

Cohort 9 Course Guides Autumn Term 2018

Table of Contents

Art.....	1
Business Studies.....	3
Computer Science.....	4
Dance.....	5
Design and Technology.....	6
Drama.....	8
English and English Literature.....	9
French.....	10
Geography.....	11
German.....	12
History.....	13
Maths.....	15
Media Studies.....	16
Music.....	17
Physical Education.....	18
Philosophy and Ethics.....	19
Science.....	21
Spanish.....	22
Glossary of Terminology.....	23

Cohort 9 Course Guides Autumn Term 2018

Art

Course overview

Throughout Key stage 4, learners build their GCSE coursework portfolio, this means that all work completed in art sessions forms part of each learner's full GCSE grade. We use the AQA exam board and work is assessed in four key areas, the 'Assessment Objectives'.

AO1 assesses learner's ability to consider, explore and select from a variety of sources. This Assessment Objective (AO) is looking for creativity and curiosity.

AO2 assesses learner's ability to explore and refine the possibilities offered to them by AO1. This AO is about encouraging learners to develop ideas constructively and imaginatively as well as building learners confidence and ability to communicate visually.

AO3 assesses learner's core skills in recording and communicating their ideas. This AO develops craftsmanship and capability with the core skills as well as annotation.

AO4 assess learner's ability to combine their work from the three previous AO's into a considered, well-conceived and well executed final piece.

Most of the coursework for GCSE is completed during Cohort 9 and Cohort 10. Cohort 11 is an opportunity for learners to select their strongest portfolio units and extend their work to build on the assessment objectives. By January, coursework is complete and work on the Cohort 11 exam topic begins.

During Cohort 9, 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. The course begins with portrait based unit 'The Real Me' which runs from September until January. During the first half term, the unit introduces learners to GCSE level drawing techniques; monochrome and expressive painting; Stencil/screen printing; lino printing; dry-point etching and wire drawing. Learners are introduced to the Assessment Objectives and begin to develop their understanding of how to answer them through their work. Learners are also taught how to keep a GCSE level sketchbook.

During the second half term, learners begin to explore their own approaches to the theme, based on their research and discoveries in the first half term and through researching the work of other artists. By Christmas, learners are expected to have completed their planning, answered the assessment objectives for the unit and produced a considered final piece.

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

Cohort 9 Course Guides Autumn Term 2018

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 9 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 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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Cohort 9 Course Guides Autumn Term 2018

Business Studies

Course overview

Learners will begin the term by exploring and developing the various skills that they will need to be successful in their study of the subject, such as internet research, surveys and decision making. They will then begin their first Marketing unit, which explores the key considerations and requirements for a new business to be successfully set up, launched and established. Aspects of this unit include the Marketing Mix, supply and demand, pricing strategies, market research and promotions.

Learners will then explore marketing strategies designed to facilitate the growth of an established business. During this second Marketing unit learners will be developing their understanding of the Product Lifecycle, product portfolios, channels of distribution and product placement & sponsorship.

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 taking place concurrently throughout the units.

Nature of Assessment

Marketing – Case Study 1 (written piece of work on a 'real world study').

Marketing – End of Unit assessment (GCSE questions in exam paper format).

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 Study: 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.

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

Cohort 9 Course Guides Autumn Term 2018

Computer Science

Course overview

Learners will be commencing study of the new specification Computer Science GCSE provided by AQA. In the Autumn term learners will develop understanding in a number of theoretical aspects of the course and will start to explore programming in a number of different languages including Python. The primary focus will be on data representation and computer hardware.

Assessment Points

Learners will be regularly assessed throughout the course. Books will be checked with feedback given regularly. Learners will also complete end of unit assessments at the end of the data representation and computer hardware units.

Nature of Assessment

Learners will be assessed on the outcomes of their end of unit tests. This provides a similar assessment environment to their final GCSE exam and allows learners to assess current progress and identify areas for additional study.

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 marked end of unit assessment papers giving an idea of areas of strength and areas in which to prioritise additional study.

Cohort 9 Course Guides Autumn Term 2018

Dance

Course overview

During the first term of GCSE, learners will have the opportunity of developing the necessary knowledge to make them successful throughout the AQA Dance GCSE course. This will mainly consist of introducing them to the course outline and devising their first group performance. Performance skills will be the main focus and learners will be expected to practice, perform and feedback on a regular basis as part of their development.

Assessment Points

Deadlines will be shared with learners via the study timelines and within learning sessions. The first assessment point will be in week 9 and will look at unit 3, which is a group work task. The dance is based on the professional dance work 'The Nutcracker!'

Nature of Assessment

Assessment will take place as class performances, and there will also be performance opportunities for the whole class in the Christmas Concert. There will be self, peer and teacher assessment. All learners are expected to perform in front of others. This particular unit sees the learners studying a professional dance work first in order to base their choreography on. The nature of the first assessment sees the dancers being marked on their Group skills, choreographic ability, and safe practice and performance skills. This particular assessment is worth 20% of their 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 and emails and on written work.

Cohort 9 Course Guides Autumn Term 2018

Design and Technology

Food Preparation and Nutrition: Learners will be working on an independent assessment task with the focus on “Diet through the ages” within the first term. This unit focuses on developing knowledge and skill around the Government guidelines of a healthy diet at all stages of life. Learners will be introduced to dietary and lifestyle choices that have an impact on food makeup and will learn how to adapt basic recipes, making them suitable for each group. This unit makes links with Science and Physical Education. 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 a mini NEA (Non Examination Assessment) task to prepare them for the final assessment in Cohort 11. Learners will be expected to carry out research, design and make a diet for an athlete of their choice, using the knowledge and skill from the previous sessions.

Graphics: During the first term learners will understand what marker rendering is and how to render a design to make a product look 3D using highlights and shading. We will also be closely following the new exam specification and looking at paper and board: sources, origins and properties. They will be learning how to use Adobe Illustrator and Photoshop and will be working through a series of projects to develop their knowledge of the different tools and program capabilities and will be using creativity to design their own logos and posters.

After half term they will begin a branding project – looking at famous logos, designers. Developing their own logo and brand as well as packaging for their product. This project allows them to continue to develop their computer design skills and also their sketching and rendering skills. They will start to learn about paper and card properties such as shaping, cutting and processing. They will be introduced to a variety of printing methods and shown how they can include CAM in their projects using the laser cutter and vinyl cutter. Learners will gain an understanding of how pop-up’s work and use card to create their designs.

RM: During the first term learners will be developing their drawing and rendering skills and learning about orthographic and isometric plans. They will use this knowledge for CAD/CAM (Computer Aided Design/ Computer Aided Manufacture) project. They will follow a brief based on a target market to design an earphone tidy and produce it using the 3D printer. In response to the new Design & Technology specification learners will be making a small wooden box focusing on using specialist tools, machinery and equipment safely to complete a quality outcome. Learners will be given class demonstrations on how to achieve accuracy with marking and cutting along with using the router to create a slot for their sliding lid. Learners will also have a deeper understanding of the three different categories of natural and manufactured timbers and their properties.

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.

Cohort 9 Course Guides Autumn Term 2018

Guidance

At KS4 we are constantly giving feedback in our learning sessions. In Cohort 9 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 9 Course Guides Autumn Term 2018

Drama

Course overview

During the first term of GCSE, learners will have the opportunity to develop the necessary knowledge to make them successful throughout the EDUQAS GCSE Drama course. This will consist of consolidating their understanding of dramatic techniques as well as learning about theatre practitioners that they will be examined on in their final GCSE year. We will be exploring different styles of theatre as well as learning about how to analyse scripted drama. Learners will perform in groups and pairs, and learners will be expected to keep a drama journal, which we call a Portfolio of Evidence as part of their progress and developmental evidence.

Assessment Points

Deadlines will be shared with learners via the Drama Cohort 9 Study Timeline and within learning sessions.

Nature of Assessment

Assessment will take place as class performances, and there will also be performance opportunities throughout the year. There will be self, peer and teacher assessment. All learners are expected to perform in front of others.

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 guidance in their Drama Portfolio of Evidence, a journal where they will be expected to log their devising process. Learners will also receive verbal feedback in every learning session. Learners may also book an MLC appointment to receive further personalised guidance.

Cohort 9 Course Guides Autumn Term 2018

English and English Literature

Course overview

Learners will begin this term studying a range of short stories, building on their analytical skills developed in Key Stage 3. They will study engaging texts like 'The Landlady', 'The Red Room' and 'Lamb to Slaughter'. Learners will consider how language and structure contribute to successful stories. This will then inspire their own narrative and descriptive writing.

Later on in the term, Cohort 9 will study the GCSE text 'A Christmas Carol'. They will thoroughly explore the Victorian context, as well as looking at language, setting and characterisation in particular. Learners will develop their ability to critically read and understand literature texts from the 19th Century. They will also develop their awareness of how to infer and deduce information from Dickens' description and the varied ways in which he presents the main character of Scrooge.

Assessment Points

One key piece per half 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

- Write your own short story based on a time when you felt afraid.
- Explore the ways a character is presented in the extract: How does Dickens present Scrooge as an outsider in 'A Christmas Carol'?

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 guidance in a variety of ways. These include marked assessments, reports, feedback in books and on Google Classroom, 1:1 interaction and MLC appointments.

Cohort 9 Course Guides Autumn Term 2018

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 'Who I Am' and 'Daily Life'. During the first half term learners will look at: Family and friends, relationships, interests, socialising, what makes a good friend and roles, each using and practicing the four different skills. During the second half term under Daily Life learners will study: food and drink, shopping, customs and everyday life, technology and social media. 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 with to keep the resources and to store examples of their learning. Books will be kept for the complete 3 year GCSE course and will be essential for their revision for the final exams.

Assessment Points

During weeks 7 and 8 in October there will be skill assessments in speaking and listening. During week 15 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 9 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.

Cohort 9 Course Guides Autumn Term 2018

Geography

Course overview

Throughout this term the geographers will be answering the key question; How do plate tectonics shape our world? They will investigate the movements beneath the crust of the earth, how volcanoes are formed and why they erupt and how earthquakes occur. Learners will then have the opportunity to investigate the global patterns of these natural hazards and how the processes that go on 'beneath the surface' impact each landmass as it appears on the globe today. They will then consider how the shape of the world map we know today may be different in the future.

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 a recent tectonic event, how it occurred, what the impact was and how people there responded to it. This deeper learning will give them a great example to write about in their final GCSE exam at the end of Cohort 11.

Assessment Point

This unit will be assessed before half term.

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 tectonic case study 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 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 9 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 'Who I Am' and 'Daily Life'. During the first half term learners will look at: Family and friends, relationships, interests, socialising, what makes a good friend and roles, each using and practicing the four different skills. During the second half term under Daily Life, learners will study: food and drink, shopping, customs and everyday life, technology and social media. 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

During weeks 7 and 8 in October there will be skill assessments in speaking and listening. During week 15 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 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 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 9 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.

Cohort 9 Course Guides Autumn Term 2018

History

Course overview

History learners will start the Autumn term looking into Britain: Health and the people, as part of their thematic study. They are going to be studying and assessing how medicine has changed and advanced from prehistoric through methods such as trepanning through to the modern day and the birth of the NHS. Learners will look into key individuals such as Galen and Hippocrates from Ancient times, through to key individuals in Renaissance medicine such as Edward Jenner and Robert Koch assessing the significance of the individuals' discoveries as well as looking into how wars and key events helped aid the advancement of medicine.

Course Structure

Honywood will be using the AQA History specification. Learners have four different areas of study.

Paper 1: Understanding the modern world

Section A: Period History: Germany, 1890-1945: Democracy and dictatorship.

Section B: Wider world depth study: Conflict and tension in Asia, 1950-1975.

Paper 2: Shaping the nation

Section A: Thematic Studies: Britain: Health and the people c1000 to the present day.

Section B: British depth studies including the historic environment: Norman England c1066-c1100.

Assessment Points

Learners will be completing three 16 mark essay questions in the first term. They will complete a comparison between Galen and Hippocrates before half term, assess the impact of the Black Death on medicine and assess the significance of the works of Edward Jenner, Robert Koch and Louis Pasteur (both after half term).

Nature of Assessment

16 Mark essay questions. Learners grades in their Progress Reviews will reflect their attainment in class and also their ability to answer 16 mark questions as well as source based questions during learning sessions and for Independent Study. 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 three 16 mark essay 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

Cohort 9 Course Guides Autumn Term 2018

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.

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

Cohort 9 Course Guides Autumn Term 2018

Maths

Course overview

During Cohort 9 learners will visit a number of different topics that together will cover 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 are:

Unit 1. Number

Integers and place value

Decimals

Indices, powers and roots

Factors, multiples and primes

Unit 2. Algebra

Expressions and substitution into formulae

Algebraic notation

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 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.

Cohort 9 Course Guides Autumn Term 2018

Media Studies

Course overview

Learners will have an introductory unit to the New Specification GCSE Media Studies course. They will be exploring the theoretical framework: Media Language Audience, Representation and Institutions across a range of media texts within **Film and Television** in the first half term and **Advertising and Marketing** in the second half term.

Assessment Points

Learners will have to complete a written and practical assessments for each. The first is where they will choose a genre to explore in depth and provide two analyses for these in a given time frame in class. The assessment question: Analyse one opening sequence and accompanying film poster of your chosen genre. (Options: Pirates of the Caribbean, James Bond, Beauty and the Beast, Star Wars). Please be aware that this is subject to change slightly. Within advertising and marketing learners will focus on a semiotic analysis of fragrance products with the intention of creating their own.

Nature of Assessment

Learners are expected to extend and consolidate their knowledge and understanding of Film, Television and Advertising and Marketing. The written assessment will take the form of an analysis and they will need to use media terminology extensively and accurately. They will also have the opportunity to research, plan and create their own ideas for a film and for a fragrance advertising campaign.

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 and written feedback is in books or via emails. Media Support Sessions are available on Tuesdays with Miss Girling in MS1 and MLCs are available to book on MLP.

Cohort 9 Course Guides Autumn Term 2018

Music

Course overview

During the first term of GCSE, learners will have the opportunity to develop the necessary knowledge to make them successful throughout the GCSE course. This will consist of music theory, music listening, musicianship and performance skills. The performance skills will take the form of both solo and group, and learners will be expected to practice on a regular basis as part of their music development.

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 in the Christmas Concert. There will be self, peer and teacher assessment. All learners are expected to perform in front of others. The performance aspect of the course constitutes 30% of the GCSE overall for one solo and one ensemble performance.

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 9 Course Guides Autumn Term 2018

Physical Education

Course overview

Learners will follow the new GCSE course. Due to the increase in the theoretical content learners will have two theory lessons a fortnight and one practical lesson. During the first term learners will cover component 2: Benefits of exercise, sports psychology and socio-cultural studies. These will be delivered in both a theoretical and practical context. Topics will initially be introduced at a surface level to help learners gradually transition into the GCSE requirements and to become more accustomed to the GCSE terminology without overloading them. During the practical lessons learners will gain knowledge and understanding of 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. Assessments during Cohort 9 will NOT contribute to the final GCSE grade.

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 9 Course Guides Autumn Term 2018

Philosophy and Ethics

Course overview

Throughout Cohort 9 learners will study themes across all 3 sections of the Religion and Philosophy course to provide them with a broad insight into the full course.

Learners are going to begin the term by investigating topics within the Religion, Philosophy and Ethics in the modern world section, the first of which is called Relationships and Families. Within this unit learners will study topics such as: the roles of men and woman in society; and attitudes towards divorce and civil partnerships. Each topic will be investigated from a Christian perspective by looking at religious teachings, beliefs and ceremonies. Learners will get the opportunity to share their own personal beliefs on each topic as they are required to debate the relevance of Christian beliefs, teachings and practices within modern society. Learners will discover the meaning of Christian practices, gain an understanding of the Christian calendar, and learn about the role of the Church in the community and the world.

Course Structure

Religion and Philosophy is divided into 2 exam papers each of which lasts 2 hours and are each worth 50% of the total GCSE, which learners will sit in the summer term of Cohort 11.

Exam paper 1 is called Beliefs and Teaching & Practices. This exam paper is subdivided into 2 sections worth 63 marks each, as learners are required to study two world religions, Christianity and Islam. Each religion is therefore worth 25% of the total GCSE and is assessed by a 1 hour written exam totalling to a 2 hour exam worth 50% of the total GCSE.

Exam paper 2 is called Religion, Philosophy and Ethics in the Modern World. Learners are required to study the content of this section from a Christian perspective. They will study 4 themes: Relationships and Families; the existence of God; God and the ultimate reality; Religion, peace and conflict; and Dialogue between religious and non-religious beliefs and attitudes. Again this is a 2 hour written exam worth 126 marks and 50% of the total GCSE.

Assessment Points

Learners will be formally assessed at the end of each unit via a 100 minute 'mock' exam paper. They will also be expected to complete essay questions during sessions as well as for Independent Study.

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. Learners will be assessed using an aggregated attainment grade, which is banded as follows: 1-3 Lower Tier, 4-6 Middle Tier and 7-9 Upper Tier.

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.

Cohort 9 Course Guides Autumn Term 2018

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.

Independent Study: Guidance will be provided in a written format in learner's exercise books. Any dialogue via email will be printed and attached to the exercise book.

Cohort 9 Course Guides Autumn Term 2018

Science

Course overview

Learners will be starting the new 9-1 GCSE provided by AQA. All learners will follow the Trilogy course (Combined Science). At this stage, learners will complete just the Trilogy content (Combined Science at higher tier), as this material directly crosses over with the Triple (Biology, Chemistry & Physics) and every learner will have the potential of gaining three science GCSEs (by the end of Cohort 11).

Topics in the Autumn Term will include the following:

Biology

- Ecology
- Inheritance, Variation and Evolution

Physics

- Forces

Chemistry

- The rate and extent of chemical change
- Organic Chemistry

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 will therefore be assessed via the use of Skills tests, End of Topic tests and regular teacher assessments.

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 9 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 between September and December learners will cover a variety of topic areas such as Personal Details, Family and Friends and Sports and Hobbies in order to practice building the Spanish language. Learners will look closely at pronouns and verbs in the present tense as well as opinion, justifications and adjectives.

Assessment Points

During the first half term there will be no formal assessment in Spanish, however regular vocabulary learning and testing will be required in order to construct the language.

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 9 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.

Cohort 9 Course Guides Autumn Term 2018

Glossary of Terminology

Bookcreator – Bookcreator is an app on the iPad that allows a person to use text, images, audio and visual recordings of their learning. At each showcasing point youngsters are expected to have reflected using their Bookcreator app. The learning is then uploaded to their 'My Learning Journey' site in il@h for staff to access.

DfL – Design for learning, a series of learning sessions that have been designed by the teacher for each study period.

il@h – Independent Learning at Honywood. A learning platform located on the school's website where youngsters can log in and access resources as well as their My Learning Journey.

IS – Independent Study is where learners carry on their learning beyond school. This may take the form of research, reflection or consolidation of what they have been doing in learning sessions.

MLA – My Learning Attributes – of which there are 8. There is a strong focus on developing youngsters learning attributes, attributes that will stay with them, long after leaving Honywood and which will strengthen their capacity to have happy and successful lives. The attributes are: Communicative, Considered, Curious, Collaborative, Craftsmanlike, Constructive, Capable and Confident.

MLC – My Learning Choices. The opportunity for youngsters to book a one to one session with a teacher. Youngsters can also book such appointments in pairs or in small groups.

MLJ – My Learning Journey. A site on il@h where youngsters can upload examples of their learning for showcasing.

MLP – My Learning Programme. An app on youngsters' iPads that shows their timetable. They can also record their Independent Study as well as book My Learning Choices appointments.

Showcasing – Showcasing happens at the end of every study period in Cohort 7 and Cohort 8. It is an opportunity for a youngster to demonstrate understanding and evidence of a personal learning journey. Showcasing can be in the form of a written reflection, a log of the process they went through whilst learning, a journal, a learning map, a presentation or a one to one conversation. Whilst showcasing, learners are expected to demonstrate their thinking about:

 'Where was I?'
 'Where am I now?'
and 'Where could I be?'