



Dear Parent / Carer

This booklet has been produced to enable you to help your child with their studies.

The booklet gives an outline of each subject your child will study.

We hope you will find this booklet useful.

As ever, please do feel free to contact school if you require any additional information on the programmes of study your child is undertaking or if we can be of any further assistance.

Yours faithfully

R Phillips

**Ms R Phillips
Headteacher**

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ENGLISH

In Year 9, students of English are given the opportunity to further develop their reading, writing, speaking and listening. The year is seen as a ‘transition year’ and serves to aid students with all elements of the transition from Key Stage Three into Key Stage Four.

Students follow the programme of study for elements of Key Stage 3 and 4 of the *National Curriculum*. This includes: *Speaking and Listening* in response to a range of activities; *Reading*, including a range of fiction and non-fiction and the study of a Shakespeare play; and *Writing* in a variety of contexts, including informative and imaginative writing.

Students are taught to extend their reading responses using pertinent detail, while written work is enhanced by the emphasis placed on adventurous vocabulary and ambitious sentence structure. Speaking and Listening is taught throughout the year through the various reading elements outlined below.

Topics of Study

Autumn 1 September - October	Autumn 2 October - December	Spring 1 January - February	Spring 2 February - March	Summer 1 April - May	Summer 2 June - July
Reading: <i>Novel</i>	Reading: <i>Short Stories</i>	Reading: <i>Shakespeare’s Macbeth</i>	Reading: Poetry	Reading: War (fiction and non-fiction)	Reading & Writing: <i>Novel Of Mice and Men</i>
Writing: <i>Discursive</i>	Writing: <i>The Media at Christmas</i>		Writing: Spoken Language Study	Writing: Descriptive	

A Teacher Assessed subject level and grade is shared with students each half term after a controlled assessment and is equated to a GCSE grade. The final teacher assessed level and grade, given in July, is based upon continuous assessment of all aspects of the student’s work in school, judged against *National Curriculum* standards.

Parental Support

We request that parents ensure that students:

- Are prepared for all lessons with the correct equipment (including texts);
- Read at home and engage with ‘Talk Homework’ tasks;
- Regularly monitor students’ engagement with homework tasks;
- Are aware of their target grades and what they need to do to progress;
- Are using the school’s VLE to undertake independent study;
- Take advantage of all extra sessions provided by staff during and after school;
- Have their own copy of the GCSE set text: *Of Mice and Men*.

MATHEMATICS

Years 9, 10 and 11

Course: GCSE Mathematics
(AQA) Mathematics B (Modular)
Edexcel Mathematics Linear

Content:

Pupils will study topics including;
Using and Applying Mathematics
Number
Algebra
Shape, Space and Measure
Handling Data

A combination of traditional approaches and investigational work will be used to deliver, use and extend written, mental and calculator techniques.

In class pupils work from either Foundation or Higher text books which have been edited by subject examiners. Investigational work gives pupils the opportunity to see and develop their mathematical skills in problem solving situations. This work is designed to assess the pupils' abilities in:

Decision Making
Mathematical Communication
Mathematical Reasoning

Homework may be in the form of written exercises or investigations and will include 'online' exercises and lessons from the MyMaths website (which the school subscribes to). These may be done in school if pupils do not have internet access.

Pupils are also welcome to take advantage of the Maths Drop-in Centre which is available after school once a week.

Assessment:

A pupil's performance in classwork, homework and tests will determine which tier of paper they will sit.

The course is split into 3 sections;

Unit 1 – Statistics of Number
26.7% of total assessment

Unit 2 – Number & Algebra
33.3% of total assessment

Unit 3 – Geometry of Number
40% of total assessment

Pupils in Year 11 will also be entered for the Edexcel linear examination. Pupils can be assessed in November, March or June, they will be entered for the external exam when it is felt they are fully prepared.

Level of Entry	Examinations
Higher and Foundation	Edexcel Linear November 2011 Year 11
Higher and Foundation	AQA Unit 1 November 2011 Year 10
Higher and Foundation	AQA Unit 2 March 2012 Year 9
Higher and Foundation	AQA Units 1 & 2 March 2012 resits Years 10 and 11
	Edexcel Linear resit March 2012 Year 11
Higher and Foundation	AQA Unit 3 June 2012 Year 11, Unit 2 Year 10, Unit 1 resit Year 9

SCIENCE

In Year 9 Science is taught as three subjects - Biology, Chemistry and Physics - by specialist staff. Pupils in the upper sets start GCSE units, leading to their first Biology, Chemistry and Physics exams in January 2013. Pupils in the lower sets pursue a non-exam course leading to a BTEC Applied Science qualification in Years 10 and 11.

Parental Support

- **Purchase a GCSE revision guide to support the work covered in lesson time.**
- **GCSE pupils sit 3 progress tests in each subject and parents/carers receive a progress letter in May 2012, which shows the current grades being achieved.**

ART

Figure Studies

Figure movement, observational study of the figure and how the body moves. The work of the Futurist, Cubist and Expressionist movements, also any other genre used by individual staff. The figure, observational drawing, movement, 20th century artists and styles or earlier artists/styles, puppets. Pupils will be encouraged to work in groups where possible.

Graphic Design

Study of commercial art. How letter forms are used to communicate information and establish corporate image and poster design.

Culture

This is linked to a graphic design project.

Still Life

Analytical study of form and light and shade. Explore various media. Produce still life study.

3D Study

Explore use of 3D forms to produce abstract forms. Historical knowledge. Reference made to such artists as Henry Moore and Barbara Heyworth. Use of 3D forms/abstract, puppets (references made) to many/chosen artists.

Parental Support

Parents can assist by encouraging their children to practise their drawing skills just as they might encourage them to read or write. Drawing is a skill that can be developed, not just a special gift. Like all skills practice will improve performance.

DRAMA

In Year 9 you will use and further develop the skills you have learned in Year 7 and 8 to create characters in performance. In Year 9 you will be exploring Naturalistic Drama. Your group work will be assessed as part of the Speaking and Listening marks in English. In your lessons you will learn to:-

- Structure 'Improvisation's and work with a variety of stimuli.
- Learn about and uses status in your improvised work.
- Identify with a character.
- Communicate a story without language, using tableaux (freeze frames).
- Work with and interpret script your own way.
- Develop dramatic conflict in your Drama.
- Stage a group 'Naturalistic' piece of Drama.

Parental Support.

- Encourage thorough learning of lines set for homework.
- Encourage pupils to see live theatre and discuss the experience.

ENGINEERING

During Year 9 pupils will work on projects in which they design and make products that actually work, focusing on different contexts and materials. Taken together these projects will include work with plastics, metal, CAD / CAM and electronics.

Year 9 project is Clocks.

As well as working on projects pupils will undertake focussed practical tasks in which they develop and practise particular skills and knowledge, including work on structures and control technology.

They will also take part in activities in which they investigate, disassemble and evaluate familiar household products to help extend their knowledge and understanding of design and engineering.

When pupils are designing their products graphical presentation techniques will be demonstrated including isometric drawing, perspective and orthographic projection to a high level of competency to further enhance pupils' designing capability.

As part of their design technology course pupils will also undertake theoretical work to complement their designing and making activities. This work will include problem solving tasks and investigating the more theoretical aspects of designing and making, materials and components, systems and control, structures, products and applications, Engineering processes, quality and Health and Safety.

Parental Support

All pupils will require basic drawing equipment to complete homework tasks. Useful equipment would include a HB pencil, 300mm ruler, coloured pencils, a .5 black fine liner and an eraser.

FOOD - TECHNOLOGY

Design and Technology~ WJEC : GCSE Catering (Single Award)

This course is designed for pupils who enjoy practical work.

Content

This course is divided into two units:

- ❖ Unit 1 : Catering skills related to food preparation and service.
- ❖ Unit 2 : Catering, food and the customer.

It concentrates on the food preparation and service aspect of the hospitality and catering industry.

The course will be **practically** based and developed through a series of focused tasks, which assist in the development of skills and application of knowledge.

Pupils will also be provided with opportunities to visit local catering establishments as well as Colleges of Higher Education.

Assessment

1. Unit 1 : Catering skills related to food preparation and service. (60%)

This consists of two controlled practical tasks selected from a bank of six WJEC set tasks. 45 hours in total. The tasks will be internally assessed using WJEC set criteria and externally moderated.

Task 1 is worth 20% and should take a maximum of 15 hours in Year 10.

Task 2 is worth 40% and should take a maximum of 30 hours in Year 11.

2. Unit 2 : Catering, food and the customer (40%)

This is assessed through a 1 ¼ hour written examination which is externally set and marked. The examination will not be divided into tiers. All the questions will be compulsory and targeted at the full range of GCSE grades. The examination will contain short-answer, structured and free response questions drawn from the catering content.

Parental support

Parents or guardians can assist by:

1. Providing them with a basic recipe book.
2. Providing ingredients etc., for practical lessons.
3. Encouraging them to experience different types of foods, e.g., foods from other cultures.
4. Encouraging them to practise their practical skills at home, (supervised if necessary.)
5. Encourage them to take an active interest in food, e.g. shopping.
6. Encourage them to take note of food issues in the media, e.g. articles in newspapers and magazines. Cookery programmes on television.
7. Ensuring that homework is done regularly.

TEXTILES

Pupils will undertake a range of design and make projects that incorporate modern and traditional methods of fabric decoration, research, fashion drawing, pattern cutting and fabric manipulation. They use these skills to develop their ideas in order to produce their final outcome. The outcomes during Year 9 are based on fashion and can be a number of different things such as, corsets, jewellery, shoes, masks or head wear. The pupils research different designers and artists and build up a portfolio of work during Year 9. At the start of Year 10 the pupils are set an externally set task from the examination board.

MODERN FOREIGN LANGUAGES

Only pupils opting for Spanish or French GCSE study languages in Year 9. They start on their 3 year GCSE course and will be building on their prior knowledge from Years 7 and 8. All pupils study their chosen language for 4 periods a week.

Listening

Listening can be one of the harder skills to master and it is important that your child gets as much practice as possible listening to other people speak the foreign language. If pupils bring in blank cassettes their language teacher can record extra material to reinforce or extend upon what has already been covered in class.

Speaking and Writing

Extra listening practice will also help your son / daughter enhance their speaking skills. They will also find it useful if they can teach someone at home what they have been learning to say during their lessons. Access to a tape recorder with a microphone will enable them to record and listen to themselves. In this way they will also be able to keep a record of material covered which would be a very useful revision aid.

Your child will be expected to regularly learn phrases by heart for homework. It is essential that they develop good practice from the start. Learning will be checked in school but it would be of great benefit if it could also be tested at home both from the foreign language into English and vice versa (including spelling).

Reading

Pupils will find reading the easiest skill to improve upon on their own. Readers may be borrowed from school to give further practice at home. Pupils need not try to understand every single word although a foreign language dictionary at home will help them identify single words and assist them in developing the gist of a passage.

We aim to ensure that learning a foreign language is an enjoyable and successful experience for all our pupils. Should your son / daughter / ward ever have any difficulties

with the subject not only can they see their class teacher they can also come along to our 'Homework Club' on Thursdays after school to obtain additional practice, help with homework, to borrow books or to get a penfriend.

Parental Support

As well as ensuring that homework is always completed and well presented there are several other ways in which parents can help their child practice and improve their linguistic skills. If you follow just some of the advice contained here we guarantee that your son / daughter / ward will make further progress.

GEOGRAPHY

GCSE Geography: AQA Specification A:

Unit 1: Physical Geography:

Autumn Term:

The Restless Earth:

Plate Tectonics, Fold Mountains, Volcanoes, Supervolcanoes, Earthquakes and Tsunamis: Causes, Effects, Responses.

Spring Term

Water on the Land:

River Processes: Erosion, Transport and Deposition.

River Valley Landforms, River Floods, River Management: UK Water Supply.

Summer Term:

The Coastal Zone:

Coastal Processes: Weathering, Erosion, Transport and Deposition

Coastal Landforms, Rising Sea Levels, Cliff Collapse, Coastal Management Strategies, Hard and Soft Engineering, Conservation and Sustainable Management.

Assessment of Unit 1: Physical Geography = 37.5% (1 hour 30 minutes Examination) for those pupils entered for the June exam in Year 9.

Controlled Assessment: Tourism Enquiry in Snowdonia National Park based on fieldwork visit in June/July to collect data and to be completed early in the Autumn term.

Parental Assistance:

**Encourage pupils to watch/read news/newspapers. Support use of Internet for research and to watch relevant documentary programmes on TV such as 'Coast'.
General support with homework and revision.**

HISTORY

The GCSE History course has four elements covering a wide range of topics:

Unit 1 – A study in depth (25%)

Depression, war and recovery in Wales and England, 1930-1951

The impact of the Depression years

The impact of war on life on the Home Front

Developments in post-war Wales and England

Unit 2 – A thematic study (25%)

The changing role and status of women in Wales and England, 1900 to the present day

The changing experience of women at home
The changing nature of women's work and employment
The changing role of women in political life

Unit 3 – A development study (25%)

Changes in health and medicine, 1345 to the present day

Developments in medical knowledge
Changes in the prevention and treatment of disease
Developments in public health and patient care

Unit 4 – An investigation into an issue of historical debate or controversy (25%)

Controlled Assessments

Topics vary each year, but questions could be set around the following:

- World War I
- World War II
- The growth of industrial towns and riots and protests in the nineteenth century
- The role of a key individual

The Controlled Assessments are focussed around developing historical skills.

The WJEC exam board assesses this course through three examinations, 1 hour exams on Units 1, 2 and 3 each worth 25% towards the final grade, and two Controlled Assessment questions worth 25%.

Parental Assistance

There are many historical television programmes which support the topics we are studying. Pupils are also encouraged to research topics we are studying using the school Learning Resource Centre or local libraries and the internet. General support with homework tasks would be appreciated.

GCSE ICT

Unit 1

Examination – 1 ½ hours
Looks at the different applications used in Business

Unit 2

Assignment Solving Problems
Pupils help with the day to day organisation of given business using ICT. Pupils will use word processing DTP, Databases and Spreadsheets.

Unit 3

Examination 1½ hours
Looks at the impact of ICT on society.

Unit 4

Assignment – multimedia ICT solution
2½ hours.
Develops – web building skills graphics and animation

Pupils will be given a list of suitable websites to help with theory and practical tasks. The VLE is stocked with revision material for both exam and homework support. Pupils are encouraged to purchase a GCSE Revision Guide for £3.00.

MUSIC

Curriculum: In the Music Department we aim to make your child's experience as practical and relevant as possible. Work in class is supported by a wide range of extra-curricular activities and you son/daughter will be encouraged to book and use our rehearsal and practise spaces to support their classwork.

Courses: In September 2011 we will offer two courses. These are the Edexcel BTEC Extended Certificate in Music Level 2 and the AQA Music GCSE course to students who have opted for the subject.

1) BTEC

This course is currently the equivalent of two grades A*-C at GCSE level. The course is flexible and while there are two compulsory units on "Working in the Music Industry" and "Professional Development in the Music Industry" which the students will have to follow, there is also the opportunity to choose from a variety of different practical units that reflect their interests. Units will be selected once the makeup of the group has been analysed and we have discussed with the students their areas of interest. Unit include "Solo Musical Performance", "Exploring Musical Composition", "DJ Technology and Performance", "Investigating an Area of Music" and "Planning and creating a Music Product". The course is wholly coursework based and there are no final exams. The two BTEC Projects your child will study in Year 9 are the "Working in the Music Industry" and "Working as a Musical Ensemble" units. The "Working in the Music Industry" unit will involve your child in researching local performance venues and finding out about the jobs involved in running these. The will also do research and prepare presentations on the different roles performers play, what Band managers and

Concert Promoters do and how performers get paid and how venues and events are organised. The “Working as a Musical Ensemble” unit involves your child organising and taking part in group performances. They will explore a wide variety of different styles such as Britpop and Rock and they will focus on improving their practical skills on a variety of different instruments. It is not necessary that your child is an experienced musician as the skills they require for success will be developed over the entire year.

2) **GCSE AQA Music**

This course is ideal for more experienced players and gives a through grounding in performance, composing and listening skills. Students who have had Music lessons in the past will have an advantage with this course as they will need to be able to read some music notation or Guitar TAB and will have to perform to a higher level than that required by BTEC. The course is 80% coursework and it focuses on the three areas of Performance, Composition and Listening. Performance is worth 40% and you child will rehearse and record a number of pieces over the two years resulting on one Solo and one Ensemble being submitted. Composing requires your child to compose two pieces. The piece in Year 9 can be in any musical style they are interested in like Rap, Reggae, Rock or Ballad. They can use music technology to create and record it. The piece of composition in Year 10 will be linked to World music and will be based on music from Africa, Asia or South America. This has to be completed, notated and appraised under examination conditions. The final component of the course is a Listening paper requiring your child to name instruments, genres and musical effects they can hear. The examination lasts one hour and is taken in the summer.

Parental Support

Parents can help by reinforcing the positive benefits of taking part in musical activity. You should also encourage your child to take up an instrument and to get involved in our extra-curricular activities and to make use of our excellent rehearsal facilities

PHYSICAL EDUCATION

All pupils have one Core PE lesson per week in Year 9. Pupils continue to participate in a variety of sports throughout the year. The main emphasis is on improving skills, knowledge and fitness levels, whilst ensuring pupils have fun and enjoy taking part in physical activity.

Pupils can also do GCSE PE, BTEC Sport and/or BTEC Dance in Year 9 in addition to their core PE lesson. These are excellent qualification to achieve especially if pupils wish to pursue a career relating to Sport, Dance and the Sports industry.

Parents can help by:

- Reinforcing the positive benefits of taking part in physical activity.
- Encouraging pupils to check that they have the correct PE kit for the activity
- Informing PE staff of any issues which prevents their child from participating in PE.

CITIZENSHIP AND PSHEE

Equal Opportunities

- Stereotyping, prejudice and discrimination
- Disability
- Homophobia
- Equal opportunities at work
- Ageism

Careers Education & Guidance

- Self assessment
- Options and how to choose
- How do I learn best?
- Finding out about careers
- Choices and consequences
- Which way now?
- Post-16 opportunities e.g. university

Health Influences

- Dangers of drugs and alcohol
- Healthy eating
- Emotional wellbeing
- Dealing with peer pressure

Sex and Relationships Education

- Families and parenting
- Commitment
- Mental wellbeing
- Teenage pregnancy
- STI's HIV and AIDs
- Contraception

Pupils will also attend a half day Personal Health workshop run by the Brook and other local agencies. They will also attend one or more Alcohol and Drug Awareness sessions.

Parental Support

Parents can support their child's progress in Citizenship and PSHEE by discussing personal and topical issues with them, and encouraging them to take an active part in school and community events.

GCSE RELIGIOUS EDUCATION

Content:

Specification A

Paper 1 (A) : Christianity

Paper 2 (C) : Christian Philosophy and Ethics

Study and Development

This specification is intended to be accessible to all candidates of any religious persuasion or none and provides a broad structure for the study of the beliefs and practices of Christianity, with emphasis on the educational basis of the study. Pupils are encouraged to be aware of the different emphasis and practices of the major Christian traditions.

Curriculum

The following diagram shows some of the topics that are covered in the GCSE Religious Studies course.



Assessments

Candidates will be required to complete **TWO** papers each of 1 hour 45 minutes duration.

Parental Support

It is not necessary to belong to or practice a faith in order to be successful in this course. However encouragement and support can be given through visiting various churches and cathedrals.

You can help by encouraging your child to watch and discuss a wide variety of programmes from television, especially those who confront religious issues, such as; Panorama, Watchdog and Tonight.

Please remind your child that there are shortened PowerPoint's of each lesson on the Religious Education/Studies section on the VLE which can be accessed at home to assist with homework and revision.

Homework

Homework is set each week on the VLE for all pupils to complete, as guided by their subject teacher.

BTEC WORKSKILLS

The aims of this course are:

- To prepare pupils for the work of work, through learning about work
- To develop transferrable skills, which can be used for career development

To successfully achieve accreditation at the end of this course (which usually lasts one year), pupils need to complete the following units:



This course is validated by Edexcel. There are no examinations, the course is continuously assessed through portfolio work

