

# WEST HATCH HIGH SCHOOL



## Year 11 Course Outlines 2019/20

**Art**  
**Business Studies**  
**Computer Science**  
**Dance**  
**Drama**  
**English**  
**Food & Textiles**  
**French**  
**Geography**  
**History**  
**Mathematics**  
**Music**  
**Physical Education**  
**Product Design**  
**PSHE**  
**Psychology**  
**Religious Studies (Religion, Philosophy & Ethics)**  
**Science**  
**Spanish**

# Art

Exam Board: OCR

Syllabus No: OCR J170

Web link: [www.ocr.org.uk](http://www.ocr.org.uk)

**Component 01: Portfolio. Component 02: Externally set task.** It is important that pupils keep up to date with coursework and homework as this accounts for 60% of the GCSE. Every piece of work that pupils do contributes to their final grade. The coursework in years 10/11 is made up of two projects. In Year 11 pupils continue their mask project, they research the theme and produce observational drawings. After developing ideas creatively they produce a final painting for their mock exam and then a 3D mask in clay. In February they start the preparatory work for the exam and in April they sit the exam itself. See pupils study planner for more details of homework and coursework to be produced.

## Programme of study by half term for 2019/20

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Mask project. Drawing pencil, colour pencils, felt tip, oil crayon, paint and clay.	Mask project. Drawing pencil, colour pencils, felt tip, oil crayon, paint and clay.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
Mask project. Drawing pencil, colour pencils, felt tip, oil crayon, paint and clay.	GCSE Exam Project. Preparatory work for the exam. The final 10-hour exam is in April.
<b>Assessment</b> By outcome: This is ongoing with a final grade given at the end of the project.	<b>Assessment</b> By outcome: Coursework 60%, Terminal Examination 40%.
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
GCSE Exam Project. Preparatory work for the exam. The final 10-hour exam is in April.	End of course.
<b>Assessment</b> By outcome: Coursework 60%, Terminal Examination 40%.	<b>Assessment</b> GCSE grade in August

## Homework that will be set (general)

A list of homework tasks for the year is printed in pupil's folders and homework is put on show my homework. A homework task will usually be set every three weeks taking approximately three hours and it is expected that pupils will complete these to the best of their ability.

### **Extra-Curricular activities available**

Pupils are welcome to attend the art club for GCSE on Monday and Tuesday after school to keep up to date with work and develop their skills.

### **Support available**

The projects are made accessible to all pupils and differentiation is mainly by outcome, some pupils may need more help or extension activities. It is important that pupils keep up to date with their coursework. A grade cannot be awarded to a student who fails to submit required work.

### **Groupings or setting**

All groups are mixed ability.

### **What parents can do to help**

Parents can check homework on show my homework and in folders to ensure homework and coursework has been completed to the best of their child's ability and deadlines are met.

### **Member of staff to contact if you have any queries:**

**Mr G Hanley Head of Art and Design**

## Business Studies

Exam Board: AQA GCSE Economics

Syllabus No: 8132 Web link: <https://filestore.aqa.org.uk/resources/economics/specifications/AQA-8136-SP-2017.PDF>

When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come. There are lots of opportunities to talk about today's economic issues in your lessons. Students can develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

### Programme of study

Homework that will be set

<p><b>Paper 1 (Year 10)</b>  <b>How markets work: Content 1–6</b>            Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	<p><b>Paper 2 (Year 11)</b>  <b>How the Economy Works: Content 7–11</b>            Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>
<p><b>Term 1</b>            Economic foundations            Resource allocation            How prices are determined</p>	<p><b>Term 1</b>            7. Introduction to the national economy            8. Government objectives</p>
<p><b>Term 2</b>            Production, costs, revenue and profit            Competitive and concentrated markets</p>	<p><b>Term 2</b>            9. How the government manages the economy            10. International trade and the global economy</p>
<p><b>Term 3</b>            Market failure</p>	<p><b>Term 3</b>            11. The role of money and financial markets  <b>Revision: Paper 1 and 2</b></p>
<p><b>Assessment</b>            Topic Tests            Exam style questions as homework            Internal Exams June 2020</p>	<p><b>Assessment</b>            Topic Tests            Exam style questions as homework            External Summer Exams May/June 2020</p>
<p><b>How it's assessed</b>            Paper 1            Written exam: 1 hour 45 minutes            80 marks</p>	<p><b>How it's assessed</b>            Paper 1 and 2            Written exam: 1 hour 45 minutes for each paper            160 marks</p>
<p><b>Questions</b>  <b>Section A:</b> 10 multiple choice questions followed by a range of calculation, short and extended response questions.   <b>Section B:</b> five questions involving a mix of calculations, short and extended responses.</p>	<p><b>Questions</b>  <b>Section A:</b> 10 multiple choice questions followed by a range of calculation, short and extended response questions.   <b>Section B:</b> five questions involving a mix of calculations, short and extended responses</p>

Students will be given a homework booklet for each unit: "Managing the Economy", "Dominant Firms" and "Developing Economies". Each booklet has assignments covering the topics seen in lessons. The assignments are laid out similar to the exam students will take in June 2017. The booklets can be found on the school's Learning Gateway. Support available

Students have ready access to staff, individual textbook, reading lists, sample papers and a great deal of material on the internet. Links to useful websites can be found on Learning

**Groupings or setting**

Mixed ability classes

**What parents can do to help**

Encourage your child to read a weekend broadsheet newspaper. Discuss with them economic issues such as unemployment and inflation as well as issues concerning the world economy, especially in regards to China, India and the EU.

**Information, Advice or Questions:**

If you would like further information and advice, or you have any questions, please speak to Mr Korboe or email [ekorboe@westhatch.essex.sch.uk](mailto:ekorboe@westhatch.essex.sch.uk)

# Computer Science

Exam Board: OCR

Syllabus No: J276

Web link: <http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf>

The course aims to allow learners to:

- 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.

## Programme of study for 2019/20:

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<ul style="list-style-type: none"> <li>• J276/01 Computer Systems: System security System software Systems architecture Memory Secondary storage</li> </ul>	<ul style="list-style-type: none"> <li>• J276/01 Computer Systems: Wired and Wireless Networks Network topologies, protocols and layers</li> </ul>
<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks	<b>Assessment</b> Pre-Public Examination week commencing 18 <sup>th</sup> November
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<b>J276/01 Computer Systems:</b> <ul style="list-style-type: none"> <li>• Ethical, Legal, Cultural and Environmental concerns</li> </ul>	<b>J276/02 Algorithms and Programming:</b> <ul style="list-style-type: none"> <li>• Revision of all topics</li> <li>• Exam preparation</li> </ul>
<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks	<b>Assessment</b> Topic tests at the end of each half term in line with Progress Checks
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<b>J276/01 Computer Systems:</b> Revision of all topics Exam preparation	Study leave
<b>Assessment</b>	<b>Assessment</b>

Topic tests and past papers Public exam in May 2020	
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**Homework that will be set (general):**

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| <ul style="list-style-type: none"><li>• Internet Based Research</li><li>• Comprehension Activities</li><li>• Consolidation of Classwork</li><li>• Revision for Topic Tests</li></ul> |
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**Extra-curricular activities available:**

Computer Science Club – Supervised homework on Monday and Thursday 3.10pm-4.10pm

**Support available:**

Help from class teacher outside lessons
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OCR Website: <a href="http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/</a>
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**Groupings or setting:**

Grouped according to options

**What parents can do to help:**

- |   |
|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Visit the course website to read and understand the course specifications and parent/learner guides at <a href="http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/</a></li><li><input type="checkbox"/> Help with planning / reviewing work</li><li><input type="checkbox"/> Monitoring completion of homework through Show My Homework website</li><li><input type="checkbox"/> Contacting the class teacher or Head of Department at the earliest opportunity with queries or issues</li></ul> |
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**Member of staff to contact if you have any queries:**

Mr David Howell – Head of Department  
[dhowell@westhatch.net](mailto:dhowell@westhatch.net)

## Dance

This course is taught within the Key Stage 4 CORE PE Programme. The BTEC Level 2 Award in Dance is designed to develop choreographic and performance skills, technical ability and theoretical knowledge in dance. Candidates should be able to create and perform a dance in at least two different styles.

**They will be expected to perform two solo dances as part of their final exam.**

### Programme of study by half term for 2017/18

The BTEC Award in Dance is a three-unit qualification. It consists of one compulsory core unit plus two specialist units that will be selected by the abilities and experiences of the group.

In year 10 students will have completed the first of three units for the BTEC First Award in Dance:

#### Dance Skills.

In year 11 you will complete the final units:

**Preparation, performance and production**– For this unit, you will work studying the ways in which you can organise an event and undergoing the process of organising your own dance event.

**Individual showcase.** – For this unit, you will learn the skills required for progression in the performing arts industry and will perform at least one sole dance for external assessment.

**There is one external examination in the BTEC Level 2 Award in Dance. All units are assignments based. All of the above units have grading criteria and will be individually graded as pass, merit or distinction.**

### Homework that will be set (general)

Self-evaluations and a log book outlining all the work carried out to produce a Dance Show.

### Extra Curricular activities available

Year 11 Dance Club

### Support available

Support is always available to the students at lunch or after school. Mrs Minister or Miss Judge can be contacted for help.

### Groupings or setting

The classes are mixed ability in their side of the year – either West or Hatch

### Future opportunities

The BTEC Award in Dance is a specialist qualification that focuses towards the progression onto the BTEC National program (Year 12/Year 13). On completion of a BTEC National, students can progress to a BTEC Higher National or University programmes.

A BTEC Award in Dance also prepared students for employment in Dance.

**Member of staff to contact if you have any queries: Mrs R Minister**



# Drama

## GCSE Drama 2 Year Course

## Key stage 4

### Subject: Drama 9-1 (OCR)

#### Aims of the course

OCR's GCSE (9–1) in Drama has been designed to be a practical, engaging and creative specification for learners to study. It will provide opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices.

The main purpose of this qualification is to allow learners to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

**It will prepare learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. Our specification will help create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.**

#### Programme of study

<b>Devising Drama</b>	<b>Assessment</b>
<p>The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama.</p> <p>Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.</p>	<p>Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work.</p>
<b>Presenting and performing texts</b>	<b>Assessment</b>
<p>This component provides an opportunity for learners to be taught theatrical skills and then be assessed on what they have learnt in a practical way. Learners apply their presentation and performance skills through realising two key extracts from one centre chosen text.</p>	<p>Learners will complete a concept pro forma describing their research on the text and their artistic intention for the performance.</p> <p>Learners will also perform live the two extracts in front of an audience that includes the visiting examiner.</p>
<b>Performance and response</b>	<b>Assessment</b>

<p>This component is designed for learners to explore practically and in depth both a whole performance text and the development of drama and performance. They are then assessed on the knowledge, understanding and skills they have learnt.</p> <p>Through their practical study, learners need to know how characters and performances communicate ideas and meaning to an audience.</p> <p>The component has two sections: The study of a performance text and the deployment of</p>	<p>This will be assessed through a Written Drama examination during the summer of the second year of study.</p>
<p>drama and performance in Section A and a review of the work of others in Section B.</p> <p>The Performance text that we will be studying will be 'Blood Brothers' by Willy Russel.</p>	

### Homework that will be set (general)

Students are expected to complete their portfolios and other written elements of the course in order to support their practical work. Students are also expected to complete revision in preparation for their final written examination.

### Extra Curricular activities available

Trips are organised to local theatrical events. London Theatre Trip  
Residential Theatre workshop and show trip  
Rehearsals for Performances

### Support available

Staff are available, by arrangement, to assist with written notes and exam preparation after school.

### Groupings or setting

All Drama classes are taught in mixed ability groups.  
Assessment work will have preassigned groupings (Students will not be able to choose their own groups)

### **What parents can do to help**

- Talk to your son or daughter about their work in Drama.
- Come and see their performance work.
  - Check their Drama portfolio notes are being maintained each week.
  - Try to expose them to a variety of different dramas. Whether this is on television, at the cinema or if possible at the theatre and encourage them to discuss and evaluate what they've seen.

### **Member of staff to contact if you have any queries:**

**Mr Bell**

**Head of Drama**

## English (Literature & Language)

### Language:

Sept-Oct half term: Spoken Language exams and assessment: Paper 2, Q4-Q5

Nov-Dec (7 weeks): Paper 2, Q1-3

Jan-Feb (6 weeks): Language teacher to take over Literature teaching of remaining Poetry Anthology poems (focus on: Comparison of the Presentation of Power in Ozymandias, My Last Duchess, London, Storm on the Island, Extract from the Prelude, Emigree, Charge of the Light Brigade)

Feb-March (6 weeks): Paper 1 recap

April-May: Prep for summer exams – practice exams questions

### Literature:

Sept-Oct half term: Unseen poetry and unseen comparison in lessons; students should be revising Blood Brothers at home, as well as revising the Conflict Anthology poems

Nov-Dec (7 weeks): Blood Brothers revision of social class and education

Jan-Feb (6 weeks): Revising Macbeth and SOTF while Language teacher picks up Lit teaching of Anthology poems

Feb-March: PPEs and then feedback; then teaching remaining poems Emigree, Checking out me History and Tissue.

Final anthology poems are now taught.

April-May: SOTF character revision, then Macbeth theme revision. Essay planning, practice questions.

## French

Exam Board: Edexcel

Syllabus No:1SP0

Web link: [www.edexcel.com](http://www.edexcel.com)

Pupils will study the themes of future aspirations study and work and international and global dimension this year and will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

### Programme of study by term for 2019/2020

<b>Autumn Term:</b>
<b>Theme: Future Aspirations, study and work</b>
<b>At work</b>
Career choices – <i>saying better/worse and ‘the best/worst thing’</i>
Plans, hopes and wishes – <i>understanding the subjunctive</i>
Importance of languages – <i>adverbs</i>
Applying for jobs – <i>using direct object pronouns in the perfect tense.</i>
Understanding case studies – <i>verbs followed by à or de</i>
<b>Assessment</b> Reading, Writing, Speaking and listening

<b>Spring Term :</b>
<b>Theme: International and global dimension</b>
<b>Topic: the environment</b>
Describing problems facing the world
Protecting the environment – <i>using modal verbs pouvoir/devoir in conditional tense</i>
Ethical shopping – <i>using passive</i>
Talking about volunteering – <i>using indirect object pronouns</i>
Disussing big events - <i>arguments for and against</i>
<b>Assessment</b> Reading, writing, listening and speaking

<b>Summer Term</b>
<ul style="list-style-type: none"> <li>Revision of modules and key grammar points.</li> </ul>

### Homework that will be set (general)

Research, learning vocabulary, reading exercises and presentations (written and spoken) will be set. Homework should be every lesson and last between thirty minutes and 1 hour

Extra-Curricular activities available

Intervention sessions for all students

Extra-curricular clubs.

Various study trips are run throughout the year for all year groups.

**Support available**

Work is differentiated for pupils for different abilities.  
Lunchtime / registration drop-in sessions

**Groupings or setting**

Mixed ability

**What parents can do to help**

Contact Head of Department or subject teacher with any queries.  
Use the learning gateway links to websites eg. Linguascope

**Member of staff to contact if you have any queries:**

Head of Department: Mrs Gambino  
Second in Department: Miss Miller

# Geography

**Exam Board: Eduqas**

**Syllabus No: B**

**Web link: <http://www.eduqas.co.uk/qualifications/geography/gcseb/>**

The course is based on understanding and interpreting geographical trends, patterns and issues rather than learning facts, with the work done in topic booklets. The course has a focus on the human, economic and physical geographies of the UK and the rest of the world. The course aims to highlight the interactions between people and the environment. Fieldwork skills are essential to the course and there will be one compulsory field trip at the start of Year 11.

## Programme of study by half term for 2019/20

<p><b>Autumn Term:</b></p> <p><u>Applied Fieldwork Enquiry</u> Students will explore different approaches to fieldwork, methodology and analysis. They will discover how their fieldwork enquiry may be used to investigate geography's conceptual frameworks. Students will assess how geographical concepts can be applied to fieldwork in a wider UK context.</p>
<p><b>Assessment</b> Unit tests of GCSE questions Fieldwork write up project PPE on Paper 1 (1 hour 45 mins) and Paper 3 (1 hour 30 mins)</p>
<p><b>Spring term:</b></p> <p><u>Problem Solving Geography</u> Students will learn how to synoptically approach geographical problems. For example, 'where should new housing be built?'. Students will learn how to respond to different sources of information, explore different solutions to a problem and choose a solution, giving justifications. Students will also learn how to evaluate and analyse their decisions. Students will apply mathematical skills as well as extended writing in this unit.</p>
<p><b>Assessment</b> Practice questions Decision making skills and practice papers. Walking Talking PPE on Paper 2 (1 hour 30 mins)</p>
<p><b>Summer term:</b></p> <p>Revision for GCSE</p>
<p><b>Assessment</b> External examinations of Papers 1, 2 and 3</p>

## Homework that will be set (general)

Research tasks, completion of practical exercises, coursework and practice examination questions.

### **Extra Curricular activities available**

Two separate days out on a field trip to collect data for paper 3

### **Support available**

Supplementary material and links available on the Eduqas website. In addition to this, the department contains a variety of extra reading material which would be useful to students. Revision guides are also available to purchase.

Parents will receive a newsletter about revision guides.

### **Groupings or setting**

Mixed ability groups

### **What parents can do to help**

Ensure homework is completed regularly by checking showmyhomework. Provide access to internet resources and regularly check for information on parent mail. Ensure that students are doing active revision throughout the year.

### **Member of staff to contact if you have any queries:**

**Miss Z. Barrett**

**Head of Department**



# History

Year Group: 11

Key stage 4

Subject: HISTORY

Exam Board: OCR

Syllabus No: J410/06

Web link: <http://www.ocr.org.uk/qualifications/gcse-history-aexplaining-the-modern-world-j410-from-2016/>

Aims of the course

Paper 1	1 3/4 hours	50% of total GCSE mark
	-	International relations 1918-2001 / USA 1919 – 1948
Paper 2	1 hour	25% of total GCSE mark
	-	Migration to Britain 1000-2010
Paper 3	1 1/4 hours	25% of total GCSE mark
	-	The Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration

Programme of study by half term for 2017/18

Autumn Term 1a	Autumn Term 1b
Interpretations of Appeasement and the Cold War	Migration to Britain 1000-2010
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
Spring Term 2a	Spring Term 2b
Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration	Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
Summer Term 3a	Summer Term 3b
Revision	N/A
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> External exams

Homework that will be set (general)

Exam practice questions / Research / Prepare PowerPoints / Note taking
Revision

Support available

Support / vocab sheets provided
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Self and Peer Assessment of exam questions.  
Group work to allow verbal discussion of the learning.  
Graphic outlines to help structure extended writing

### **Groupings or setting**

Mixed ability groups

### **What parents can do to help**

Ensure homework set is completed - check show my homework  
Help with access to resources - books / internet / libraries  
Ensure there is somewhere quiet to work / revise

### **Member of staff to contact if you have any queries:**

**Miss M Marsden**  
**Head of History**

# Mathematics

**Exam board:** Edexcel

**Syllabus No:** 1MA1

**Web link:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## Course Overview:

- Year 11 students will study the new edexcel specification grade 1-9
- Entries are tiered higher and foundation – It will be the department's decision which tier pupils are entered

## Programme of study:

- **Term 1**
- Pupils will receive 1 hour of Maths every day
- Pupils will take a 1 hour exam in the first half term testing their knowledge of carefully selected topics from year 10 exam analysis.
- Pupils will complete three 1.5 hour papers in November PPE 1 (1<sup>st</sup> Main Mock test) – covering all topics from the course - Topics can be found in contents of revision workbook.
  
- **Term 2**
- Past paper revision should start here
- Pupils provided with papers every week (one lesson do papers in exam conditions)
- Pupils will complete three 1.5 hour papers in March PPE 2 (2<sup>nd</sup> Main Mock test) – covering all topics from the course - Topics can be found in contents of revision workbook.
- Pupils will also be required to complete the practice paper book within this term
  
- **Term 3**
- Any final areas of weakness taught
- Tuesday lunchtime support sessions – J1
- Study leave – Date TBC
- Pupils should be completing 5 hours of Maths at home each week
- Real GCSE exams start from May onwards

## Homework:

- Three to five pieces of homework per week - most from revision workbook/practice paper workbook. In addition pupil's revision should be consistent throughout the year.
- Homework set will be based on topics from the scheme of work

## Support available:

- Tuesday lunchtime support sessions – J1

## Useful websites:

[www.Corbettmaths.com](http://www.Corbettmaths.com)

[www.OnMaths.com](http://www.OnMaths.com)

[www.Mathsgenie.co.uk](http://www.Mathsgenie.co.uk)

[www.Mrbartonmaths.com](http://www.Mrbartonmaths.com)

[www.mymaths.co.uk](http://www.mymaths.co.uk) – u: westhatch, p: degree

**Groupings:**

All groups are set based on ability, no mixed ability groups

**How can parents help :**

Supportive towards child's learning. Check child has purchased revision workbook, guide and practice papers, check child's revision workbook is being completed, positive towards the process, check equipment, help create and monitor revision timetable, encourage child to be proactive and seek help.

**Staff member to contact for further information:**

Mr S Hussain: [shussain@westhatch.net](mailto:shussain@westhatch.net)

Mr J Fevrier: [jfevrier@westhatch.net](mailto:jfevrier@westhatch.net)

## Media Studies

Exam Board: WJEC

Syllabus No: 603/115/0

Web link: <http://www.eduqas.co.uk/qualifications/media-studies/gcse/>

Students will be studying the role of the media through the analysis of media language, representation, industries and audiences. A variety of case studies will enable students to access and explore the chosen set products. The detailed study will develop critical thinking and analytical skills, which will enable students to understand the role of the media further. The main focus will be on television drama, music videos and on line media.

A distinctive feature of the course is the practical production element. This enables students to put theory into practice by creating their own media products.

### Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
<p><b>Component 3:NEA assessment</b> Students will be required to create one main practical piece to demonstrate their understanding of their chosen media industry.</p>	<p><b>Component 2</b> <b>Section A: Television</b> An analysis of <i>Luther</i> and <i>The Sweeny</i> with the focus on media language, representation, media industries and audiences</p>
<p><b>Assessment</b> One major media production, statement of aims and intentions. The exam board will provide students with a brief. This will change every year.</p>	<p><b>Assessment</b> Exam questions on the two set products and the role of television dramas</p>
Spring term 2a	Spring term 2b
<p><b>Component 2</b> <b>Section B: Music videos</b> An analysis of Taylor Swift, Bruno Mars and Michael Jackson and how music videos use certain conventions and representation areas to attract an audience.</p>	<p>Continue analysis of music videos</p>
<p><b>Assessment</b> Analysis of representation, technology, conventions and media language. Exam questions</p>	<p><b>Assessment</b> Analysis of representation, technology, conventions and media language. Exam questions</p>
Summer term 3a	Summer term 3b
<p>Analysis of home page and social media accounts for Taylor Swift and Bruno Mars and how they connect to their audiences</p>	<p>Revision of component 1 and component 2</p>
<p><b>Assessment</b> Exam questions</p>	<p><b>Assessment</b> Exam papers</p>

### Homework that will be set (general)

Presentations; short essays; visual presentations; analysis of chosen film/TV extracts; research and wider reading; practical work (filming, construction etc.).

### Extra-Curricular activities available

After school coursework support on Monday's.

### **Support available**

Technical support for practical work - after school if required. Media staff are available on a one to one basis if required.

### **Groupings or setting**

All students are taught in a mix ability class setting  
Component 3: NEA will be completed individually

### **What parents can do to help**

- \* Encourage wider reading of a variety of materials.
- \* Keep a check on deadlines (which are non-negotiable)
- \* All homework is important even if not written – ensure it is done
- \* Encourage them to experience new texts, not being completely fed on a diet of reality TV shows, OK magazine and The Sun!
- \* Encourage students to read Eduqas GCSE Media Studies- [https://www.amazon.co.uk/WJEC-Eduqas-GCSE-Media-Studies/dp/1911208489/ref=sr\\_1\\_1?ie=UTF8&qid=1536338849&sr=8-1&keywords=eduqas+gcse+media+studies](https://www.amazon.co.uk/WJEC-Eduqas-GCSE-Media-Studies/dp/1911208489/ref=sr_1_1?ie=UTF8&qid=1536338849&sr=8-1&keywords=eduqas+gcse+media+studies)

### **Member of staff to contact if you have any queries:**

**Mrs A Victor** [avictor@westhatch.essex.sch.uk](mailto:avictor@westhatch.essex.sch.uk)

# Music

## Aims of the course

The aims and objectives of this qualification are to enable students to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds

## Programme of study across the two years of the course

Component 1: Performing (*Paper code: 1MU0/01)
<p>Non-examined assessment: internally marked and externally moderated - 30% of the qualification (60 marks)</p> <p>Students perform for at least four minutes' combined duration</p> <p>Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces</p> <p>Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces</p> <p>Each performance will be out of 30 marks</p>
Component 2: Composing (*Paper code: 1MU0/02)
<p>Non-examined assessment: internally marked and externally moderated - 30% of the qualification (60 marks)</p> <p>Students compose two compositions, of at least three minutes' combined duration</p> <p>One composition to a brief set by Pearson, of at least one minute in duration.</p> <p>One free composition set by the student, of at least one minute in duration.</p> <p>Each composition will be out of 30 marks.</p>

Component 3: Appraising (\*Paper code: 1MU0/03)

Written examination: 1 hour and 45 minutes - 40% of the qualification (80 marks)

The paper is made up of two sections and is out of a total of 80 marks.

**Section A** – Areas of study, dictation, and unfamiliar pieces (68 marks)

Six questions related to six of the eight set works.

One short melody/rhythm completion exercise.

One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B** – Extended response comparison between a set work and one unfamiliar piece (12 marks)

One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.



# Physical Education

## Exam Board: OCR Syllabus No: J587 Web link: [www.ocr.org.uk/gcsephysicaleducation](http://www.ocr.org.uk/gcsephysicaleducation)

- To provide all pupils with an enjoyable, satisfying and balanced curriculum and the opportunity to develop physically, socially and cognitively.
- The curriculum offers a comprehensive range of activities and roles to meet the needs of all pupils allowing them to develop skills, make and apply decisions, develop their physical and mental capacity, evaluate and inform and make informed choices about healthy, active lifestyles.
- To provide pupils with the opportunity to find areas of activity that they may wish to pursue after they leave school.

## Programme of study by half term for 2018/19

Pupils have 2 x 1 hour PE lessons per week and will follow a pathway depending on their interests. Pathways available are given below although, in some cases, pupils must choose activities from at least two pathways.

**Btec Dance** – This involves both lessons of practical dance. Some theory is included and will be combined within the core PE & optional GCSE PE lessons.

**Btec Sport**- Pupils will cover a range of units that underpin sporting performance. Pupils study 4 units over 2 years, to include Fitness training & testing, the mind and sports performance, the sports performer in action and practical sports performance. 75% of units are internally assessed through coursework produced during 1 hour of theory per week. 25% of the course is externally assessed by an online theory examination designed by Pearson Edexcel.

Pupils will be marked from Fail (1), Pass (6), Merit (7), Distinction (8) or Distinction \* (9) GCSE 1-9 equivalencies. This course will also involve pupils completing coursework at home and independent study. Results are recorded on our central tracking database.

**GCSE PE (1-9)** – Pupils who choose GCSE PE will gain an additional 2 hours of PE per week that will enable them to underpin the knowledge required to study

PE at GCSE level. Both lessons will focus on theoretical aspects of PE, Sport and Exercise. Designed by OCR, the course places emphasis on both applied anatomy and physiology/ physical training (30%) which is covered in 1 lesson per week and Socio-cultural/ Psychological principles in Sport (30%) which is covered in the second lesson of the week. This knowledge and understanding makes up the theoretical content and is externally assessed through examinations at the end of year 11. Furthermore, 40% of the course is non-exam assessed and is made up of the pupils' practical performance in 3 sports of their choice as per OCR Regulations.

## Assessment

Pupils are assessed every 6 weeks in the two sports they are taking part in. When the Progress Checks are completed this will represent the average grade the pupil has achieved throughout all sports. If pupils work below their target they will be asked to attend an extra-curricular activity e.g. Fitness/Netball club.

## Homework that will be set (general)

Homework will be expected for all pupils selecting BTEC sport or GCSE PE (1-9). Regular homework (1 per week) will be issued in BTEC study and a range of tasks in GCSE PE (1-9). Tasks will include completion of the following:

- **Coursework**
- **Research tasks**
- **Exam Questions**
- **Examination essay style questions**
- **Mini projects**

## Extra-Curricular activities available

A full and varied extra-curricular sports programme exists for all pupils in the school and a wide range of inter-school matches are played throughout the year.

**Support available**

Support is available for students following consultation with learning managers and SEN Department.

**Groupings or setting**

Classes in Year 11 are mixed ability.

**What parents can do to help**

Encourage their child to attend extra-curricular sports clubs

Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons. This is the Government's minimum requirement.

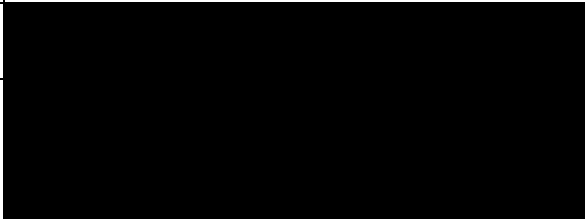
**Member of staff to contact if you have any queries:**

**Mr D'Silva: 2<sup>nd</sup> in PE and GCSE Coordinator**

## PSHE

As a part of your child's education at West Hatch High School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Students are expected to broaden their knowledge of the areas below through discussion and independent reflection.

### Programme of study by half term for 2019/2020

<p><b>Autumn Term 1a: Health and wellbeing</b></p> <p>Promoting self-esteem and coping with stress Learning and revision skills to maximise potential</p>	<p><b>Autumn Term 1b: Living in the wider world</b></p> <p>Further education application process and plans beyond school Skills for employment and career progression</p>
<p><b>Spring Term 2a: Relationships</b></p> <p>Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage</p>	<p><b>Spring Term 2b: Health and wellbeing</b></p> <p>Health and safety in independent context Taking responsibility for health choices</p>
<p><b>Summer Term 3a: Relationships</b></p> <p>British values, human rights and community cohesion Challenging extremism and radicalisation</p>	

# Product Design

Subject: D & T RESISTANT MATERIALS

Exam Board: AQA  
 Syllabus No: 4560  
 Web link: [www.aqa.org.uk](http://www.aqa.org.uk)

## Aims of the course

To provide the opportunity to develop a pupils design and technology capability and in particular to encourage imagination, innovation and flair

To encourage pupils to combine their designing and modelling skills with knowledge

and understanding, in order to produce outcomes capable of rigorous testing

To promote design and technology capability in candidates through activities which involve a range of contexts, materials, processes and to lead to tangible outcomes

To encourage the development of pupils understanding of the needs and values of a range of users; including spiritual, moral, social and cultural considerations

To encourage pupils to recognise that the work of past designers can influence the development of design thinking

To encourage pupils to consider the uses and effects of new technologies and modern materials on product design and manufacture

## Programme of study by half term for 2016/17

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Design Section of controlled assessment	Controlled assessment planning and making section
<b>Assessment</b> Assessed sections using AQA descriptors	<b>Assessment</b> Assessed making product using AQA descriptors
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Controlled assessment making and evaluating	Controlled assessment completion
<b>Assessment</b> Assess first draft controlled assessment	<b>Assessment</b> Final grade
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Exam preparation	Exam preparation
<b>Assessment</b>	<b>Assessment</b>

### **Homework that will be set (general)**

Homeworks will be set continually to reinforce the teaching and learning that has taken place or to prepare for applying design skills project and controlled assessment. Most homework will require use of ICT.

### **Extra-Curricular activities available**

Staff available at all times of the school day for assistance and help.

**Compulsory sessions for each student to be arranged from November onwards (1 hour each week)**

### **Support available**

Support is available for students following consultation with learning managers and SEN Department

### **Groupings or setting**

All groups are mixed ability

### **What parents can do to help**

Provide your son/daughter a quiet place to do homework  
Show interest in what work they are doing,  
Contact the department without hesitation if you have concerns.  
Allow your son/daughter to maximise the use of ICT facilities at home and in school

### **Member of staff to contact if you have any queries:**

**Mr J Limon Mr L Taylor**

## Psychology

Exam Board: AQA Syllabus No: 8182 Web link: <https://www.aqa.org.uk/subjects/psychology/gcse>

The aim of the course is to equip students with a current psychological knowledge that is applicable to everyday life. The syllabus encourages students to generate an enthusiasm for the subject and offers opportunities for students to develop an independent and inquisitive style of enquiry that will give them the autonomy to shape their view of the world and their experiences within it.

The GCSE course comprises of eight units. Some units are taught in Y10 and some in Y11. The following are taught in Y11:

### Paper 2 – Social Context and Behaviour

Students develop their knowledge and understanding of concepts and theories that relate to Social Influence, Language, thought and Communication, the Brain and Neuropsychology and Psychological problems. Students develop their skills of evaluation and analysis and apply knowledge of these to everyday life. Students develop knowledge and understanding of research methods associated with these areas and conduct practical research to demonstrate their understanding.

Programme of study by half term for 2019/20

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<p>Social Influence.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- explain what conformity is</li> <li>- explain what obedience is</li> <li>- outline factors affecting obedience</li> <li>- explain what pro social behaviour is</li> <li>- explain what crowd and collective behaviour</li> </ul>	<p>Language, thought and communication</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- outline the relationship between language and thought</li> <li>- explain the difference between human and animal communication</li> <li>- outline non-verbal communication</li> <li>- to explain and evaluate the purpose of non-verbal communication</li> </ul>
<p><b>Assessment</b></p> <p>Regular exam questions in class and as homework</p> <p>Formal assessment every half term</p>	<p><b>Assessment</b></p> <p>Regular exam questions in class and as homework</p> <p>Formal assessment every half term</p>
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<p>The brain and neuropsychology</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- outline the nervous system and its role</li> <li>- outline and evaluate the James Lange theory of emotion</li> <li>- describe the role of neurons and the synapse</li> <li>- outline the structures and function of the brain</li> <li>- describe neuropsychology</li> </ul>	<p>Psychological problems</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- explain what mental health is</li> <li>- outline the effects of mental health problems</li> <li>- describe and evaluate, explanations and treatments for depression</li> <li>- describe and evaluate explanations and treatments of addiction</li> </ul>
<p><b>Assessment</b></p> <p>Regular exam questions in class and as homework</p> <p>Formal assessment every half term</p>	<p><b>Assessment</b></p> <p>Regular exam questions in class and as homework</p> <p>Formal assessment every half term</p>
<b>Summer term 3a</b>	<b>Summer term 3b</b>
<p>Revision</p>	<p>Revision</p>

	Exams
<b>Assessment</b> Regular exam questions in class and as homework Formal assessment every half term	<b>Assessment</b> External Examinations May 2020

Homework that will be set (general)

Students complete a range of independent learning tasks. These will include research of topics, exam questions, mind mapping, presentations, mnemonics and carrying out research.

Extra -Curricular activities available

Revision sessions

Support available

1:1 interventions, drop in support, revision sessions & online **support**.

**Groupings or setting**

Mixed ability groups

What parents can do to help

Ensure that pupils are completing their after-school activities and homework. Encourage a wider interest in Psychology such as reading and watching films related to topics. Encourage an active role in revision clubs.

**Member of staff to contact if you have any queries:**

**Ms J Williams – Head of Social Sciences**

## Religious Studies (Religion, Philosophy & Ethics)

This course covers a range of the major world religions, six contemporary ethical themes. Students at West Hatch will focus on Christianity and Islam – their beliefs, teachings and practices. Alongside this students will study the philosophical and ethical themes of Religion & Life – science & religion, the environment, medical ethics. The Existence of God – classical proofs, problem of evil, Revelation. Religion crime & punishment. Religion peace & conflict. Students will be challenged with questions about belief, values, meaning, purpose and truth enabling them to develop their own beliefs and values. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills, all of which will prepare them for further study.

### Programme of study by half term

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Theme C – The Existence of God & revelation ctd from End of year 10 – Arguments from Design, Causation, Miracles. The problem of Evil General & Special Revelation  Theme D – Religion Peace & Conflict – War, Just War, Holy War, Causes of War, Victims of War. Effect of War, Violence & pacifism. Terrorism	Theme D – Religion Peace & Conflict – War, Just War, Holy War, Causes of War, Victims of War. Effect of War, Violence & pacifism. Terrorism.  Theme E – Religion Crime & Punishment Causes of crime, Good & Evil, Aims of Punishment, Forgiveness, Treatment of Criminals, Capital & Corporal punishment
<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment 5 part GCSE questions	<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment 5 part GCSE questions
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Christianity: Practices	Islam Practices:
<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment 5 part GCSE question	<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self assessment 5 part GCSE question
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Revision Yr 10 / 11	Revision Yr 10 / 11
<b>Assessment</b> Practice exam papers	<b>Assessment</b> Practice exam papers

### Homework that will be set (general)



Students will be given reading to prepare for lessons, questions to complete, research on topics, exam question prep & revision, times exam questions.

### **Extra-Curricular activities available**

Extra-curricular visits  
Candle Conference/Vardy Conference

### **Support available**

School library, department resources, ICT, internet, text books, staff , Worksheets  
Computer room booked for coursework support.

### **Groupings or setting**

Groupings will be based entirely on options blocks and will be mixed ability

### **What parents can do to help**

- Check regularly homework is completed
- Contact school if any concerns arise
- Watch documentaries about current affairs and discuss these with your child

**Member of staff to contact if you have any queries: Mr Stephen Windsor**

# Science

Exam Board: OCR

Syllabus No: Biology A – J247    Chemistry A – J248    Physics A – J249

Web link:

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/>

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/>

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/>

Students follow the OCR Gateway Science course in Chemistry, Physics and Biology. Biology consists of 7 modules. Chemistry consists of 7 modules. Physics consists of 9 modules.

The 2 terminal exams each contribute 50% of the final grade.

The exams have to be taken in June of year 11.

Candidates who are awarded grades 6 - 9 in this qualification are well prepared to progress to appropriate A-levels. Students are awarded 3 independent GCSE grades for Biology, Chemistry and Physics.

## Programme of study for 2019/20

Content overview		
Biology	Chemistry	Physics
Module 1: Cell level systems	Module 1: Particles	Module 1: Matter
Module 2: Scaling up	Module 2: Elements, compounds and mixtures	Module 2: Forces
Module 3: Organism level systems	Module 3: Chemical reactions	Module 3: Electricity
Module 4: Community level systems	Module 4: Predicting and identifying reactions and products	Module 4: Magnetism and magnetic fields
Module 5: Genes, inheritance and selection	Module 5: Monitoring and controlling chemical reactions	Module 5: Waves in matter
Module 6: Global challenges	Module 6: Global challenges	Module 6: Radioactivity
Module 7: Practical skills	Module 7: Practical skills	Module 7: Energy
		Module 8: Global challenges
		Module 9: Practical skills

## Assessment overview

The three subjects have two written exams in June of year 11. Both exams are 1 hour 45 minutes, total 90 marks and each exam contribute 50% towards the overall grade.

Biology	Chemistry	Physics
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Paper 1 assesses content from modules B1–B3 and B7	Paper 1 assesses content from modules C1–C3 and B7	Paper 1 assesses content from modules P1–P4 and P9
Paper 2 assesses content from modules B4–B6 and B7, with assumed knowledge of modules B1– B3.	Paper 2 assesses content from modules C4–C6 and 7, with assumed knowledge of modules C1–C3.	Paper 2 assesses content from modules P5–P8, with assumed knowledge of modules P1–P4 and P9.

**Homework that will be set (general)**

Homework will be set once a week for each science.

**Extra Curricular activities available**

Science week activities  
Exam preparation sessions

**Assessment**

Regular assessment of the lesson content and intervention topics  
Examinations every 6 weeks in line with the schools assessment plan  
Pre public exams in November 2019 and February 2020

**Support available**

The student gateway will have materials available for revision, tips on how to revise and information on Science revision websites.

Intervention sessions

**Groupings or setting**

There is one top set on each side of the year group triple groups, one on each side of the year, West & Hatch; the other groups are taught in mixed ability sets. There is one top set on each side of the year, West and Hatch. All other groups are mixed ability

**What parents can do to help**

The science section of the school website will have key dates, exam times, tips and support available.

Parents are encouraged to discuss the outcomes and targets from the six weekly assessments, make sure students are completing homework well before the deadline and encouraging them to clarify misconceptions and start to revise on a regular basis, not just for assessments using bitesize, revision guides and kerboodle.

**Members of staff to contact if you have any queries:**

**Mr. Hikel (Head of science and chemistry)**

**Mr Mathison (Head of biology)**

**Miss Bhatia (Head of physics)**

# Spanish

**Exam Board: Edexcel**

**Syllabus No:1SP0**

**Web link: [www.edexcel.com](http://www.edexcel.com)**

Pupils will study the themes of future aspirations study and work and international and global dimension this year and will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

## Programme of study by term for 2019/2020

<b>Autumn Term:</b>
<p><b>Theme: <u>Future Aspirations, study and work</u></b></p> <p><b><u>At work</u></b></p> <p>Jobs and job preferences</p> <p>Discussing how you earn money – <i>soler in imperfect tense</i></p> <p>Using verbs in different forms</p> <p>Discussing work experience - <i>using preterite and imperfect tenses together.</i></p> <p>Looking at synonyms of 'y'</p> <p>Discussing importance of languages – <i>using present and present continuous tenses</i></p> <p>To understand and use the differences between saber and conocer</p> <p>Applying for a summer job – <i>using indirect object pronouns,</i></p> <p>Writing a formal letter</p> <p>Discussing gap years – <i>using subjunctive with cuando and future tenses.</i></p>
<b>Assessment</b> Reading, Writing, Speaking and listening

<b>Spring Term :</b>
<p><b>Theme: <u>International and global dimension</u></b></p> <p><b><u>Topic: the environment</u></b></p> <p>Describing types of houses</p> <p>Talking about the environment</p> <p>Discussing healthy eating and diet-related problems</p> <p>Considering global issues –<i>using present subjunctive</i></p> <p>Talking about local actions –<i>using the subjunctive in commands</i></p> <p>Presenting a written argument</p> <p>Discussing healthy lifestyles</p> <p>Talking about international sporting events I- <i>using plueperfect tense</i></p> <p>Talking about natural disasters – <i>using imperfect continuous tense</i></p>
<b>Assessment</b> Reading, writing, listening and speaking

<b>Summer Term</b>
Revision of modules and key grammar points.

### **Homework that will be set (general)**

Research, learning vocabulary, reading exercises and presentations (written and **spoken**) will be set.

Homework should be every lesson and last between thirty minutes and 1 hour

### **Extra-Curricular activities available**

#### **Intervention sessions for all students**

#### **Extra-curricular clubs.**

Various study trips are run throughout the year for all year groups.

### **Support available**

Work is differentiated for pupils for different abilities.

Lunchtime / registration drop-in sessions

### **Groupings or setting**

Mixed ability

### **What parents can do to help**

Contact Head of Department or subject teacher with any queries.

Use the learning gateway links to websites eg. Linguascope

### **Member of staff to contact if you have any queries:**

Head of Department: Mrs Gambino

Second in Department: Miss Miller