessions. The assessment point will be in week 9. They will be aware of the assessment criteria and how best to successfully implement its needs.

### Nature of Assessment

The piece of performance coursework takes place during controlled condition sessions, where learners are to work by themselves under teacher supervision. It is the responsibility of the learner to rehearse their dance and complete the paper work. The nature of the first assessment will see the dancers choreographing and performing a solo dance, based on three motifs. This unit is worth 15% of their overall GCSE grade. It will see them being assessed on their choreographic ability, development of their dance structure and choreographic log.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from, not only the teacher, but other learners as well. Learners will also have written guidance through reports and emails and on written work.

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## Design & Technology

### Course overview

**Graphics:** Learners will continue to develop the skills they have learnt during Cohort 9. They will be given a selection of design briefs for each project and they can choose the product they want to design and make – this will incorporate a range of core design principles and theory revision ready for their controlled assessment in Cohort 11. They will start to communicate their development of design ideas in line with the new exam specification, look at prototype development and graphical drawing techniques.

**RM:** Learners will continue to develop the skills they have learnt during Cohort 9. The year will be based on the new exam specification focusing on the core principles of timber theory. They will be working on a few key projects that consolidate their learning. We will begin looking at material manipulation and then designing for a specified client. This will lead into a NEA style project so they can practice elements of what will be required of them.

**Textiles:** We take a creative approach to our teaching and learning in Textiles by allowing learners to explore the artistic aspect of fabric design through a range of materials and techniques. During the first term in Cohort 10 learners will have the opportunity to explore further ways to decorate and apply modern techniques and technology into their work. Learners will then have the opportunity to apply these new techniques to a collection of products of their own choice and design. Our focus will be on creating quality commercial products that can be marketed and sold within boutique stores and fairs. Whilst producing the end product, learners will be developing marketing, publicity and points of sale for their product. Throughout this project learners are introduced to topics such as social, moral and environmental issues and commercial practice.

### Assessment Points

Deadlines will be shared with learners via the project timelines and within learning sessions.

### Nature of Assessment

Attainment grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

The learning review Progress Score is based on the first terms' project and we will also include practice exam questions to assess the learner's application of the knowledge gained from the new specification.

### Guidance

At KS4 we are constantly giving feedback in our learning sessions. In Cohort 10 we are building on their skills and knowledge ensuring they are ready to make informed choices when completing their GCSE coursework. All learners have different strengths and areas they need to work on, and we tailor our sessions to support and guide each individual.

As a school we report to parents three times throughout the year completing a progress review, a learning review and finally a learning summary.

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### Food Preparation and Nutrition:

Learners will be working on the fourth independent assessment task of the subject, with the focus of “All things Sweet and Wonderful” within this first term. The unit focuses on developing practical skill and knowledge in making desserts and baking. Learners will be introduced to key ingredients where they will explore alternatives; how they change the sensory characteristics of products, function of ingredients; why they behave in the way they do and how methods of production can lead to completely different final products. This unit makes strong links with Science, Mathematics and Business Studies, as learners will be encouraged to adapt and manipulate recipes to create new, innovative and exciting products. Learners will be expected to cost out and market their new product accordingly.

Learners are provided with a recipe booklet but will be expected to adapt recipes to make them fit for purpose. They are provided with all the resources they need to be successful including How To Guides and assessment logs. The last 4 sessions of the term will be another mini NEA (Non Examination Assessment) task to prepare them for the final assessment in Cohort 11. This is where they will have an opportunity to showcase their invention.

### Assessment Points

Learners are expected to complete the resources and tasks mapped out each session, this will aid and support their final assessment seen in the NEA. Learners will be assessed throughout the unit to ensure all the relevant information has been included.

The mini NEA (Non Examination Assessment) task uses the information from the assessment booklet and research carried out by individuals. Learners will then complete a portfolio of work, assessed against the grading system set out by AQA, for the Food Preparation Task. The mini NEA task will be marked out of 70 and will be made up of marks for both paperwork and practical investigations. This portfolio of evidence will be assessed when submitted at the end of the unit however there will be checkpoints throughout the duration, to ensure every learner is on track.

Breakdown of grades	
Section A: Researching the task	6 marks
Section B: Demonstrating technical skills	18 marks
Section C: Planning for the final menu	8 marks
Section D: Making the final dishes	30 marks
Section E: Analysis and evaluation	8 marks
	70 marks

Deadlines will be shared with learners via the project timelines and within learning sessions.

### Nature of Assessment

Attainment grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

## Cohort 10 Course Guides Autumn Term 2018

### Guidance

At KS4 we are constantly giving feedback in our learning sessions. In Cohort 10 we are building on their skills and knowledge ensuring they are ready to make informed choices when completing their GCSE coursework. All learners have different strengths and areas they need to work on, and we tailor our sessions to support and guide each individual.

# Cohort 10 Course Guides Autumn Term 2018

## Drama

### Course overview

Learners will have the opportunity to build and develop the necessary knowledge to make them successful throughout the GCSE course. During the first half term learners will be exploring the play 'Hard to Swallow by Mark Wheeler. The play is a set text and explores a young girl suffering with Anorexia nervosa and the impact this has on her family. This will be the play that learners will be examined on in their final GCSE written exam. We will be looking at how the play has been constructed and how through performances they can create meaning. Learners will practically explore the play and develop their ability to evaluate and analyse the play for written assessments.

### Assessment Points

Deadlines will be shared with learners via the study timelines and within learning sessions.

### Nature of Assessment

Assessment will take place as class performances, and there will also be performance opportunities for the whole class throughout the year. There will be self, peer and teacher assessment. All learners are expected to perform in front of others. The course is set up into three main units. Learners will have the opportunity to complete a 'mock' style assessment of every aspect of the course, so they feel fully prepared to enter their final year of the course in Cohort 11.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Learners will receive written feedback of the written work they complete in session and for independent study. Learners will also receive verbal feedback in every learning session. Learners may also book a My Learning Choices appointment to received further personalised guidance on how to write detailed evaluations and reviews or support with the set tasks.

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## English and English Literature

### Course overview

#### English Literature:

Learners will study the new AQA syllabus and at the end of Cohort 11 they will sit two examinations. These are: English Literature Paper 1 – Shakespeare and the 19<sup>th</sup> Century novel (40%), English Literature Paper 2 – Modern texts and Poetry.

To begin with, learners will be studying the play: ‘An Inspector Calls’ developing their skills of selecting and commenting on quotations, and understanding of themes and characterisation. They will act out the play in their teaching groups, to fully understand that this text was crafted deliberately for the stage. They will explore Edwardian Britain, looking closely at capitalism, socialism and the rigid social order.

#### English Language:

Learners will be studying the new AQA syllabus which, by the end of Cohort 11, will see them equipped to answer two English Language exams: Language Paper 1 – Explorations in Creative Reading and Writing (50%), Language Paper 2 – Writers’ Viewpoints and Perspectives (50%). In addition, by the end of Cohort 11 learners will complete Speaking and Listening assessments. These do not contribute to their GCSE English Language grade but will provide them with a certificate for employers.

Once the first term is out of the way the learners will shift to study English Language within English sessions. This term, learners will begin by studying towards Paper 2 Section A – the reading section. Their specific focus will be ‘British Culture through the Ages’ and they will develop key reading skills needed to understand and comment on non-fiction texts. They will answer a variety of GCSE style questions.

### Assessment Points

One key piece per term for Language and Literature, plus general essay writing practice in class time. The key piece will be chosen at teacher discretion to best suit the needs of the class.

### Nature of Assessment

#### English Literature:

By November, learners would have studied the play in full and completed a final mock response in timed conditions. They will have been set class and Independent Study pieces which might include an essay question based on theme or character. For example: How does Gerald change in the course of the play? Therefore, their English Literature grade is based on a combination of these assessments.

#### English Language:

By December, learners will have completed a mock Section A of Language Paper 2. They will be given one hour in silence during class time to complete this. They will also have been writing answers to example questions in the run up to the assessment.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

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### Guidance

Learners will receive guidance in a variety of ways. These include marked assessments, Cohort 10 mocks, reports, feedback in books, 1:1 interaction and MLC appointments.

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## French

### Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Travel and Tourism and Home Town. During the first half term learners will look at: holidays, travel and tourism, each using and practicing the four different skills. During the second half term under Home Town learners will talk about their neighborhood and region. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will be kept for the complete 3 year GCSE course and will be essential for revision for the final exams.

### Assessment Points

In October there will be skill assessments in speaking and listening and in December there will be assessments in reading and writing.

### Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and French using authentic French texts and there will also be a translation task from French into English. The listening paper will also include questions in both French and English, listening to a range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into French. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

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## Geography

### Course overview

Throughout this term the geographers will be answering the key questions; Why are some countries richer than others? and Are LIDCs likely to stay poor? They will investigate the complex modern and historical relationships that have led us to a place where 2/3 of the world's population don't have access to clean water while other richer countries are battling obesity epidemics. Learners will get a sense of how countries got into difficulties while others flourished, and develop an understanding of how some people in poor countries could be considered rich and how poverty can still occur in wealthier nations.

There will be difficult things to consider such as 'whose fault is it?' 'What can I personally do?' and 'Does it even matter?' Learners will use a lot of map skills to draw and track patterns of poverty and wealth across the globe as well as analysing and questioning lots of data about different countries. For example; what is the percentage of people who have access to the internet, TVs or mobile phones tell us about the quality of life in a country. Learners will look at the Millennium development goals and their updated version as well as looking at how inspirational people such as Emma Watson or Malala are trying to affect change for the world's poorest people.

An important part of studying Geography is to apply the theory to real life places and examples, known as case studies. Learners will take an in depth look into two aid projects and compare how solutions to poverty which have been designed within a country might be more or less successful to help and ideas that come from other countries.

### Assessment Point

This unit will be assessed between October half term and Christmas TBC.

### Nature of Assessment

The assessment will contain a range of GCSE style questions. Learners will also be assessed via Independent Study and smaller exam style questions which will be carried out in class throughout the term. The quality of their aid project case studies will also form part of their overall assessment. Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

### Guidance

Learners will be given chances to complete GCSE style questions that will be marked with a numerical score and often have written feedback. It is common in a Geography session for teachers to review exam style answers as a whole class and then give learners the chance to improve on their original responses, this then feeds forwards to their next exam style question where they will have more ideas on how to be successful. Case studies will be given written feedback in exercise books and reacting to this feedback should form part of the revision process. There will also be a lot of verbal feedback and learners are expected to use this to improve their learning outcomes.

Additionally learners will be asked to do presentations and will give and receive peer feedback. Teachers will be looking for frequency and accuracy of geographical key terms as well as location information and that written work flows well through cause, effect and onto solutions. It is

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important that Geography books are kept up to date and part of the feedback given may be aimed at encouraging good note taking, and helping learners create a great resource for them to revise from before their final exams.

# Cohort 10 Course Guides Autumn Term 2018

## German

### Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Travel and Tourism and Home Town. During the first half term learners will look at: holidays, travel and tourism, each using and practicing the four different skills. During the second half term under Home Town learners will talk about their neighborhood and region. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will be kept for the complete 3 year GCSE course and will be essential for their revision for the final exams.

### Assessment Points

In October there will be skill assessments in speaking and listening and in December there will be assessments in reading and writing.

### Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and German using authentic German texts and there will also be a translation task from German into English. The listening paper will also include questions in both German and English, listening to range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into German. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

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## History

### Course overview

This year learners will spend the first term studying section B of Paper 1 Understanding the Modern World. They are going to be looking at 'Conflict and Tension in Asia, 1950-1975' looking specifically at the wars in Korea and Vietnam. They will begin by looking at the differences between Capitalism and Communism and the tensions that the Cold War rose. They will assess the reasons for these wars starting, what happened during the wars, the methods of fighting from both sides and ultimately how they were resolved, if they were! Learners will study the impact that the war in Vietnam had on American culture, music and film.

### Assessment Points

End of October: 16 mark essay question to be completed on the Korean War.

November: GCSE past paper on the Cold War in Asia and Germany unit.

During learning sessions learners will also be required to answer regularly exam style questions and source analysis questions.

### Nature of Assessment

Past Papers. Learners' grades in their Progress Reviews will reflect their attainment in class, their ability to answer 16 mark questions and answer source questions. Learners will be assessed and will be given grades based on the grade boundaries used by the AQA exam board. These grades will give the teacher an idea as to how advanced the individuals writing is. Due to the fact that there is no controlled assessment this will act as an indicator to the learner and teacher as to what the learner would have achieved on **part** of an exam paper.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Learners will be completing 16 mark essay questions and other exam style questions after which the class teacher will give detailed written feedback as to the quality of the written communication. Teachers may also give verbal feedback having marked the essay and learners will have to make a note of this feedback in their book. They will be given feedback on the quality of written communication, the detail of historical knowledge and structure of the question they have answered. Learners may also get verbal comments which they will have to record and make a note of. They will be given a mark out of 16 for this.

Guidance will be given to learners in a written format in their exercise books. Learners will be required to complete source questions throughout the year where they will also receive detailed written feedback on. Learners are encouraged to upload any guidance and feedback onto the il@h page to show their own personal progress.

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Written Project – Written feedback and guidance will be provided across 3 formats:

1. Knowledge and understanding of the historical context.
2. Written Communication.
3. Quality of explanations and conclusions.

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## Maths

### Course overview

During Cohort 10, learners continue to follow the 3 year curriculum they started in Cohort 9, a scheme of learning that covers the 6 main areas of maths; number, algebra, ratio and proportion, geometry, statistics and probability. At the start of each unit learners will use a Unit audit to establish their confidence of the topics and where they have gaps in their learning. For each topic there are a variety of challenges, PowerPoints, websites, videos, worksheets and exam questions available on google sites to improve their understanding. At the end of the Unit they will showcase their learning by completing exemplar revision examples of questions from the topics they have learned.

The topics for learners during the Autumn term include:

#### Foundation

Unit 9 Graphs

Unit 10 Transformations

Unit 11 Ratio and proportion

#### Higher

Unit 6 Graphs and Equations

Unit 8 Transformations /Construction

Unit 19 Proportion and Graphs

### Assessment Points

During the sessions teachers assess learners constantly by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place.

### Nature of Assessment

Learners will a complete GCSE style assessment at the end of the Autumn term. Teachers will help guide learners to take the tier of paper that will be most beneficial to them. This can change between assessments as learners expand their mathematical knowledge.

Learning review grades during this term will be awarded using the GCSE 9-1 grading system. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Learners will be given feedback which could be verbal, written in books or electronic and they will be expected to respond to it to enable them to improve. After each assessment learners will receive an analysis of their results, which will then be used to inform them of their strengths and areas for development.

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## Media Studies

### Course overview

Learners will be focusing on the close study products (set texts) New Specification GCSE Media Studies course in preparation for the examination. They will be exploring and building upon the theoretical framework: Media Language Audience, Representation and, Institutions across a range of media texts within. Learners are expected to extend and consolidate their knowledge and understanding through a range of media texts such as: magazines, advertisements, online media, newspapers, film and television.

Close Study Products studied this term:

1950s OMO advertisement

BAME Campaign NHS Advertisement

Galaxy chocolate advertisement

Film- Doctor Strange (2016)

Film- I, Daniel Blake (2016)

Radio – Radio 1 Launch Day. Tony Blackburn’s breakfast show. Sept 1967 (excerpts)

Radio – Julie Adenuga Beats 1 Radio

Learners will be focusing on the above products with a specific lens through the historical, political social and cultural contexts as well as Media Industries in film and audiences in Radio. With regards to studying the advertising products, learners will need to not only focus on the historical, political, social and cultural contexts but Media language and representation too. For example: focus on how these products are shown to particular groups and how these groups are represented in the media.

### Assessment Points

The written assessment will take the form of short, multiple choice and extended exam style questions on analysis of texts and their knowledge and understanding of the specified areas of the theoretical framework: media language, representation, audience and institutions.

### Nature of Assessment

The course is weighted 70% examination and 30% assessment. The assessment will be completed in Cohort 11.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

### Guidance

Guidance in Media Studies is given through email dialogue; via verbal feedback in sessions; learning conversations are recorded on paper and written feedback is given on in books or via email. Media Support Sessions are available on Tuesdays with Miss Girling in MS1.

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## Music

### Course overview

During the Autumn Term, there will be 2 main areas of focus:

- Coursework focus based on the Practical component tasks.
- The second focus is based on developing musicianship. Having a basic knowledge of music theory, being able to read basic scores and being able to understand these in the context of the Areas of Study is vital throughout all aspects of the GCSE. This term will follow a musicianship programme designed to give learners the essential skills needed to be successful in these areas.

### Assessment Points

Deadlines will be shared with learners via the study timelines and within learning sessions. The solo performance, composition 1 and ensemble performance will take the form of a formal recorded assessment, and will be assessed using the GCSE assessment criteria, which will be shared with learners when the task is set.

### Nature of Assessment

These pieces of coursework take place during controlled condition sessions, where learners are to work by themselves under teacher supervision. It is the responsibility of the learners to rehearse their performance and ensemble performances outside of these controlled conditions sessions.

The Integrated Portfolio is worth 30% of the GCSE.

The Practical component is worth 30% of the GCSE.

The Listening Exam which will take place at the end of Cohort 11 is worth 40% of the GCSE.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

### Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature, from not only the teacher, but other learners as well. Learners will also have written guidance through reports, emails and on written work. A Google Doc will be kept up to date for each learner containing their most up to date coursework marks and further guidance.

# Cohort 10 Course Guides Autumn Term 2018

## Philosophy and Ethics

### Course overview

During this period of learning, learners will be embarking on their second Philosophy unit. Learners will be looking at the Origins of the Universe and the existence of God, as well as exploring the concept of Good versus evil and Religion, Peace and Conflict. They will specifically look into the concept of Evil and the Devil, the fall of the original sin and why people are moral/immoral. They will consider whether there is ever any justification to act immorally, such as killing in wartime. Learners will also explore the relationship between Science and Religion. Learners will spend time exploring again the origins of the universe and comparing Christian beliefs about the creation of the universe with the scientific theories of the Big Bang and Charles Darwin's Theory of Evolution. Learners will explore the concept of interdependence and the relationship humans have with animals and their environment. Later in the year the focus will shift to an examination of Islamic beliefs, teachings and practices. They will explore the core principles of Islam, including the Pillars of Islam, the life of Mohammad (pboh), and the teachings of the Qur'an; they will also learn about Islamic beliefs on the nature of Allah. They will find out about the ways in which the beliefs and practices of different Islamic groups, most notably the Shi'ite and the Sunni, diverge.

### Assessment Points

After every module learners will be required to answer a GCSE style past paper set of questions.

### Nature of Assessment

As learners will be sitting 2 x 2 hour written exams it is important that they develop their essay writing skills. For this reason, all assessments will be in the form of essay questions. These will be issued as part of in class assessments as well as for Independent Study.

Learners will receive grades in their Progress Reviews which will reflect their attainment in class and also their ability to answer essay questions.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Written answers - Written feedback and guidance will be provided across 3 aspects:

1. Accurate content.
2. Explanations and justifications.
3. Balanced arguments and concluding paragraphs.

Assessment: Guidance will be provided during a feedback session. This will occur during the session immediately following the completion of the assessment by all learners. During these sessions learners will be taken back through the paper to discuss areas of weakness and areas that were completed well. The aim of this activity is to provide all learners with guidance on how to improve their answer to create the 'perfect' assessment. Learners will then be given the opportunity to act on the guidance and improve their own answers. They will then set targets that are drawn from this experience to encourage progress across the next unit of work.

# Cohort 10 Course Guides Autumn Term 2018

## Physical Education

### Course overview

During Cohort 10, learners have three 100 minute sessions of PE each fortnight. This time will be split into two theory sessions and one practical session per fortnight. During Cohort 10, learners will recap the work covered during the summer term of Cohort 9 and then move on to Component 1: Applied Anatomy and Physiology, Movement Analysis and Fitness and Training. During practical sessions learners will continue to cover a variety of practical sports.

### Assessment Points

Learners will have a practical assessment every term and a theory assessment at the end of every unit (this will be approximately once per half term).

### Nature of Assessment

GCSE 'scores' are given rather than grades for all practical assessments. These scores (currently out of 35 for each sport) add up to a RAW mark out of 105 and this mark will equate to a particular GCSE grade, depending on where grade boundaries are set by the exam board. GCSE grades and percentages will be given for each theory assessment.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

Throughout practical lessons learners will receive verbal feedback relating to their performance and will be given points for improvement. Learners will receive written feedback in the form of marking in their books and on their practice exam papers. They will also receive verbal feedback throughout their theory lessons.

# Cohort 10 Course Guides Autumn Term 2018

## Science

### Course overview

Learners will be following their personalised pathway for the new 9-1 GCSE. Learners will be moved into focused classes depending on the option that is best for them, i.e. Triple (three GCSEs) or Trilogy Science (two GCSEs). This is flexible and at any time they feel the course isn't right for them we can move them.

The Triple classes will continue following the Trilogy course with added Triple content. The Trilogy classes will continue the Trilogy course only.

**Topics in the Autumn Term will include the following on a rota:**

**Biology:** Bioenergetics, Homeostasis and response

**Chemistry:** The rate and extent of chemical change, Organic Chemistry

**Physics:** Forces

### Assessment Points

Learners will be regularly assessed during the course. At the end of every topic (about every 8 weeks), they will have an end of unit test so we can track their progress. Following on from the GCSE exams in the summer we should have a better idea of what the 9-1 grades look like. Learners will be given a % for each end of topic paper and an estimation of what grade they are working at.

### Nature of Assessment

As Controlled Assessment has been removed from the new GCSE, learners will no longer have to complete this. In its place, learners must have experience of a number of practicals which will then be assessed in the terminal exams. Learners have been provided practical handbooks that will cover the required practicals and it is these that questions in the terminal exams will be based upon. Learners will therefore be assessed via the use of Skills tests, End of Topic tests and regular teacher assessments.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term, we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

### Guidance

Throughout learning sessions, learners will receive regular verbal feedback from the teacher. After each end of topic test, learners will receive their marked papers back and will have time in sessions or Independent Study to use this feedback to consolidate and go over any areas that need further development, marks will be awarded in %.

Any Independent Study which is handed in will be given written or verbal feedback, depending on the teacher and the piece of work concerned.

# Cohort 10 Course Guides Autumn Term 2018

## Spanish

### Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Technology, Social Media, Home & Local Area and Social Issues. During the first half term learners will look at: the revision of key verbs, Technology and Social Media, each using and practicing the four different skills. During the second half term under Home Town they will talk about their neighbourhood and region. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will be kept for the complete 3 year GCSE course and will be essential for their revision for the final exams.

### Assessment Points

In October there will be skill assessments in speaking and listening and in December there will be assessments in reading and writing.

### Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and Spanish using authentic Spanish texts and there will also be a translation task from Spanish into English. The listening paper will also include questions in both Spanish and English, listening to a range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into Spanish. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 - Making excellent progress to 4 - Declining progress.

### Guidance

In Cohort 10 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.