MAIDEN ERLEGH TRUST

MAIDEN ERLEGH SCHOOL IN READING

Maiden Erlegh School in Reading

CURRICULUM BOOKLET

KS4

Academic Year 2026-2027

S. Redrup

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Curriculum Intent

At Maiden Erlegh School in Reading we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students post 16.



Key Stage Four

The curriculum after Year 10 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 10 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 10 take a core of compulsory examination subjects:

- English Language
- English Literature
- Maths
- Combined Science or Single Sciences

All students starting Year 10 take a core of compulsory examination subjects alongside Physical Education and Personal Development. They also take a GCSE in Citizenship in Year 10. In addition, students will take up to four option subjects.

Academic	Technical/Vocational
GCSE French	BTEC Level 2 Health and Social Care
GCSE Spanish	Cambridge National Level 2 Creative iMedia
GCSE History	ASDAN Certificate of Personal Effectiveness (CoPE)
GCSE Geography	Edexcel Entry Level Certificate English
GCSE Music	Edexcel Entry Level Certificate in Mathematics
GCSE Drama	
GCSE Design Technology	
GCSE Food, Preparation and Nutrition	
GCSE Computer Science	
GCSE Business Studies	
GCSE Economics	
GCSE Physical Education	
GCSE Art, Craft and Design	

Curriculum Allocation

Subject	Time Allocation (hrs/week)	
	Year 10	Year 11
English	4	4
Mathematics	4	4
Combined Science / Single Sciences	5	5
Citizenship	1	0
Personal Development	0	1
PE	1	1
Option A	2.5	2.5
Option B	2.5	2.5
Option C	2.5	2.5
Option D	2.5	2.5
TOTAL	25	25

Supporting literacy and numeracy across the curriculum

Every teacher plays an important role in helping students develop these essential skills, and opportunities to strengthen reading, writing, communication and mathematical understanding are embedded throughout the curriculum.

To support students who may need additional help, we offer a range of targeted interventions, including:

- Online reading programmes such as Sparx Reader.
- Small-group support, often led by specialist Higher Level Teaching Assistants (HLTAs), including provision for students with English as an Additional Language (EAL).
- Information and guidance for parents through meetings and written resources, helping families to support learning at home.
- Teaching Assistant support for students with Special Educational Needs and Disabilities (SEND), where appropriate.

Students who join us with lower or lower-average Key Stage 2 attainment are carefully monitored through our regular assessment and tracking systems. Where needed, additional support is provided to help them keep pace with their learning. As students move into Key Stage 4, further support is available through small-group interventions and individual guidance to help them prepare successfully for examinations.

We use assessment information to identify each student's specific strengths and areas for development, enabling us to provide tailored support that improves both attainment and confidence. Interventions are typically short-term and highly focused. Many students make rapid progress after only a small amount of additional support, while those requiring more sustained help will receive a programme of intervention that best meets their individual needs.

Supporting Personal Development education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal Development which cover themes such as:

- Making and maintaining positive relationships
- Staying safe and healthy (including Relationships and Sex Education and e-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values e.g.: rights and responsibilities, democracy and the rule of law

More details about our provision for Personal Development can be found on the school website.

Enrichment curriculum

Maiden Erlegh School in Reading offer a full extra-curricular and educational visits programme.

There are a wide range of extra-curricular activities after school and a few during the school day, such as Basketball club. Examples of activities range from sports (dance, badminton, rugby, football, handball, basketball) to clubs such as debate club, STEM club, Art cafe, maths club and chess/ games club. Students will be consulted by school leaders on the extra-curricular offer and student leaders will also have opportunities to run their own clubs. Students in Year 11 currently help run basketball and handball, with staff supervising but not leading on these clubs.

All trips/visits have clear learning aims.

The majority of trips/visits will be open to all students, but some will be targeted at certain groups (with specific criteria) e.g:

- Gold / Silver Programme events for higher ability students.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Minority sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

The trips and extra-curricular events on offer are regularly reviewed and evaluated to ensure that all students have the chance to participate but also that the "offer" is engaging and fit for purpose.

IT to support learning

The use of IT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary - access to devices for preparation, IWBs and visualizers in classrooms etc.
- All students have access to IT in lessons as necessary - curriculum areas have access to trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions. Students also have access to Google Classroom to extend their learning beyond the physical classroom.
- Students will develop an understanding of how to use IT in their learning effectively.
- Students will become e-confident learners as part of the personal development curriculum.
- Students' safety is not compromised by their use of IT.
- Parents will understand how to help their child use IT efficiently and safely - we will give information as part of transition and during Information Evenings.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable Use Policies, and this will form part of the Home School Agreement signed by parents.

SEND provision

We are committed to providing an inclusive learning environment where all students can thrive. High-quality teaching is the foundation of our SEND provision, with teachers using a range of adaptive strategies to support pupils' individual needs. This includes clear explanations, modelling, scaffolded tasks, structured routines, opportunities for overlearning, and regular checks for understanding. Classrooms are designed to be supportive, predictable, and accessible, enabling all students, including those with special educational needs and disabilities, to access the curriculum, participate fully in learning, and achieve success alongside their peers.

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

Higher ability and gifted provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Higher Ability Students (HAPs) or Higher Ability Plus (HAP+) based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for higher ability and gifted students is a matter of equality of opportunity.
- Provision for higher ability and gifted students will help to raise standards for all.

Our policy and provision for Higher ability and Gifted students are found in **MESiR Policy for Higher ability and Gifted students.**

EAL provision

Many of our strategies to support basic literacy support EAL students. In addition, we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We teach academic literacy for the most able and EAL students We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

How can parents support their child?

Parents play a vital role in helping their child succeed at school. By encouraging good attendance, establishing regular routines for homework and reading, and taking an interest in what their child is learning, parents can help build positive habits and confidence.

Creating a quiet space for study, discussing the school day, and maintaining open communication with the school can also support progress. Most importantly, celebrating effort, resilience, and improvement helps children develop a positive attitude towards learning and achieve their potential.

Each subject has provided some ideas as to how parents can support their children at home with their studies.

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Subject	Art & Design	Contact	Miss Jordan	Exam board	AQA

Intent:

- All students will make strong progress in Art and Design, and those taking GCSE Photography
- Students will enjoy Art and Design specialisms, learning to be confident with using a wide range of technical skills to create personal responses.

Implementation:

- Regular practise of observational drawing skills will help students improve their portfolios.
- Students will be given regular opportunities to extend their learning through enrichment activities, such as trips, open access sessions, workshops and ArtsMark projects.
- PLC's will be used by staff and students to review and reflect on progress and learning.
- Students will be trained to select and use resources independently (BBBB)
- Sketchbooks and online portfolios will be developed as key resources with standardised presentation.
- Homework will be designed to improve critical understanding through research and written analysis of artists work. Other tasks will extend students skillset through videos and practise of skills.
- Support is offered through the use of technicians to groups of students, HAPs, SEN, gender groups to extend their understanding of the subject
- Written tasks and artist research will enable all students to practice and stretch their learning appropriately.
- Culture capital will be addressed through experiences and learning of the world, feeding into project work.
- Students will learn to become independent within their practice, through personal projects and outcomes.

What skills will I develop?

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

How will I be assessed?

The course is divided into two areas for assessment:

Component 1: Portfolio of Work. This is marked out of 94 and carries 60% of the total marks.

Component 2: Externally Set Task. This is also marked out of 94 and carries 40% of the total marks. A paper will be issued by AQA to be given out as soon after January 1st as possible. The spring term will give students a period of preparation time to be followed by ten hours of examination undertaken over two days at the beginning of the summer term in Year 11 – this is normally the 1st or 2nd week after Easter break.

What great resources can I use?

www.aqa.org.uk/subjects/art-and-design/gcse
www.tate.org.uk
www.vam.ac.uk
www.tate.org
www.studentartguide.com
Google Classroom codes can be found in Student Handbooks

Three ways that my parents/carers can help...

1. Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
2. Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
3. Encourage them to watch videos on YouTube on different skills, such as drawing, photography and painting to improve their observational studies.

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Subject	Business Studies	Contact	Mrs Nave	Exam board	OCR

Intent:

- Students will be offered a diverse, high quality curriculum relevant to the dynamic nature of business that exists in the real world.
- The curriculum will build deeper knowledge across the 2 years and take advantage of personal enrichment and entrepreneurial opportunities.
- The varied subject offering provides challenges, extra curricular industry experiences and caters for all learning styles to enthuse students to pursue academic excellence.
- The real world nature of the subject provides regular opportunities to promote spiritual, moral, social and cultural development which are an integral part of our day to day work, whether discussing the ethics in globalisation, the motivation and leadership theory involved in the treatment of workers or the role of technology in business interaction/operations.
- The curriculum will develop the 'soft' skills of collaborative work, communication skills and questioning.
- Students will be made aware of the career opportunities opened up in gaining a Business Studies qualification though real life case studies.

Implementation:

- Students' engagement with questioning and reflecting on concepts related to Business Studies will be developed.
- Rote learning techniques and other metacognition techniques taught to students where appropriate and homework activities will incorporate the rote learning and key terminology
- Homework will be used to consolidate and extend knowledge and skills, in the main focusing on revision, research, rote learning and reflection.
- Teachers will ensure students reflect on their progress within sequences of learning.

What will I learn…

Year 10	Year 11
GCSE Business Studies Course Unit 1: Business Activity. GCSE Business Studies Course Unit 2 Marketing: GCSE Business Studies Course Unit 3: People in Business, Business Studies Course Unit 4 part 1: Operations	GCSE Business Studies Course Unit 4 part 2: Operations, GCSE Business Studies course Unit 5: Introduction to Finance GCSE Business Studies Course Unit 6: The Wider World Affecting Business/Influences on Business

What skills will I develop?

Valuable life skills are learnt as well as those required to study further in this subject to A level and beyond.

- Key analytical skills / Critical thinking / Evaluative skills
- Key financial skills including cash flow analysis and average rate of return
- Synoptic thinking skills allowing students to grasp overall conclusions from wider information

How will I be assessed?

2 equal weighted exams, each 90 minutes long.

What great resources can I use?

Three ways that my parents/carers can help...

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Google classroom – codes allocated in class
Text book: OCR Business Studies 9-0 (details allocated in class) BBC News website

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1. Provide newspaper cuttings / links to news websites of relevant articles and help them to research.
2. Watch Dragon's Den etc with your child and discuss the outcome with them – perhaps pausing before the decision is made.
3. Encourage overall current affairs interest.

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Subject	Citizenship Studies	Contact	Mr Hill	Exam board	OCR

Intent:

Students will acquire knowledge and understanding of what it means to be a citizen of the United Kingdom. Areas of study will include:

- Politics and parliament
- Power and the law
- Human rights, justice and equality
- The economy
- The role of the UK in the wider world.

The Active Citizenship element of the course encourages students to explore what it might mean for them to be informed, responsible and active citizens.

Implementation:

- Teaching is brought to life using real issues in local to global contexts.
- Lessons are designed to empower young people with media and information literacy and political awareness.
- Target language will be an ongoing focus, including key terms and analytical language.
- Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership.
- Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged.

What will I learn…

Year 9	Year 10
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. - Democracy, government and how laws are made and upheld. - The different ways in which a citizen can contribute to the improvement of their community. - Parliamentary democracy and the key elements of the constitution of the United Kingdom.	- Income and expenditure; credit and debt; insurance; savings and pensions; financial products and services; how public money is raised and spent. - The legal system in the UK, sources of law and how the law helps society deal with complex problems. - The different electoral systems used in and beyond the United Kingdom - other systems and forms of government, both democratic and non-democratic, beyond the UK. - Exam preparation.

What skills will I develop?

- Students will learn to think critically about complex issues, evaluate sources, weigh evidence, debate and problem solve.
- They will practise advocating their viewpoints and sustaining arguments.
- They will plan how to take forward democratic action on issues and matters of concern.

How will I be assessed?

An assessment upon completion of each unit to measure knowledge gained and progress made with key skills. This will likely also include at least one PPE (mock) exam in Year 11.

What great resources can I use?

Oak National Academy KS4 Citizenship online lessons, videos and resources.

Three ways that my parents/carers can help...

1. Encourage discussion with your child about the issues raised in the Citizenship course.
2. Assist them with planning an Active Citizenship project.
3. Make your child aware of national and international news stories relevant to the course.

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Subject	Computer Science	Contact	Ms Els	Exam board	AQA

Intent:
Our aim is to facilitate every child to;

- develop the confidence to become resilient independent problem solvers
- be a creative author of computational tools
- be thoughtful users of these tools

Implementation: We will enable students to:

- build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3
- enable students to progress into further learning and/or employment
- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

What will I learn…

Year 10	Year 11
3.4 Computer Systems 3.2 Programming 3.3. Fundamentals of Data Representation 3.5 Fundamentals of Computer Networks 3.1 Fundamentals of Algorithms	3.6 Cyber Security 3.2 Programming 3.7 Relational databases and structured query language (SQL) 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

What skills will I develop?

How to solve problems computationally.
How to design, write, test and refine coded solutions to problems.
You will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

How will I be assessed?

Paper 1: Computational thinking and programming skills
The content for this assessment will be drawn from subject content 1 and 2 above.

- Written exam: 2 hours – 90 marks – 50% of GCSE

Paper 2: Computing concepts
Theoretical knowledge from subject content 3–8 above.

- Written exam: 1 hour 45 minutes - 90 marks - 50% of GCSE

What great resources can I use?

CS:UK homework platform
Python 3 – we use Code Editor | Raspberry Pi
Google Classroom – all lesson materials are available here
AQA Specification:
CPG Revision Guide and Exam Practice Workbook AQA
BBC Bitesize AQA GCSE Computer Science: https://www.bbc.co.uk/bitesize/examspecs/zkwsjhv
YouTube – Craig n Dave - https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg

Three ways that my parents/carers can help...

1. Parents can encourage their child to spend time learning how to program code on their computer, and not just play games.
2. They should practice problem solving and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.
3. Help with revision by getting them a copy of **ClearRevise AQA GCSE Computer Science 8525**

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Subject	Creative iMedia	Contact	Ms Els	Exam board	OCR (J834 specification)

Intent:
For learners to be able to work with confidence and independence to create materials which reflect thoughtful planning, skilled production and perceptive review.
They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring and using a range of creative media techniques, identifying and selecting equipment and assets efficiently to create effective media solutions. They will be able to use with confidence suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating originality and with a depth of understanding.

Implementation:
We will facilitate and support students to:

- evaluate the purpose and uses of creative media, and analyse problems encountered in creative media
- understand and use a wide range of creative media terminology correctly
- demonstrate in depth research, analytical and evaluative skills
- interpret and present information with sensitivity to needs and with a flair for effective communication
- work independently and manage time efficiently
- use techniques efficiently to source, select and store appropriate assets effectively, in a wide variety of contexts
- create solutions which demonstrate detailed consideration of target audience and for a specific brief
- confidently use and apply a wide range of techniques to create work that is fit for purpose

What will I learn…

Year 10	Year 11
Unit R093 Creative iMedia in the media industry This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. This unit underpins the whole course so we start here. **Unit R094 Visual identity and digital graphics** This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: o Develop visual identity o Plan digital graphics for products o Create visual identity and digital graphics	**Unit R095 Characters and Comics** This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review comics which contain original characters. Topics include: o Plan characters and comics o Create characters and comics o Review characters and comics **Unit R093 Creative iMedia in the media industry** Content revisited then exam taken in the summer. Topics include: o The media industry o Factors influencing product design o Pre-production planning o Distribution consideration

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What skills will I develop?

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files.

How will I be assessed?

OCR Level 1/2 Cambridge National in Creative iMedia is made up of three units:

- Unit R093 Creative iMedia in the media industry – 1h 30 minute external exam, worth 40% of the marks, taken at the end of the course
- Unit R094 Visual identity and digital graphics – centre assessed coursework task, worth 25% of the marks
- Unit R095 Characters and Comics– centre assessed coursework task, worth 35% of the marks

The centre assessed tasks will be practical tasks in the context of an assignment provided by OCR.

What great resources can I use?

Google Classroom

https://www.ocr.org.uk/qalifications/by-type/cambridge-nationals/

CPG Revision Guide and Exam Practice Workbook

Three ways that my parents/carers can help...

1. Parents should encourage their students to use home computers for academic purposes.
2. If parents work in the IT industry then they should engage with their children about how they use computer systems for product design and marketing.
3. Help with revision by getting them a copy of ClearRevise OCR Creative iMedia Levels 1/2 J834

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Subject	Design & Technology	Contact	Mr Selby	Exam board	AQA

Intent:

- Students with genuine interest in technology will be supported to take GCSE.
- Students will think and intervene creatively to find solutions to real world problems, working independently and collaboratively.
- The curriculum will support knowledge and understanding of healthy living, climate change, smart and modern materials, the environment, cultural understanding and respect of others.
- The curriculum will develop "soft" skills of collaborative work and communication. Promote discussion of relevant historical, current and future issues
- Students will become aware of the career opportunities opened up by gaining Technology

Implementation:

- Students given the opportunity to explore a broad range of materials and processes following a given design brief there is freedom to experiment with a range of materials.
- Students are encouraged to attend extra-curricular clubs to develop independence and creativity
- 'Do Now' activities to consolidate principles and develop questioning
- Projects are designed to develop skills and understanding in a range of materials and processes both using hand skills in the workshop and CAD/CAM
- Developing drawing, rendering and 3d modelling skills to communicate design ideas and build confidence through iterative design.
- PLCs will be used by staff and students to review and reflect on progress and learning.
- Students are encouraged to read and research around the subject of Design Technology, looking at the work of other designers.
- Homework will be designed to improve critical understanding through research and written analysis of the work of other designers both contemporary and historical.
- Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course to develop on prior learning.
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

What will I learn…

Year 10

Unit 1 Theory – New and emerging technologies, systems approach to designing. Communication skills through hand drawn rendering and introduction to CAD design software. Lamp Project

Unit 2 Theory - energy generation and storage developments in new materials. Mini NEA project using choice of materials. Lamp Project

Unit 2 Theory - mechanical devices, materials and their working properties. Practical skills tasks using a range of materials and processes. Completion of high-quality outcomes, recording development. Improving communication skills and CAD/CAM

Unit 3 Theory - Materials and their working properties.
Practical - Extended making task. Bird house/desk tidy
Developing skills and use of CAD/CAM

Unit 4 - Forces and stresses, Ecological and social footprint, sources and origins, using and working with materials

Students will prepare and undertake their final NEA. Criteria to be set by AQA from June 1st

Year 11

Students will be carrying out their NEA (Non-Examined Assessment) investigation into a chosen context. This work is worth **50%** of their GCSE and will take a significant amount of time and effort to be successful.

The other **50%** will be a 2-hour written exam at the end of the year.

AO1 (Identify & Investigate)	AO2 (Design & Develop)	AO3 (Evaluation & Analysis)
Context analysis Inspiration board Problems / solutions Customer / user profile Product analysis Materials & processes Design brief and specification	Initial design ideas Further design ideas Final 3 ideas, improve existing solutions 3D modelling / prototypes CAD development, refining ideas Additional research (samples, materials, processes) Technical drawing / cutting list Making evidence - appropriate materials and component Making evidence - CAD / CAM, functional & aesthetic qualities Evidence of final outcomes - shaping, fabrication,	Evaluation against specification - What went well? What changes were made? Improvements / third party feedback, market testing. Evidence of design improvements & modifications

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		construction. (Final drawing)	

What skills will I develop?

Identify, investigate and outline design possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analyse and evaluate. Demonstrate and apply knowledge and understanding

How will I be assessed?

- 50% exam (maths and science knowledge contribute 15%). Paper 1 Written exam: 2 hours 100 marks
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission). approximately 30 – 35 hours 100 marks

What great resources can I use?

www.technologystudent.com
http://www.mr-dt.com/
www.Core77.com
https://designmuseum.org/
App for smartphone – Design and Technology New specification – Grades 9-1.
Google Classroom = GCSE DT – MER Class code – NEA resources

Three ways that my parents/carers can help...

1. Parents can support by ensuring that homework is completed on time and to a good standard. Check for resources on Google Classroom.
2. Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge.
3. Year 11 students would be expected to provide their own materials for their practical final GCSE NEA project.

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Subject	Drama	Contact	Mr Lyndham	Exam board	Eduqas

Intent:
The KS4 Drama curriculum is designed to empower students to become confident, creative, and critically minded individuals. By embedding the rigorous requirements of the AQA GCSE Drama specification, our curriculum balances the development of practical theatre skills with development of understanding in dramatic theory and performance analysis. We offer a subject where students can choose to excel as either performers or designers, ensuring the subject is fully inclusive and accessible to all learners.

Ultimately, our curriculum aims to foster a lifelong appreciation for the arts while equipping students with the universal, transferable skills required for future academic and professional success.

Implementation:

- Evaluation and analysis of both practical and written work will take place on a regular basis.
- Regular use of glossaries will be taught to support verbal feedback and written work, rote learning to revise key concepts.
- Students' oracy skills are developed by their use of academic language in discussion and debate.
- Students will be given opportunities at least once a half term to perform and evaluate each other's work
- PLCs/folders will be developed as key resources with standardised presentation and key terminology glossary
- Work is modelled well, allowing students to recognise the features of the very best work.
- Homework will be used to consolidate and extend knowledge and skills. Revision, Re-call, Research and Reading.
- Teachers will ensure that students understand the ways in which units and topics inter-connect.
- KS4 teacher/invited specialists provide practical workshops for students to gain new skills and apply to devising and text work.
- Learning by Design will be applied to help students understanding the writing structures in drama and apply to written work.
- Students' folders demonstrate thoughtful reflection and improvement in acting upon set targets.

What will I learn…

Year 10	Year 11
Autumn Expectations and standards: getting to know what is expected of students and the standard of work they should be aiming for. Group cohesion and skill revision workshops. Theatre style workshops – Naturalism and Epic theatre What is devising – Groups chosen at end of Term 1. – component 1 Devising creation + Rehearsal Section A of devising log – Creation process and practitioners - and most of section B- rehearsal process - completed Rehearsal and devising workshops to assist development and refinement of Devised work. **Spring** Devised performances completed and refined. -Component 2 Performed and recorded Section B and Section C of devising log completed and refined – component 2 Live theatre visit. -Component 1 Play study – Romeo and Juliet Begun **Summer** Mock exam – Component 1 PPE Coursework completed and finalised by all students – Component 2 Play study and live theatre review workshops Groups for Scripted performance decided and plays chosen .Component 3	**Autumn** Script focus workshops and rehearsals. Character focused workshops Rehearsals for component 3 Revision and Essay practice for Component 1 **Spring** Component 3 performed In front of AQA Examiner and practice for Component 1 Live Theatre trip. Summer Component 1 Written Exam Over both years you will learn: Practitioners: Stanislavski, Becht, Chekov LeCoq, Frantic assembly, Boal Styles: Naturalism, Epic Theatre, Theatre of the Absurd, Greek Theatre, Comedy and Tragedy Skills, Acting, Lighting, Sound, Costume, Set Language: Theatrical literacy understanding from a performance point of view.

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What skills will I develop?

Communication and interpersonal skills -Public speaking, confidence, collaboration, teamwork, empathy and emotional intelligence
Creative and problem-solving skills: Creative Thinking & Innovation, Adaptability & Resilience, Time Management & Organization
Critical And Analytical Skills: Textual Analysis Critical Evaluation Constructive Reflection
Technical and production skills: Technical Design Literacy Script Visualization

How will I be assessed?

Component 1 – Exam – Play study Romeo and Juliet. – Live theatre performance analysis (40%)
Component 2 – Devised performance and devising log 40% (10% performance 30% Devising log)
Component 3 – Scripted performance. (20%)

AO1: Creation and development – (Component 2)
AO2: Applying theatrical skills in Live performances (Component 2 and 3)
A03: Demonstrating knowledge of how Drama is developed and performed (Component 1)
AO4: Analysing and evaluating work – (Component 1 section 3 and devising log of Component 2)
.

What great resources can I use?

- BBC Bitesize GCSE Drama (AQA): Offers concise guides covering devising logs, character interpretation, design choices, and health and safety requirements.
- Study Rocket AQA GCSE Drama: Provides structured breakdown notes for set texts like *Blood Brothers*, covering vocal and physical skills, design elements, and historical/cultural context.
- Save My Exams Drama Past Papers: Gives access to syllabus-aligned revision notes, examiner insights, and downloadable past papers.
- Revision Genie AQA Drama: Features specification-aligned content, practice questions, and AI-powered tutoring support tailored to AQA.

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Three ways that my parents/carers can help...

1. Supportive understanding that rehearsals do take time outside of lessons
2. If possible assist in acquisition of props and costumes
3. Ensure from parental side that student is on top of coursework and line learning.

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Subject	Economics	Contact	Mrs Nave	Exam board	OCR

Intent:

- To thoroughly enjoy studying economics
- Every student studying GCSE will make strong progress.
- Every student is provided with quality-first teaching & learning..
- Recognition of the significance of theoretical and conceptual issues in an economic debate.
- To develop the ability to critically evaluate government policies and how they impact on the social economic environment.

Implementation:

- Skillful, targeted questioning is personalised to the starting point and needs of individual students.
- Assessment is used to check students' understanding and inform teaching.
- Students' oracy skills are developed by their use of academic language in discussion and debate. Work is modelled well, allowing students to recognise the features of the very best work.

What will I learn…

Year 10		Year 11
1. Introduction to Economics 1.1 Main economic groups and factors of production 1.2 The basic economic problem and opportunity cost (Current affairs development and links) **2. The role of markets and money** 2.1 The role of markets 2.2 Demand 2.3 Supply 2.4 Price 2.5 Competition	2.6 Production 2.7 The labour market 2.8 The role of money and financial markets **3. Economic objectives and the role of government (Part 1)** 3.1 Economic growth 3.2 Low unemployment 3.3 Fair distribution of income 3.4 Price stability 3.5 Fiscal policy	**3. Economic objectives and the role of government (Part 2)** 3.6 Monetary policy 3.7 Supply side policies 3.8 Limitations of markets **4. International trade and the global economy** 4.2 Balance of payments 4.3 Exchange rates 4.4 Globalisation

What skills will I develop?

The course allows development of higher level thinking skills particularly economic evaluation allowing students to weigh up both sides of a situation whilst reaching a measured conclusion. As this is developed, further analytical skills are honed in conjunction with critical thinking.
These skills are the foundation of tools required for higher achieving A level students and those intending to study to degree level

How will I be assessed?

2 equal weighted exams of 90 minute duration

What great resources can I use?

Economics Text Book OCR 9-1 ISBN: 9781471888342,
Google classroom – codes allocated to classes,
ONS.gov.uk Office for National Statistics

Three ways that my parents/carers can help

1. Test Vocabulary regularly,
2. Encourage current affairs knowledge,
3. Encourage regular and thorough homework

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Subject	English Literature English Language	Contact	Ms Trafford	Exam board	Edexcel

Intent:

Students will be encouraged to read a wide range of classic literature texts with good understanding. They will make connections through their reading so they can discuss and explain their understanding and ideas. Increasingly, they will begin to acquire a wider vocabulary and use appropriate terminology to discuss what they read. In English Language, students should use what they have learned about the writer's craft in their own reading of fiction to inspire their own imaginative writing.

Implementation:

As students progress throughout both GCSE English courses, they will have an opportunity to revisit skills learnt earlier. This spiral structure enables students to make progress by revisiting, honing and developing their skills as they advance. Students will be supported as they develop increasing independence to, for example, read unseen texts, select quotations, make comparisons and evaluate.

What will I learn…

Year 10	Year 11
English Language Paper 1 GCSE **Reading** Read a range of 19th century fiction and explore the writer's purpose and intentions. **Imaginative Writing** To explore a range of skills in developing effective creative writing. To write an effective short story using a range of devices. **Spoken Language Assessment** **English Literature Paper 1 &2 GCSE** The set texts to be studied in Year 10 are: An Inspector Calls, Macbeth and Poetry from The Anthology.	**English Language Paper 2 GCSE** **Reading** Preparation for English Language Paper 2 by exploring and comparing a range of contemporary non-fiction texts. **Transactional Writing** To write a range of transactional texts: article, speech, guide, letter and review. **English Literature Paper 2** The focus in Year 11 will be preparation for English Literature Paper 2 which will include a study of A Christmas Carol and Unseen Poetry. We will also revisit: *An Inspector Calls,* the *Edexcel Poetry Anthology, and Macbeth as part of our revision in Year 11.*

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ENGLISH LANGUAGE: How will I be assessed?

Assessments will cover the following areas and types of questions:

English Language Paper 1: Fiction and Imaginative Writing (40% of the total GCSE)

Section A: students will study a range of fiction and develop the skills to analyse and evaluate 19th-century prose extract (practising analysis of unseen extracts).

Section B: students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately (writing stories and descriptions).

English Language Paper 2: Non-fiction and Transactional Writing (60% of the total GCSE)

Section A: students will study a range of 20th and 21st-century non-fiction texts and will develop the skills to analyse, evaluate and compare non-fiction extracts.

Section B: students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately (writing letters, reports, articles, speeches). There will be two examinations with one tier of entry.

Spoken Language: students will develop presentational skills for a talk to an audience on a topic of their choice. Spoken language marks will be reported as a separate grade (pass, merit or distinction) on the GCSE certificate

ENGLISH LITERATURE: How will I be assessed?

There will be two examinations:

Paper 1(50%) will assess An Inspector Calls and Macbeth.

Paper 2 (50%) will assess A Christmas Carol, Anthology and Unseen Poetry.

Both exams will be 'closed book'.

The English Department will provide copies of Macbeth, An Inspector Calls and Poetry both from the Anthology and the Unseen.

We will expect parents to buy a copy of A Christmas Carol in Year 11

What great resources can I use?

www.shmoop.com

www.cliffnotes.com

www.sparknotes.com

https://www.bbc.co.uk/education/levels/z98jmp3

Three ways that my parents/carers can help...

1. Purchase revision guides – these are available from school at a reduced price.
2. Use the Edexcel Website to find past questions and answers.
3. Find out about theatre productions, films, exhibitions relevant to your
4. child's learning and enjoy them together

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Subject	Food, Preparation and Nutrition	Contact	Mr Selby	Exam board	WJEC

Intent:

- The curriculum allows students to learn the invaluable life skills of cooking, creating a wide variety of restaurant style dishes.
- The curriculum allows students to adapt basic recipes through discussion with the teacher, build confidence and encourage creativity and challenge
- The curriculum explores Nutrition and Good Health alongside the science behind food/cooking and why certain foods and ingredients behave like they do.
- Students will explore the social, moral, ethical and environmental issues relating to food.

Implementation:

- Students will be given opportunities to develop technical skills through practical and experimental work.
- Students will reflect, analyse and evaluate on practical and demonstrate sensory application
- Students will carry out a range of activities to develop their subject vocabulary/language, knowledge of and understanding of food-related topics
- Students will be supported to manage NEA assessments based on a given topic area
- PLC's will be used by staff and students to review and reflect on progress and learning. Do now activities to consolidate principles and develop questioning
- Students are encouraged to read and research around the subject area looking at the work of other cooks/chefs across all cultural cuisines.
- Homework will be regularly given and used to consolidate and extend student knowledge and skills
- Support is offered through technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject. Revision techniques/intervention

What will I learn…

Year 10	Year 11
Practical Skills: Range of skilled recipes linked to areas of Food Science and Food Commodities (FC) **Mock Assignments:** NEA1 Preparation and NEA2 Preparation **Diet, nutrition and health:** Eatwell guide, Healthy Eating **Principles of nutrition: M**acronutrients and Micronutrients **FC: Fruits and Vegetables**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage **FC: Milk, Cheese and Yoghurt**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage **FC Cereals**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage **FC: Meat, Fish, Poultry, Eggs**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage **FC Butter, Oil, Margarine, Sugar, Syrup**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage **FC: Soya, Tofu, Beans, Nuts, Seeds**. Provenance, Classification, Nutritional requirements, Dietary considerations, Food Science, Food H&S, Storage	NEA 1: Food Investigation Assignments September to November NEA 1. Food Investigation Task- 15% of final GCSE grade Title set by EDUQAS NEA 2: Food Preparation Assignments November to March NEA 2 Food Preparation task- 35% of final GCSE grade Title set by EDUQAS PPE and Revision: Principles in food preparation and nutrition, food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking food preparation

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What skills will I develop?

Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. Apply knowledge and understanding of nutrition, food, cooking and preparation. Plan, prepare, cook and present dishes, combining appropriate techniques. Analyse and evaluate different aspects of nutrition, food, cooking and preparation

How will I be assessed?

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)
NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)
WRITTEN EXAMINATION: Paper 1: Food preparation and nutrition (50%) 1 hour 45 minutes the paper will be made up of two sections: Section A: stimuli question and Section B: based on structure, short and extended questions. In total the paper is worth 100 marks.

What great resources can I use?

http://www.foodafactoflife.org.uk
https://www.bbcgoodfood.com
https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx
https://www.jamieoliver.com
https://www.eduqas.co.uk

Three ways that my parents/carers can help...

1. Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging.
2. Encourage students to cook healthy dishes regularly and practice assessed work and support students by reading through recipe method sheets.
3. Encourage students to produce revision cards for the material that is covered in Year 10 as this content may not be repeated due to the NEA's in year 11.

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Subject	French	Contact	Mrs Kirschke	Exam board	Edexcel

Intent:

- *Cultural understanding and enrichment*: learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the French speaking world.
- *Linguistic confidence*: by focusing on communicating in French, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills*: students can work collaboratively improving teamwork and communication skills, negating meanings and developing analytical skills.
- *Employability*: an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment*: learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Developing language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

What will I learn…

Year 10	Year 11
Module 1: Hobbies and technology Module 2: Family, relationships and identity Module 3: School Module 4: Lifestyle and wellbeing Module 5: Travel and tourism	Module 6: The environment Module 7: My neighborhood and social issues Module 8: Jobs and future plans Exam preparation and revision

What skills will I develop?

Students will develop speaking, writing, reading and listening in French, along with their cultural competences, problem-solving skills, teamwork, literacy and numeracy.

How will I be assessed?

Paper 1: Examination - Listening: 25%
Paper 2: Examination - Speaking: 25%
Paper 3: Examination – Reading: 25%
Paper 4: Examination – Writing: 25%

What great resources can I use?

- Google Classroom and Classcharts:
  - ✓ Notices and important information.
  - ✓ Links to online resources.
  - ✓ Revision resources.
  - ✓ <u>All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.</u>

Three ways that my parents/carers can help...

Even if you don't speak a word of French you can help:

1. Test them on the meanings of French words/sentences
2. you where they have included the elements required by the mark scheme to get the grade they are aiming for.
3. If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

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Subject	Geography	Contact	Miss Haveron	Exam board	AQA

Intent:

We want students to understand the awe and wonder of geography and have a fascination/passion for the subject. Students will be able to see the connections and links within geography (human and physical); how these affect us all and are found in everyday life. We are an inclusive department that ensures all students have an opportunity to study geography that reflects their culture and heritage. Students will become critical evaluative thinkers that can tackle problems and think deeply around the topics that we teach in geography. They will also develop their written academic language skills to become effective communicators.

We work to ensure that students are given specific feedback that is tailored to them. This allows students to become independent learners by personally reflecting on and building their progress bit by bit.

Implementation:

We use a mixture of questioning techniques, such as whole class questioning and cold calling, to target and assess what students know. We expect all students to participate in questioning, to strengthen their recall of knowledge, and challenge them to think hard about geographical issues. We work towards developing the oracy skills and help students to extend their verbal answers in class. As part of this, we promote the use of academic and subject specific language, helping students think and speak like geographers.

We further develop thinking skills by encouraging students to assess the impacts of geographical events and evaluate the effectiveness of management schemes. This is a key assessment objective within their GCSE papers.

In lessons, students work across classwork booklets and assessment books. These allow students to keep their notes secure and organized, which benefits effective revision in the lead up to assessment. We aim to develop students into reflective practitioners by completing a personal learning checklist before and after each module. We continue this approach with reflections during DIRT lessons, where students digest written feedback and identify targeted areas for improvement to help them make progress.

Throughout our course, we provide and enriching fieldwork experience to locations such as Milford-on-sea and Lyndhurst.

What will I learn…

Year 10	Year 11
Urban issues and challenges Physical landscapes of the UK Changing economic world Living world Geographical skills and fieldwork	Hazards Resource management Paper 3 fieldwork skills Issue evaluation (exam paper released 12 weeks ahead of Paper 3 examination)

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What skills will I develop?

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

What great resources can I use?

1. http://www.aqa.org.uk/subjects/geography/gcse/geography-8035 - AQA Geography GCSE website – includes specification (what we study) and past papers for practice
2. https://www.bbc.com/education/examspecs/zy3ptyc - BBC Bitesize revision
3. Textbook we use in class (this is the second edition, we only have the first edition):
4. Revision guide we use in school (link to Amazon, other providers available):

How will I be assessed?

There are three main parts to the GCSE assessment structure: - Paper 1: Living with the Physical Environment (35%)
Paper 2: Challenges in the Human Environment (35%)
These exams are both 1 hour 30 minute written examination that assesses all the physical and then human modules of the course. The type of questions can be multiple choice, short answer level of response and extended prose.
Paper 3: Geographical Applications (30%)
This includes an 'Issue evaluation' 6 page resource booklet released 12 weeks before the exam, which the students answer questions on, and a section on fieldwork skills, including questions on their own fieldwork they carried out in Year 10

Three ways that my parents/carers can help...

Parents can:

1. Help with case study revision (mind mapping / recall quizzing)
    - Useful videos to help with this:
        - Flashcards and how to use them
        - Brain dump revision technique
        - Quizzing help
2. Use quiz for learning task sheets to help their child practice
3. Watch documentaries together e.g. Planet Earth

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Subject	Health and Social Care	Contact	Mrs Roberts	Exam board	BTEC Tech Awards

Intent:

The BTEC Tech Award Health and Social Care gives students an insight into some aspects of the health and social care environment. Students are made aware of career opportunities in Health and Social Care Sector.

- Develop key skills in Health and Social Care such as interpreting data to assess an individual's health
- Develop knowledge that underpins effective ways of working in health and social care eg designing a plan to improve an individual's health and wellbeing
- Develop awareness of the care values and how to use them to empower a service user and to practice applying them
- Understand human development across the life stages and categorise development into 4 areas (PIES) and understand how factors can affect our development
- To gain knowledge of Health and Social Care services and the support they offer individuals

Implementation:

- BTEC Tech Award Health and Social Care curriculum will provide a wide range of learning experiences which are accessible to students of all abilities
- The delivery involves group work opportunities, clearly differentiated tasks, report writing and controlled assessments.
- Students are encouraged to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.
- PLC's will be used by staff and students to review and reflect on progress and learning
- 'Do now' activities to consolidate principles and develop questioning
- Homework will be regularly given and used to consolidate and extend student knowledge and skills, encouraging students to read and research around the subject/topic area
- Intervention and support are offered across the key stage to help students make their expected progress and achieve success in this subject

What will I learn…

Year 10	Year 11
Component 1: Human Lifespan and development content: Life stages, growth and development and PIES. Factors affecting lifestyles. Dealing with life events. Project work Pearson set assessments: Broken down into 3 tasks, completed in 6 hours Component 2: Health and Social Care Services and Values content: Different types of health and social care services. The professionals and services who support children, young people, adults and the elderly. The barriers to accessing health care services. Care values and how they can be applied. Pearson set assessments: Broken down in to 5 tasks, completed in 6 hours	Component 3 - Health and Well Being content: External exam paper preparation. Knowledge linked to factors affecting health and wellbeing. Physiological and lifestyle indicators. Person-centered approach. Recommendations and actions to improve health and wellbeing. Barriers and obstacles which affect recommendations.

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What skills will I develop?

- Team/group work
- Exploring case study material
- Working to deadlines
- Presenting information effectively and accurately

How will I be assessed?

The course is made up of three components: Two internally assessed and one externally assessed.
Component 1: Human Lifespan Development (30%)
Component 2: Health and Social Care Services and Values (30%) Component 3: Health and Wellbeing (40%). This is a two-hour exam.
Students would be awarded from Level 1 pass to Level 2 Distinction* on completing this course.

What great resources can I use?

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html
https://www.scie.org.uk/socialcaretv/latest.asp
www.ageuk.org.uk/
www.nhs.uk
www.carersuk.org
www.actiononhearingloss.org.uk
www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx
www.bbc.co.uk/news/health

Three ways that my parents/carers can help...

1. Proof read assignment work
2. Encourage to research the topics outside of the classroom
3. Go through the task sheet and assessment criteria to help them plan.

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Subject	History	Contact	Mr Corner	Exam board	AQA

Intent:

- Develop students' soft skills such as logical thinking, critical thinking and written and oral communication.
- An inclusive department in which each student feels like they are represented by the curriculum and where students with extra needs or requirements receive bespoke support including help with literacy and numeracy and challenge for all students.
- Allow students to understand how History relates to the present day and the challenges or issues they face in the world.
- Encourage students to identify trends and themes across different periods of History.
- Develop students' historical skills and their understanding of second order concepts.
- Give students the skills to be successful learners so they can know more and remember more.

Implementation:

- Recall activities are embedded throughout the curriculum to help students learn and remember more and to develop their substantive knowledge.
- Challenge is embedded throughout the curriculum using #challenge focusing on using Thinking Hard strategies.
- Scaffolding is offered throughout the curriculum in order to support and encourage students.
- Model answers are offered so students can see best practice in History and aspire to the highest level.
- Numeracy and literacy skills are offered to develop these key learning skills and support a whole school approach to learning.
- Lesson activities model revision strategies in order to develop self sufficient learners.
- Use of Personal Learning Checklists and Key Word Glossaries allow students to take ownership of their learning and revision.
- Regular use of extended writing in class and practice exam questions allow students to develop their exam skills in order to make progress and achieve success in formative assessments and final exams.
- Targeted interventions are used to support underachieving students or to encourage students achieving on or over their targets to excel even further.
- Wider reading is encouraged in order to broaden students' understanding of the topics as well as broader historical context.
- Curriculum is carefully sequenced to help students understand the topics we study through KS3 and KS4, and to support them in developing their knowledge as they move through the curriculum.
- A range of questioning strategies are used to appropriately target and engage students and is used to both support the students who need it and to challenge all students in the classroom. This strategy is also effective in developing the oracy skills of our students.

What will I learn…

Year 10	Year 11
Conflict and tension: the inter-war years, 1918–1939 Part one: Peacemaking after WW1 Part two: League of Nations and International peace Part three: Origins and outbreak of the second world war **America, 1920–1973: Opportunity and inequality** Part one: American people and the 'Boom' Part two: Bust – Americans' experiences of the Depression and New Deal Part three: Post-war America **Britain: Migration, empires and the people: c790 to the present day** Part one: Conquered and conquerors Part two: Looking west	**Britain: Migration, empires and the people: c790 to the present day** Part three: Expansion and empire Part four: Britain in the 20th century **Elizabethan England** Part One: Elizabethan court and parliament Part two: Life in Elizabethan times Part three: Troubles at home and abroad Part four: Historic Environment **Revision** Part One: Conflict & Tension Part two: America Part three: Migration Part four: Elizabethan England

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What skills will I develop?

- Ability to learn and recall knowledge
- Written communication skills
- Critical thinking
- Understanding how key themes are consistent across a variety of contexts

How will I be assessed?

End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'

Paper 1: Understanding the modern world & Paper 2: Shaping the nation Both:

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE per paper

What great resources can I use?

- http://www.aqa.org.uk/subjects/history/gcse/history-8145
  - Contains the full AQA GCSE History specification

Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials including:

- Key word glossaries
- Knowledge organisers
- BBC Bitesize links
- Textbooks
- Revision guides
- Past papers
- Revision advice

Three ways that my parents/carers can help...

1. Support students with developing their revision and independent study skills.
2. Checking students understanding of what they are studying.
3. Encouraging students to complete extra work.

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Subject	Mathematics	Contact	Ms Els	Exam board	AQA

Intent:
In addition to covering the full range of knowledge and skills required by the GCSE Mathematics specification, our curriculum is designed to develop curious, enquiring minds and a deep appreciation of mathematics. The carefully sequenced curriculum enables students to make connections between different areas of mathematics, helping them to understand how mathematical concepts are linked and how they apply to real-world situations. Through regular opportunities to reason, investigate and solve problems, students develop resilience, logical thinking and confidence in their mathematical abilities. We encourage students to approach challenges independently, think critically and communicate their reasoning effectively.
By the end of Year 11, students will have developed into independent and creative thinkers who are well prepared for further study, employment and the wider demands of everyday life.

Implementation:

- A carefully sequenced curriculum that builds on prior learning and explicitly identifies connections between different areas of mathematics.
- The embedded use of active recall strategies to strengthen understanding and improve long-term retention of key knowledge and skills.
- Paired examples and a gradual release model (for example, *I do, We do, You do*) to support students when learning and practicing new concepts.
- Regular opportunities to solve problems in unfamiliar contexts, enabling students to apply their mathematical knowledge and develop resilience.
- A strong focus on oracy and the accurate use of mathematical language, building on foundations established at Key Stage 3.
- Structured talk tasks that encourage students to explain their thinking, justify their methods and develop greater metacognitive awareness of their learning.
- Frequent formative assessment to identify misconceptions and inform responsive teaching.
- Opportunities for retrieval practice and interleaving, helping students make links across topics and deepen their understanding.

Learning beyond the classroom is supported through the Sparx Maths online homework platform, which provides personalized practice, reinforces class learning and enables students to develop independent study habits.

What will I learn…

Year 10	Year 11
Percentages, percentage change, area and perimeter, surface area, volume , rearranging formulae, ratio, similarity, right angled trigonometry, bearings, brackets, equations of linear graphs, non linear graphs, plotting and interpreting real life graphs, Venn diagrams and set notation, tree diagrams, Equation, Sequences, linear, simultaneous equations, handling data and statistical diagrams, rounding, Indices	**Higher**: recuring decimals, calculating with algebraic fractions, calculating with surds, rationalising denominators, solving quadratic equations, simultaneous equations, non-linear graphs, algebraic proof, inequalities, circle theorems, geometric proofs, vector proofs, functions, transforming graphs, iteration, Trigonometry, 3D Pythagoras, area and volume of similar shapes, conditional probability, transformations, constructions and loci **Foundation**: standard form calculations, factors, multiples and primes, fractions, simplify expressions, proportion, compound measures, percentage change, statistical diagrams, probability, working with ratios and algebra, angles, right-angled triangles, surface area and volume, vectors, transformations, constructions scale drawings, congruence, equations of linear graphs, equalities, arithmetic and geometric sequences

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What skills will I develop?

AO1 – using and applying standard techniques

AO2 – reasoning, interpreting and communicating mathematically

AO3 – solving problems in mathematical and non-mathematical contexts

How will I be assessed?

The GCSE Mathematics qualification is assessed through examinations at the end of Year 11:

- Two tiers of entry are available: **Foundation** and **Higher**, with content specified for each tier.
- The qualification consists of **three equally weighted written examination papers**, all taken at either Foundation or Higher tier.
- **Paper 1** is a non-calculator assessment, while **Papers 2 and 3** are calculator assessments.
- Each examination paper is **1 hour 30 minutes** in length and is worth **80 marks**.

What great resources can I use?

https://sparxmaths.com/
https://www.drfrostmaths.com/
http://nrich.maths.org
https://www.onmaths.com/
https://corbettmaths.com/
Extension for higher learners:
https://parallel.org.uk/

Three ways that my parents/carers can help...

1. Regularly check your child's exercise book to review the work being completed in lessons.
2. Monitor homework completion through Sparx Maths, where students are set regular online homework designed to reinforce classroom learning and develop fluency and confidence.
3. Encourage your child to discuss the methods they are using in class and explain their reasoning, helping to strengthen their mathematical understanding and confidence.

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Subject	Music	Contact	Mr Butchers	Exam board	EDUQAS

Intent:
To cultivate an understanding and appreciation for music and develop ourselves as individuals & members of society; developing skills for the world of work & life in general.

- Enrich student's cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate music as a form of expression
- Curriculum allows students to become critical observers of music through developing an understanding and exploration of performance skills range of styles, techniques and professional works

Implementation:
Music is taught with a "practical first" approach for both performance and composition and performance and composition tasks are set to be bespoke for each student. Students will actively listen to music and be able to develop a significant musical vocabulary to describe music. Students will deeply familiar with the relevant music theory that is required by the course.

What will I learn…

Year 10	Year 11
Music for Stage and Screen, including a wide understanding of many compositional devices and how this can create an effect in both stage and screen *The History of Music* *Music from Around the World Composition Skills* *20th Century Music* *Mini set work- Killer Queen Song Writing* *Solo and ensemble performances* permeate the curriculum *Composing skills - composing to a brief* Set works: *Africa* Understanding the key musical characteristics of these this set work. *Composing skills* - Composing music to a word setting. Set work: *Badinerie* Understanding the key musical characteristics of these this set work. *Composing skills* - Composing given a free brief	Wider listening skills Composition 1: To a brief given by the exam board Set work revision and wider listening based on film music and music for ensemble Set work revision and wider listening based on film music and music for ensemble Composition 2: A free composition Set work revision and wider listening based on film music and music for ensemble, examination technique Set work revision and wider listening based on film music and music for ensemble, examination technique

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What skills will I develop?

Performing, composing, listening and appraising music.

Over the two years, students study pieces of music ranging in style from classical music to popular music and music from other cultures. They are expected to study in detail two set works

How will I be assessed?

Performing (30% - Coursework)
Students are required to perform on an instrument or as a singer and *should be performed at grade 3 standard*. This can be on any instrument and in any style.
Composing (30% - Coursework)
Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.
Listening and Appraising (40% - Exam) This is the only part of the GCSE that is an examination.
In the 1 ¾ hour exam, which takes place at the end of Year 11, students are played extracts of selected unheard music and answer questions on the music.

What great resources can I use?

A significant amount of information, listening guides and own recordings can be found on the Google Classroom

Three ways that my parents/carers can help...

1. Parents should support their child by actively listening to them rehearse their instrument.
2. Parents can work through the exercises on musictheory.net and test students using the exercises there
3. Parents can ensure that they listen to a wide range of music styles with the student, including classical music and discuss this music with the student.

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Subject	Physical Education (Core)	Contact	Mr Blakeway	Exam board	N/A

Intent:
To provide a broad and balanced programme which allows students to develop skills and tactics in a variety of invasion, net and wall games and individual activities. To be confident enough to transfer skills between game activities and lead small sessions to their peers.

Implementation:
Through the activities the students are learning, they will take on different roles within their group. Warm up coach, skills leaders, captain etc.
Through question and answer techniques, a deeper knowledge of the rules will enable students to lead more of the officiating side of the game which will promote fair play and sportsmanship.

What will I learn…

Year 10	Year 11
The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.	Students choose a sporting pathway that looks to lean on and develop their KS3 and earlier KS4 sporting, tactical and gameplay understanding through a variety of sports, gams and fitness lessons. Students are encouraged to choose a sporting pathway that will help engage them in core PE and create a student who is active for life.
Focus: Tactics, game strategies and keeping fit Mastering outwitting skills: Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis Volleyball Handball	Focus: Keeping fit, Active for Life, Tactical understanding, Gameplay Keeping fit: Fitness, Dance and Well-being Outwitting opponents: Invasion games, Contact Rugby, Football, Basketball, Dodgeball, Handball and Netball Net and Wall games: Badminton, Volleyball and Table Tennis Striking and Fielding games: Rounders and Softball

What skills will I develop?

You will develop a variety of sports skills from the range of offered sports such as dribbling, passing, tackling as well as hand-eye co-ordination. You will also develop essential skills that are used outside of PE such as team work, communication, independent working skills and resilience.

How will I be assessed?

Students are not directly assessed in these activities; however, they are constantly given feedback to improve their overall performance and health.

What great resources can I use?

www.bbc.com/education
www.bbc.co.uk/sport

Three ways that my parents/carers can help...

1. You can support your child by making sure they are fully prepared to take part in all activities.
2. Ensure your child has the correct PE kit.
3. Encourage them to be active outside of school life.

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Subject	Physical Education GCSE	Contact	Mr Blakeway	Exam board	OCR

Intent:

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- To understand how the physiological and psychological state affects performance in physical activity and sport.
- To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- To develop the ability to analyse and evaluate to improve performance in physical activity and sport.
- To understand the contribution that physical activity and sport make to health, fitness and well-being.
- To understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Implementation:

Students, of all abilities, to achieve success within a safe, caring and supportive environment which includes catering for all abilities. To provide students with secure physical and healthy living foundations for work, higher education and adulthood which will enable them to further their education, specialising in a sporting degree. Students to be motivated and enjoy dynamic, varied PE lessons through individual and group tasks which develop confidence in becoming leaders and officials, as well as participants. To establish clear expectations which drive academic success through questioning and answering tasks. Through regular monitoring and feedback, students, parents and teachers, will know the progress they are making and what they can do to improve further.

What will I learn…

Year 10	Year 11
Applied Anatomy and Physiology (Topic 1.1) • **Skeletal system:** Bones, types of joint (synovial, hinge, ball and socket), structure of joints, and connective tissues (ligaments, tendons, cartilage). • **Muscular system:** Major skeletal muscles, antagonistic muscle pairs (agonist and antagonist), and types of muscle contractions (isotonic/isometric). • **Movement analysis:** Levers (first, second, and third class), planes of movement (sagittal, frontal, transverse), and axes of rotation (transverse, frontal, longitudinal). • **Cardiovascular and respiratory systems:** Structure and function of the heart, blood vessels, mechanics of breathing (inspiration and expiration), and gaseous exchange. • **Effects of exercise:** Short-term and long-term effects of exercise on the body systems, and recovery. **Physical Training (Topic 1.2)** • **Components of fitness:** The 10 specific components (cardiovascular endurance, muscular endurance, speed, strength, power, flexibility, agility, balance, coordination, and reaction time). • **Fitness testing:** Appropriate tests for each component of fitness (e.g., multi-stage fitness test, Illinois agility test, sit and reach). • **Types of training:** Continuous, fartlek, interval, circuit, plyometrics, weight, and high-intensity interval training (HIIT). • **Principles of training and goal setting:** Specificity, overload (FITT principle: frequency, intensity, time, type), progression, and reversibility. • **Injury prevention:** Proper warm-ups, cool-downs, safe use of equipment, and injury treatment	**Socio-Cultural Influences & Participation:** • Current trends in physical activity and sport participation (using data from Sport England and the Department for Digital, Culture, Media and Sport - DCMS). • Factors affecting participation (age, gender, ethnicity, religion/culture, family, education, time, cost, disability, and role models). • Strategies to improve participation (**Commercialisation & The Media:** • The link between sport, the media, and sponsorship known as the **Golden Triangle**. • Types of media (TV, visual, internet, social media, newspapers) and the positive/negative impacts of commercialisation on sport, performers, and spectators. **Ethics and Conduct in Sport:** • Differences between **sportsmanship**, **gamesmanship**, and **deviance**. • Use of **Performance-Enhancing Drugs (PEDs)** (anabolic steroids, beta-blockers, stimulants) and reasons why athletes take them. • Causes of player and spectator **violence** in sport. • **Sports Psychology:** ○ Characteristics of a **skillful movement** and skill classifications (open/closed, basic/complex, etc.). ○ Goal setting using **SMART targets**. ○ Types of **mental preparation** (imagery, mental rehearsal). ○ Types of **guidance** (visual, verbal, manual, mechanical) and **feedback** (intrinsic, extrinsic, positive, negative). • **Health, Fitness, and Well-Being:**

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	○ Physical, emotional, and social health benefits of exercise. ○ Consequences of a **sedentary lifestyle** (obesity, heart disease, depression). ○ Diet, nutrition, and energy balance

What skills will I develop?

During GCSE PE practical you will develop a range of practical sports skills and tactics including Passing, Dribbling, Shooting, Understanding of positions and tactical analysis.

During GCSE PE theory you will develop the skills of writing long answered exam questions, interpreting information and data, recall of knowledge, speaking, reading and listening.

How will I be assessed?

Theoretical Component (60%)
Practical Component (30%)
Coursework Component (10%)

What great resources can I use?

www.bbc.com/education
www.bbc.co.uk/sport
Students have access to My PE Exam which is on online revision tool

Three ways that my parents/carers can help...

1. Encourage an enquiring mind towards sport and the media.
2. Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.
3. Discuss relevant issues in sport and the media. For example could be who should host the next Olympics and why?

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Subject	Religious Studies	Contact	Mr Hill	Exam board	Edexcel

Intent:

Teaching and learning will infuse a passion within students to explore and understand other people's beliefs, values and cultural practices.

- Students will become well rounded individuals who can confidently express their own beliefs and values while remaining open-minded to those of others.
- Students will find truth and beauty in the human search for identity and purpose found in religion.
- Students will be 'able to think' - to use their critical faculties to evaluate and filter information to which they are exposed.
- Students will gain understanding of the breadth of belief and practice within religions.
- We will recognise and celebrate British values as lived out in a multicultural society.
- Students will be given opportunities to learn from authentic faith representatives.

Intent of PSHE and SRE

- Students will be able to make positive, informed life choices.
- They will learn the importance of high self-esteem, human dignity and self-care. Pressures on young people will be identified and explored.

Implementation:

- Lessons will encourage students to wrestle with 'big questions' relating to meaning, identity and morality.
- Target language will be an ongoing focus, including key terms and analytical language.
- Students will be taught how to use research materials including books, online sources, revision guides and Kerboodle.
- Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership.
- Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged.
- Students will receive formal feedback each half term and respond with a significant piece of improvement work.
- All assessments will be opportunities for formative practice.

What will I learn…

Year 10	Year 11
Belief in Allah Living the Muslim Life Belief in God Living the Christian Life Marriage and Family Life (Islam) Including PSHE	Crime and Punishment (Christianity) Matters of Life and Death (Islam) Peace and Conflict (Christianity)

What skills will I develop?

There are four sets of a-d questions to test students' knowledge of religious teachings and beliefs, as well as their ability to evaluate and analyse different religious, secular and humanist perspectives.

How will I be assessed?

GCSE style questions – 2 full questions per unit.

What great resources can I use?

Google classroom code: ifya3ui

Both text books used for the course are available to students on Kerboodle free of charge.

Three ways that my parents/carers can help...

1. Engage in discussion with the student about different ethical issues.
2. Encourage students to share with you what they have learnt in the lesson and question their understanding.
3. Provide a quiet, focused environment for completion of homework

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Subject	Science	Contact	Dr Diriyai	Exam board	AQA

Intent:

To inspire students, especially underrepresented groups to see that ''science is for me'' so they can continue with science post-16.
To provide extra-curricular opportunities that encourage students to pursue STEM-related careers
To offer learning opportunities and success for all students that stretch high ability students while supporting low ability students
Develop students' practical and scientific inquiry skills by providing opportunities for hands-on practical work
Provide learning opportunities that enable students to develop in-depth understanding of key concepts that can be applied in unfamiliar contexts.
Recognise and celebrate contributions of underrepresented groups in science

Implementation:

Students will

- Sequencing of key ideas in schemes of learning so both knowledge and skill levels increase as students progress through the years.
- Clear routines including Do Now tasks which ensure a strong start as well as enable students to recap last lesson or previous ideas as part of a spiral curriculum.
- Learning questions and key words identified in each lesson.
- Review of learning using formative assessment including low-stakes simple recall, questioning, mini whiteboards, thumbs up, ''tap, tap, show'', end of unit and end of year assessments, DCPs & pre-public exams (PPEs)
- Homework set centrally across the department using Sparx homework platform to consolidate learning
- DIRT done in green pen to highlight areas of development and feedback provided
- Interventions to support underperformance
- Encouragement, recognition and celebration of all aspects of achievement in science.

What will I learn…

Year 10			Year 11		
Biology	**Chemistry**	**Physics**	**Biology**	**Chemistry**	**Physics**
• Photosynthesis and respiration • Inheritance and genetics • Nervous control • Hormonal control • Monoclonal antibodies • Plant diseases • Organizing an ecosystem.	• Chemical calculations • Energy changes • Electrolysis • Rates of reactions • Reversible reactions. • Chemistry of the atmosphere • Chemical analysis	• Pressure • Forces & Motion • Momentum • Atom structure & radiation • Particles motion • Pressure	• Evolutions and variation • Genetics and evolution • Adaptation and interdependence • Biodiversity and ecosystems	• Crude oil and fuels • Organic reactions • Polymers • Using resources	• Magnetism • Electromagnets • Waves • Light • Atoms & radiation • Space

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What skills will I develop?

Students develop skills through the 'Big Ideas' principle. Within each 'Big idea' there are several smaller topics of content to be taught. The principles and models which connect these concepts to everyday applications underpin the teaching of science at MER

You will develop scientific skills through 4 key strands:

- Analysis
- Communication
- Enquiry
- Problem solving

How will I be assessed?

Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs.
Double Award Science (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs.

In school: assessment is based around an end of unit topic, alongside formative assessment as you progress through the unit.
During a calendared assessment week, you will have an assessment that will cover all of your learning up to this point.
Year 10 will sit 1 calendared PPE exam while Year 11 will sit 2 PPEs

In the GCSEs: assessment is based on two papers.

Paper One: 1 exam per subject

Paper Two: 1 exam per subject

What great resources can I use?

Sparx science – homework platform
BBC Bitesize Science
Cyberphysics.com
Isaac Physics
Seneca Learning
Free science lessons
Cognito
PMT (Physics and maths tutor)
Kerboodle (digital copy of the textbooks we use in school)

Three ways that my parents/carers can help...

1. Discuss the experiments students do in school, especially the required practicals
2. Go to the National Science Museum (it's free)
3. Join in with revision for end of topic test and Pre-public exams

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Subject	Spanish	Contact	Mrs Kirschke	Exam board	Edexcel

Intent:

- *Cultural understanding and enrichment*: learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the Spanish speaking world.
- *Linguistic confidence*: by focusing on communicating in Spanish, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills*: students can work collaboratively improving teamwork and communication skills, negating meanings and developing analytical skills.
- *Employability*: an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment*: learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Developing language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

What will I learn…

Year 10	Year 11
Module 1: Hobbies and technology Module 2: Travel and tourism Module 3: Family, relationships and identity Module 4: Lifestyle and wellbeing Module 5: School	Module 6: My neighborhood Module 7: The environment and social issues Module 8: Jobs and future plans Exam preparation and revision

What skills will I develop?

Students will develop speaking, writing, reading and listening in Spanish, along with their cultural competences, problem-solving skills, teamwork, literacy and numeracy.

How will I be assessed?

Paper 1: Examination - Listening: 25%
Paper 2: Examination - Speaking: 25%
Paper 3: Examination – Reading: 25%
Paper 4: Examination – Writing: 25%

What great resources can I use?

Three ways that my parents/carers can help...

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- Google Classroom and Classcharts:
  - ✓ Notices and important information.
  - ✓ Links to online resources.
  - ✓ Revision resources.
  - ✓ All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.

Even if you don't speak a word of Spanish you can help:

1. Test them on the meanings of Spanish words/sentences
2. For longer pieces of writing, ask them to talk you through the plan of their work in English before they start, to make them think about the structure of what they write
3. If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.