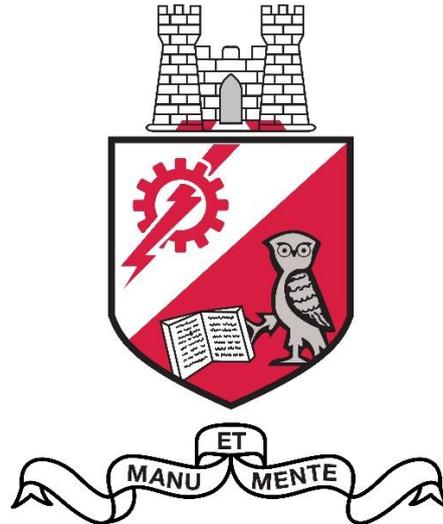


WEST HATCH HIGH SCHOOL



## **Year 10 Course Outlines 2019/20**

**Art**  
**Business Studies**  
**Computer Science**  
**Dance**  
**Drama**  
**English**  
**Food & Textiles**  
**French**  
**Geography**  
**History**  
**Mathematics**  
**Media Studies**  
**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)

### Aims of the course

**Component 01: Portfolio. Learners produce a portfolio of practical work.** It is important that pupils keep up to date with their coursework and homework as this accounts for 60% of the GCSE in Art. They start with a Cubist Portrait Project. They produce a self-portrait drawing from observation, after looking at cubism and the work of Picasso; they develop their own designs creatively in terms of form and colour. They choose their most successful idea and enlarge in the form of an A2 painting. The theme of cubism is further developed into 3D clay masks.

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

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Cubist Portrait Project Drawing pencil, colour pencils, oil crayon and paint.	Cubist Portrait Project Drawing pencil, colour pencils, oil crayon and paint.
<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>
<b>Assessment</b>	<b>Assessment</b>
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
Cubist Portrait Project Drawing pencil, colour pencils, oil crayon, paint and clay.	Cubist Portrait Project Drawing pencil, colour pencils, 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.

### Homework that will be set (general)

A list of homework tasks for the year is printed in pupil's folders and 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

<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.	<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.
<b>Term 1</b> <ol style="list-style-type: none"> <li>1. Economic foundations</li> <li>2. Resource allocation</li> <li>3. How prices are determined</li> </ol>	<b>Term 1</b> <ol style="list-style-type: none"> <li>7. Introduction to the national economy</li> <li>8. Government objectives</li> </ol>
<b>Term 2</b> <ol style="list-style-type: none"> <li>4. Production, costs, revenue and profit</li> <li>5. Competitive and concentrated markets</li> </ol>	<b>Term 2</b> <ol style="list-style-type: none"> <li>9. How the government manages the economy</li> <li>10. International trade and the global economy</li> </ol>
<b>Term 3</b> <ol style="list-style-type: none"> <li>6. Market failure</li> </ol>	<b>Term 3</b> <ol style="list-style-type: none"> <li>11. The role of money and financial markets</li> </ol> <b>Revision: Paper 1 and 2</b>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Exam style questions as homework</li> <li>• Internal Exams June 2020</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Topic Tests</li> <li>• Exam style questions as homework</li> <li>• External Summer Exams May/June 2020</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Paper 1 and 2</li> <li>• Written exam: 1 hour 45 minutes for each paper</li> <li>• 160 marks</li> </ul>
<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.	<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

Homework that will be set

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

## Aims of the course:

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>
□ <b>J276/02 Computational thinking, algorithms and problem solving:</b> □ Algorithms	□ <b>J276/02 Computational thinking, algorithms and problem solving:</b> □ Programming techniques
<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>Spring term 2a</b>	<b>Spring term 2b</b>
<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Computational logic</li> <li>• Translators and High level languages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Data Representation</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>
<ul style="list-style-type: none"> <li>• <b>Programming project:</b></li> <li>• Candidates create solutions to computing tasks from a set of options supplied by OCR. This is practice for project in year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>J276/02 Computational thinking, algorithms and problem solving:</b></li> <li>• Revision of all topics</li> <li>• Exam preparation</li> </ul>

<b>Assessment</b> Controlled Assessment	<b>Assessment</b> June Pre-Public Exam
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**Homework that will be set (general):**

- Internet Based Research
- Comprehension Activities
- Consolidation of Classwork
- Revision for Topic Tests

**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
- OCR Website: <http://www.ocr.org.uk/qualifications/gcse-computer-sciencej276-from-2016/>

**Groupings or setting:**

Grouped according to options

**What parents can do to help:**

- Visit the course website to read and understand the course specifications and parent/learner guides at <http://www.ocr.org.uk/qualifications/gcsecomputer-science-j276-from-2016/>
- Help with planning / reviewing work
- Monitoring completion of homework through Show My Homework website
- Contacting the class teacher or Head of Department at the earliest opportunity with queries or issues

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

Mr David Howell – Head of Department  
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

#### (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 note 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)

## Key Stage 4

Exam Board: AQA

Syllabus No: 8700

Web link: <http://www.aqa.org.uk/subjects/english/>

### Overview of the course:

- Year 10 students will continue to study the new AQA GCSE English Language course. Students were introduced to the first half of the course in Year 9.
- There will be no coursework component. There is an ungraded Speaking and Listening assessment, which will be completed in class, but it is the two examination papers at the end of Year 11 which make up 100% of the overall marks. A new grading system of 1-9 will replace A\*-U, with more differentiation at the top end ('8' and '9' will be equivalent to the old A\*).
- Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper.

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

<i>Year 10</i>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
<p>Exploration of themes and writer's craft in non-literary texts. (Paper 2, Section A) Q1-3</p> <p>Revisit Paper 1 Exploration of themes and writer's craft in literary texts (Paper 1 Q1-2) <b>Key skills:</b> Comprehension, synthesis and analysis.</p> <p><b>Assessment: Paper 2, Q1-3</b></p>	<p>Exploration of writer's perspectives and writer's craft in non-literary texts. (Paper 2 Section A, Q4)</p> <p>Students will learn the conventions of a letter, article and speech whilst exploring the non-literary texts provided.</p> <p><b>Key skills:</b> Analysis</p> <p><b>Assessment: Paper 2, Section A</b></p>
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
<p>The Language teacher will also be teaching Literature (Poetry Anthology) this half-term.</p> <p>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</p> <p><b>Assessment: Paper 2, Section B</b></p>	<p>Revisit Paper 1 Exploration of writer's craft Q3.</p> <p>Revisit Paper 1 Question 5 Writing skills. Creative writing. (Paper 1, Section B) – focus on planning and structuring a response for effect.</p> <p><b>Key skills:</b> Understanding how a writer structures a text for effect and employing those techniques in your own writing.</p> <p><b>Assessment: Paper 1 Q3 and 5</b></p>
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>

<p>Exploration of themes and writer's craft in non-literary texts – Revisiting Paper 1 Question 4 – Assessment: Paper 1 Q4</p> <p><b>Revision of Paper 1</b></p>	<p>Paper 1-style end of year examination. Speaking and Listening unit of study.</p>
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### **Homework that will be set (general)**

- Comprehension and/or writing tasks based on the passages studied that week, and building upon classwork tasks,
- Planning individual Speaking and Listening presentations,
- Greater focus on grammar, spelling and syntax in marking of homework,
- Department-made mock-examination papers and revision materials to be completed in lead up to examinations.

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

Theatre visits if available, poetry live seminar/workshop, study days and visiting workshops when available.

### **Support available**

- Show my Homework for checking homework assignments and deadlines,
- Intervention programme where additional support is given to students struggling. Times and students to be decided by the English department.

### **Groupings or setting**

- Pupils are placed in sets according to their ability. Students all sit the same examination papers (no tiers).

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

- Check set homework and remind their child to be aware of deadlines,
- Proof read their child's essays; encourage wider reading as much as possible, both non-fiction and fiction,
- Contact their child's English teacher if they have any concerns about their child's progress.

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

**Mrs N Gill (Head of English)**

**Year Group: 10****Key Stage 4**

Exam Board: AQA

Syllabus No: 8702

Web link: <http://www.aqa.org.uk/subjects/>**Overview of the course:**

- Year 10 students will study of the new AQA GCSE English Literature course.
- There will be no coursework component, and two examination papers worth 100% of the overall marks; Paper 1 worth 40%, Paper 2 worth 60%. A new mark system of 1-9 will replace A\*-U, with more differentiation at the top end ('8' and '9' will be equivalent to the old A\*).
- Unlike previous years, there will be one tier, rather than a separate Higher and Foundation paper.

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

<b>Year 10</b>	
<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
<i>Blood Brothers</i> – Paper 2, Section A. Essay writing focused on language, structure, form and themes. Exam style essay response will be assessed.	<i>Blood Brothers</i> continued – Paper 2, Section A. Exploration of plot, characterisation, themes and context.  <i>Conflict Poetry</i> – Exam style essay response will be assessed.
<b>Spring Term 1a</b>	<b>Spring Term 1b</b>
<i>The Sign of the Four</i> - Paper 1 Section B.  Exploration of plot, characterisation, themes and context. Exam-style essay responses.	<i>Sign of the Four</i> continued  Exploration of plot, characterisation, themes and context. Exam-style responses.
<b>Summer Term 1a</b>	<b>Summer Term 1b</b>
<i>Conflict Poetry</i> – continued <i>Revision of Unseen Poetry, Blood Brothers and Macbeth.</i>	End-of-year exam Feedback/revision.

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

- Comprehension and/or writing tasks based on the set texts.
- Essays based on set and unseen poetry.
- GCSE POD assignments and the PixL Lit app.
- Mock-examination papers and revision materials to be completed in lead up to examinations.

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

Theatre visits of any texts studied are strongly recommended where possible.

### **Support available**

- Show my Homework for checking homework assignments and deadlines,
- GCSE POD <https://www.gcsepod.com/8-parents-guide/>
- PiXL Lit app

The app can be downloaded onto smartphones/tablets

1. Just search for Pixl Lit in the app store and download for free!
2. The app can also be used on a PC through the internet. Just google Pixl lit app and on the GET STARTED page pick DESKTOP FLASH APP.
3. Login details:
4. School ID: WS760
5. Your ID: Surname and first initial (leave out apostrophes or dashes)
6. E.g. SMITHJ
7. The password has been set to the same as your ID
8. On first login you will be prompted to change your password to something more personal.
9. You also need to set an e mail address which will be used to retrieve a forgotten password.

### **Groupings or setting**

- Higher ability students will be placed in set 1. All other sets are mixed-ability.

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

- Check set homework and remind their child to be aware of deadlines,
- Proof read their child's essays; encourage wider reading as much as possible, especially fiction aimed at young adults,
- Contact their child's English teacher if they have any concerns about their child's progress.

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

**Mrs N. Gill (Head of English)**

**Ms J Armond (KS4 Coordinator)**

## Food Preparation & Nutrition

Exam Board: Eduqas part of WJEC  
Web link: [www.eduqas.co.uk](http://www.eduqas.co.uk)

The WJEC Eduqas GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Students will be given the opportunity to develop their knowledge and understanding of the following areas: Food commodities, Principle of nutrition, Diet and good health, Science of food, where food comes from and Cooking and food preparation. Students will also have the opportunity to develop a range of technical skills through both practical and experimental work.

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

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Introduction to Course: Hygiene, Food Safety and Working Safely Commodity: Fruits and Vegetables, including potatoes	Commodity: Milk, cheese and yoghurt
<b>Assessment 1</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.	<b>Assessment 2</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Commodity: Cereals including flour, breakfast cereal, bread and pasta	Commodity: Meat, fish, poultry and eggs
<b>Assessment 3</b> Food Investigation – Raising Agents. Plan, carry out experiment, record results and write a conclusion.	<b>Assessment 4</b> GCSE style questions relating to topics this half term, marked according to GCSE mark scheme.
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Commodity: Butter, oils, margarine and sugar	Commodity: Soya, tofu, beans, nuts and seeds
<b>Assessment 5</b> Extended practical session – 2 hours	<b>Assessment 6</b> Written Exam Paper – marked according to GCSE assessment criteria.

### Homework that will be set (general)

Homework is set to secure concepts introduced in lessons and to reinforce learning.

Also preparation tasks for future lessons, including practical lessons.

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

Attending Year 6 Open Evening and Year 9 Options Evening – cooking and talking to parents and pupils.

### **Support available**

In some cases following consultation with the SEN Department in class support is provided and in all cases work is differentiated to meet the needs of the individual.

### **Groupings or setting**

All groups are mixed ability and team working activities within the lessons are also designed to reflect this way of working.

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

Check 'Show My Homework' and encourage your child to show you their completed homework. Show an interest in what your child is doing and ask them to explain it to you on a regular basis. Be prepared to taste your child's food products and provide them with feedback. Encourage your child to cook at home and to experiment with new foods and recipes. Develop further interest in cooking by watching television programmes such as 'Master Chef', 'Food Unwrapped' and other cookery shows.

Encourage your child to make full use of the digital Food Preparation and Nutrition text book that they have access to. [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood) (Pupils have been provided login details.)

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

**Mrs H Barnard**

**Head of Food and Textiles**

## French

### Aims of the course

Exam Board: Edexcel Syllabus No:1FRO Web link: <a href="http://www.edexcel.com">www.edexcel.com</a>
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Pupils will study topics within 2 themes this year: local area, holiday and travel and school. They will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

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

<b>Autumn Term:</b> <b>Theme: local area, holiday and travel</b> <b>Module 4</b> <ul style="list-style-type: none"> <li>• Describing a region – <i>using the pronoun y</i></li> <li>• Talking about your town/village/district – <i>using negatives</i></li> <li>• Discussing what to see and do – <i>using quell/quelle/quells/quelles</i></li> <li>• Discussing plans and the weather – <i>using future tense</i></li> <li>• Describing community projects – <i>using present, perfect and future tenses</i></li> </ul> <b>Assessment</b> reading, writing, listening and speaking
<b>Spring Term :</b> <b>Theme: local area, holiday and travel</b> <b>Module 5</b> <ul style="list-style-type: none"> <li>• Describing an ideal holiday – <i>using the conditional tense</i></li> <li>• Booking and reviewing hotels – <i>using reflexives in the perfect tense</i></li> <li>• Ordering in a restaurant - <i>using en + past participle</i></li> <li>• Talking about travelling – <i>using avant de + INF</i></li> <li>• Buying souvenirs – <i>using demonstrative adjectives and pronouns</i></li> <li>• Talking about holiday disasters – <i>using pluperfect tense</i></li> </ul> <b>Assessment:</b> reading, writing, listening and speaking
<b>Summer Term :</b> <b>Theme: school</b> <b>Module 6</b> <ul style="list-style-type: none"> <li>• Describing your school – <i>using the pronouns il and elle</i></li> <li>• Comparing schools in UK to schools in French-speaking countries – <i>using ils and elles</i></li> <li>• Discussing school rules – <i>using il faut and i lest interdit de</i></li> <li>• Describing how to get the best out of school – <i>using imperative</i></li> <li>• School exchange - <i>using past/present/future time frames.</i></li> </ul> <b>Assessment:</b> reading, writing, listening and speaking

### Homework that will be set (general)

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

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

### **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.

Help students practice vocabulary at home and prepare for assessments. Use the learning gateway links to websites eg. Linguascope

**Head of Department: Mrs Gambino**

# Geography

## Aims of the course

Exam Board: Eduqas Syllabus No: B Web link:  
<http://www.eduqas.co.uk/qualifications/geography/gcse-b/>

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 two compulsory field trip at the end of Year 10.

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

<b>Autumn Term:</b>
<p><b>Changing Environments</b>          This introductory unit looks at the hydrological cycle and issues to do with supply and demand of water. Case studies of floods and drought in different parts of the world involve student research. The landforms associated with rivers and coasts are studied, as well as how weather and climate influence people. This includes the impact of climate change on people and ecosystems.</p>
<p><b>Assessment</b>          Unit tests of GCSE questions, marked to exam standards</p>
<b>Spring Term:</b>
<p><b>Changing Places – Changing Economies</b>          The unit examines how quality of life varies in different parts of the UK and the rest of the world. It looks at contrasts in global cities at differing scales of development, contrasts in residential places and services such as shops and leisure facilities. Planning issues are looked at in the context of both HICs, LICs and NICs using Google Earth and Census data. The problems of rural areas are also studied with examples from Britain and abroad.</p>
<p><b>Assessment</b>          Unit tests of GCSE questions, marked to exam standards</p>
<b>Summer term:</b>
<p>Completion of Changing Places – Changing Economies (from year 9 and 10)          Completion of Environmental Challenges (from year 9) Revision for school examinations</p>
<p><b>Assessment</b>          School Examination Paper 1          1 hour 45 min mock exam          (This examination examines work from Years 9 and 10)</p>

## Homework that will be set (general)

Research tasks to link with case studies, completion of practical exercises, coursework and practice examination questions.

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

Two separate field trips 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/revision material which would be useful to students. Revision guides are also available to purchase.

### **Groupings or setting**

Mixed ability groups

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

Ensure homework is completed regularly. Provide access to internet resources and regularly check for information about coursework on the department website. Ensure that students attend intervention that is put in place after school and in school holidays. Support the department in allowing students to attend fieldwork.

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

**Miss Z Barrett**

**Head of Department**

# History

## Aims of the course

Exam Board: **Edexcel**  
 Syllabus No: : 1HI0/30–33  
 Web link:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

### Weimar and Nazi Germany

#### 1918-1939

Written examination: 1 hour and 20 minutes

30%\* of the qualification

Paper 3: 1 hour 20 mins

52 marks

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

<b>Autumn Term 1a</b>	<b>Autumn Term 1b</b>
Whitechapel case study from the Crime and Punishment paper Weimar and Nazi Germany 1918-1939	Weimar and Nazi Germany 1918-1939
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Spring Term 2a</b>	<b>Spring Term 2b</b>
Weimar and Nazi Germany 1918-1939	Weimar and Nazi Germany 1918-1939
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions
<b>Summer Term 3a</b>	<b>Summer Term 3b</b>
Weimar and Nazi Germany 1918-1939	Weimar and Nazi Germany 1918-1939  If time allows, students may move on to the Superpower Relations in the Cold War topic
<b>Assessment</b> Past Paper Questions	<b>Assessment</b> Past Paper Questions

## Homework that will be set (general)

Exam practice questions / Research / Prepare PowerPoints / Note taking

Revision

## Support available

Support / vocab sheets provided

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  
Revise with students – allow them to explain concepts to you and have in depth discussions to consolidate knowledge and understanding

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

**Miss M Marsden  
Head of History**

# Media Studies

## Key Stage 4

Exam Board: WJEC  
 Syllabus No: 603/115/0  
 Web link: <http://www.eduqas.co.uk/qualifications/media-studies/gcse/>

### Aims of the Course

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. A variety of texts will be studied and will range from advertising, magazines, video games, newspapers, and radio and film posters.

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 2018/19

Autumn Term: 1a	Autumn Term 1b
Component 1: Section A- Media language and representation focusing on magazines, film posters, newspapers and advertising	Section A continued Section A will focus on <i>Quality Street, This Girl Can, Spectre, The Man with the Golden Gun, GQ, Pride, The Sun, The Guardian</i>
<b>Assessment</b> Comparative essay of two products and how they use media language and representation	<b>Assessment</b> Comparative essay of two products and how they use media language and representation
Spring term 2a	Spring term 2b
Component 1: Section B- Media industries and audiences focusing on newspapers, video games, radio and films	Section B continued Section B will focus on <i>The Sun, Pokemon, Spectre, The Archers</i>
<b>Assessment</b> Comparative essay of two products and how they use media industries and audiences to connect and attract an audience.	<b>Assessment</b> Comparative essay of two products and how they use media industries and audiences to connect and attract an audience.
Summer term 3a	Summer term 3b
Component 3: NEA assessment Students will be required to create one main practical piece to demonstrate their understanding of their chosen media industry.	Component 3 continued
<b>Assessment</b> One major media production, statement of aims and intentions	<b>Assessment</b> One major media production, statement of aims and intentions

### **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)

# Mathematics

**Exam board:** Edexcel

**Syllabus No:** 1MA1

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

## Course Overview:

- Year 10 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 for
- Pupils will take a 1 hour exam in each half term testing their knowledge
- The end of year exam will consist of three 1.5 hour papers one of which is a non-calculator paper

## Programme of study:

### Term 1 – Half 1

- Powers, decimals, HCF and LCM, positive and negative numbers, roots, rounding, reciprocals, standard form, indices and surds, expressions, substituting into simple formulae, expanding and factorising, equations, sequences and inequalities, simple proof

### Test – October

### Term 1 – Half 2

- Averages and range, collecting data, representing data, fractions, percentages, ratio and proportion
- Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and trigonometry

### Test – November

### Term 2 – Half 1

- Real-life and algebraic linear graphs, quadratic and cubic graphs, the equation of a circle, plus rates of change and area under graphs made from straight lines, perimeter, area and volume, plane shapes and prisms, circles, cylinders, spheres, cones; Accuracy and bounds, transformations; Constructions: triangles, nets, plan and elevation, loci, scale drawings and bearings

### Test – January

### Term 2 – Half 2

- Algebra: solving quadratic equations and inequalities, solving simultaneous equations algebraically, probability, multiplicative reasoning: direct and inverse proportion, relating to graph form for direct, compound measures, repeated proportional change

### Test – March

### Half Termly Test 5

- Similarity and congruence in 2D and 3D, sine and cosine rules,  $\frac{1}{2} ab \sin C$ , trigonometry and pythagoras' Theorem in 3D, trigonometric graphs, and accuracy and bounds, statistics and sampling, cumulative frequency and histograms.

## Homework:

- Two pieces of homework per week – One may be electronic and the other may be written. 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. Checks child's work is being completed, positive towards the process, check equipment, revision timetable, encourage child to 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)

# Music

## Aims of the course

This course allows students to engage with the music industry and develop a range of relevant practical and technical skills. Students will explore music product development and events management, and apply students' knowledge in new and practical industry-related contexts.

Students will study the following two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:

- the music industry
- managing a music product.

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

<p><b>Unit 1 – The Music Industry</b></p> <p>10th September 2019 – Summer exam in year 11 (date TBC)</p>
<p>This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.</p> <p>This unit will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Students will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Students will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p>
<p><b>Unit 2 – Managing a Music Project</b></p> <p>2nd December 2019 - 8th June 2020</p>
<p>This unit will enable students to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of the students' music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Students' research should introduce students to elements of industry practice.</p> <p>This is an internally assessed unit with external moderation from Pearson.</p>
<p><b>Unit 5 - Introducing Music Performance</b></p> <p>7th September 2020 - 1st February 2021</p>
<p>Over the course of this unit, students will explore skills and make to prepare for performance. Planning and practising are both vital parts of a successful performance; students should be aware of when performances are due to take place so that they are able to plan their preparation time. Students should be encouraged to choose their own pieces for performance to an audience. Students should work with a specialist instrumental teacher to improve their technique and should keep a practice/production log that details how they have improved over the duration of the unit.</p>

If appropriate, students should organise their own accompaniment, whether this is a single accompanist or a band. Students should practise and rehearse their chosen pieces so that they present polished performances. Some people find performing to an audience daunting. Therefore, students should be given plenty of opportunities to perform to audiences.

This is an internally assessed unit which is moderated externally by Pearson.

### **Unit 6 - Introducing Music Performance**

4th January 2020 - 15th May 2020

The ability to create audio recordings is essential for anyone with a desire to work in the music industry in a technical role.

In this unit, students will use music technology to create multi-track recordings. They will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Students will learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, they will mix these sounds together into a finished recording using some basic processing such as reverb, chorus and EQ.

This is an internally assessed unit with external moderation by Pearson

# Physical Education

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

## Aims of the course

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.

## 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.

## 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 <sup>GCSE</sup> PE (1-9). Tasks will include completion of the following:

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

Furthermore, it is expected for pupils to take part in additional extra-curricular activity <sup>and</sup> physical activity in relation to the schools ethos and healthy schools policy. This <sup>will</sup> enable them to maintain a balanced, active and healthy lifestyle.

### **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 and inter-house competition are enjoyed **throughout** the year.

### **Support available**

Support is available for students following consultation with learning managers and **SEN** Department. Please see SENCO, Mr Howell for more details.

### **Groupings or setting**

Pupils in Year 10 are grouped according to their practical ability and/or the pathway **they** have chosen to take.

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

- Encourage their child to attend and engage in extra-curricular sports clubs where possible.
- Ensure their child is participating in at least another three hours of physical exercise outside of their PE lessons. This is the Government's minimum requirement.
- Check and support the completion of homework via Show my Homework in line with the school policy.

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

**Mr D'Silva**

**KS4 & GCSE PE Co-ordinator [adsilva@westhatch.essex.sch.uk](mailto:adsilva@westhatch.essex.sch.uk)**

## Product Design

### 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 2017/18

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Introduction to the course - introduction to woods, metals & plastics	Study woods, metals & plastics production
<b>Assessment</b> Assessed making product using AQA descriptors	<b>Assessment</b> Assessed making product using AQA descriptors
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Developing designs, skills and start to connect design influences materials & equipment	Product evaluation
<b>Assessment</b> Technical and core skills	<b>Assessment</b> Assess evaluating using grade descriptors
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Technical principles reviews	Controlled assessment planning and research section
<b>Assessment</b>	<b>Assessment</b> Assessed research section

### 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.  
Thursday after school allocate for intervention  
Compulsory sessions begin in year 11 (hour every 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**

## 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

<b>Autumn Term 1a: Health and wellbeing</b>	<b>Autumn Term 1b: Living in the wider world</b>
<ul style="list-style-type: none"> <li>• Transition into year 10</li> <li>• Developing study habits</li> <li>• Meant health and ill health, tackling stigma</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the causes and effects of debt</li> <li>• Understanding the risks associated with gambling</li> </ul>
<b>Spring Term 2a: Relationships</b>	<b>Spring Term 2b: Health and wellbeing</b>
<ul style="list-style-type: none"> <li>• Tackling relationships myths and expectations</li> <li>• Managing romantic relationship challenges including break ups</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the influence of role models</li> <li>• Evaluating the social and emotional risks of drug use</li> </ul>
<b>Summer Term 3a: Relationships</b>	<b>Summer Term 3b: Living in the wider world</b>
<ul style="list-style-type: none"> <li>• Understanding different families and earning parenting skills</li> <li>• Managing chance, grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for work experience</li> </ul>

# 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 Y10:

## **Paper 1 – Cognition and Behaviour**

Students develop their knowledge and understanding of concepts and theories that relate to Memory, Perception, Development and Research Methods. 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 style="text-align: center;">Research Methods</p> <p>Students will be able to describe the main research methods used in Psychology. Identify the advantages and disadvantages of each method. Conduct and report on basic psychological investigations and demonstrate an awareness of the psychological ethical code of conduct. Present, analyse and interpret data that may arise from such methods.</p>	<p style="text-align: center;">Research Methods continued</p>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Regular exam questions in class and as homework</li> <li>2) Formal assessment every half term</li> </ol>	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1) Regular exam questions in class and as homework</li> <li>2) Formal assessment every half term</li> </ol>
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<p style="text-align: center;">Memory</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Explain the processes of memory</li> <li>- Outline the types of long term memory</li> <li>- Outline and evaluate the multi-store model of memory.</li> <li>- Explain how memory is an active process (reconstructive memory)</li> <li>- to explore factors affecting the accuracy of memory</li> </ul>	<p style="text-align: center;">Perception</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- explain sensation and perception</li> <li>- describe visual cues</li> <li>- outline and evaluate Gibson’s theory of direct perception</li> <li>- describe how visual illusions work</li> <li>- outline and evaluate Gregory’s constructivist theory of perception</li> <li>- explain factors affecting perception</li> </ul>

<b>Assessment</b> 1) Regular exam questions in class and as homework 2) Formal assessment every half term	<b>Assessment</b> 1) Regular exam questions in class and as homework 2) Formal assessment every half term
<b>Summer term 3a</b> Development Students will be able to: -outline how the brain develops - explain the role of nature and nurture - outline and evaluate Piaget’s theory of cognitive development - explain the effects of learning on development	<b>Summer term 3b</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams</li> </ul>
<b>Assessment</b> 1) Regular exam questions in class and as homework 2) Formal assessment every half term	<b>Assessment</b> 1) Internal 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

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)****Aims of the course**

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 for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Beliefs & teachings in Christianity: key beliefs	Beliefs & teachings in Christianity: key beliefs,
<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self-assessment 5 part GCSE assessment	<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self-assessment 5 part GCSE assessment
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Beliefs & teachings in Islam:	Beliefs & teachings in Islam Theme B – Religion & Life
<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 assessment
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Theme B – Religion & Life	Theme C: The Existence of God and Revelation
<b>Assessment</b> On-going throughout the term. Sample exam questions. Peer/self-assessment 5 part GCSE assessment question	<b>Assessment</b> End of Year Exam – 5 Part GCSE Question

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

Homework will be set weekly

**Extra-Curricular activities available**

Candle/Vardy Conferences

**Support available**

School Library and Homework Club.

Worksheets provided.

**Groupings or setting**

Groups will be banded throughout Humanities subjects.

**What parents can do to help**

- Check the learning gateway for homework that is set and deadlines
- Go over lesson content and discuss their learning
- Help pupils with research and revision before assessments

**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/>

### Aims of the course

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 equivalent to A\* - B 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

<b>Assessment overview</b>		
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.		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
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.

### **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  
End of year exams in June 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 are two higher ability groups, one on each side of the year, West & 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.

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

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

**Mrs Mathison (Head of biology)**

**Miss Bhatia (Head of physics)**



Spanish

CALENDAR 2019/2020		16 CPD		Feedback and Closing the loop on listening, reading and speaking	
<p><b>YEAR 10 SPANISH SoW</b></p> <p>PROGRESS CHECKS DATA MUST BE DONE BY 2.25PM ON CLOSING DAY</p> <p>CPD DAYS</p> <p>TWILIGHTS (3.15-4.45PM)</p> <p>It is assumed that all staff will be present at all meetings unless agreed with the person leading the meeting. Please endeavour to work around the calendared meetings. In addition, there will be some things that are added to the calendar through the year and will be visible through the online calendar in outlook. Closed days for cover will also be indicated on there.</p> <p><b>Meeting times</b></p> <p>DEPARTMENT 3.20-4.20PM</p> <p>HOH 3.20-4.20PM</p> <p>HOUSE 3.20-4.20PM</p> <p>LEADERSHIP FORUM 3.20-4.20PM</p> <p>NEW STAFF INDUCTION (NSI) 3.20 – 4.20PM</p>		<p><b>Module 4: ¡Fanático del deporte! P78-79</b> Using the imperfect to say what you used to do</p>		<p><b>Feedback and Closing the loop on listening, reading and speaking</b></p>	
		<p><b>Module 4: #Temas del momento p80-81</b> Talking about what's trending(TV + Film) Using the perfect tense</p>		<p><b>Complete speaking booklet on module 4</b></p>	
		<p><b>Module 4: En directo P82-83</b> Discussing different types of entertainment Algunos/ciertos/otros/muchos/demasiados/todos</p>		<p><b>De Compras p94-95</b> Places in town Directions</p>	
		<p><b>Module 4: Modelos a Seguir p84-85</b> Talking about who inspires you. Using a range of past tenses</p>		<p><b>Los Pros y los Contras de la Ciudad p96-97</b> Shopping Euros</p>	
		<p><b>End of Module Assessments</b></p>		<p><b>¡Destino Arequipa! P98-99</b> Describing a visit in the past Recognising and using</p>	
		<p><b>Feedback and Closing the loop on writing and translation</b></p>		<p><b>Xmas homework: Grammar – past/present/future</b></p>	
		<p><b>Module 5: ¿Cómo es tu zona? P98-99</b> Describing features of a region. Using se puede + se pueden</p>		<p><b>Module 5: ¿Cómo es tu zona? P98-99</b> Describing features of a region. Using se puede + se pueden</p>	
		<p><b>Module 4: ¿Qué sueles hacer? P76-77</b> What you usually do in your freetime– soler + infinitive</p>		<p><b>¿Qué haremos mañana? P100-101</b> Understanding the geography of Spain Using the future tense</p>	
		<p><b>Informal Assessment on module 4 – listening, reading and speaking</b></p>		<p><b>Informal Assessment on module 4 – listening, reading and speaking</b></p>	

Mon	20			Half Term
Tues		De Compras p102-103	<b>Module 6: Punto de Partida p 116-117</b>	MODULE 6 REVISION HOMEWORK
Wed		Shopping for clothes and presents	1 –De Costumbre	
Thurs		Using demonstrative adjectives	Daily routine	
Fri			mealtimes	
Sat/Sun			28/29	
Mon	27		<b>Module 6: Punto de Partida 2 118-119</b>	1 June EOY tests (see schedule)
Tues		Los Pros y los Contras de la Ciudad p104-105	Illnesses and injuries	Module 6: INFORMAL ASSESSMENT Reading, writing, translation
Wed		Talking about problems in a town	or options	
Thurs		Synonyms + antonyms	Deadline	
Fri			1.25 finish	5
Sat/Sun	1/2 February		Easter Holidays	6/7
Mon	3			8 DoE
Tues	4	¡Destino Arequipa! P106-107		Qual
Wed	5	Describing a visit in the past		
Thurs	6	Recognising and using		REVISION OF 4, 5 & 6
Fri	7			
Sat/Sun	8/9			13/14
Mon	10			15 Yr 12 PPE
Tues	11	Revision of Module 5		EOY 10 EXAMS: Reading/listening/speaking and writing
Wed	12			
Thurs	13			
Fri	14			
Sat/Sun	15/16			
Mon		Half Term	20	22 11 into 12 induction PC4 Opens
Tues			21 LEADERSHIP FORUM MFL yr 11	EOY 10 EXAMS: Reading/listening/speaking and writing
Wed			1	
Thurs			2	
Fri			2	
Sat/Sun			25/26	
Mon	24 (Yr 10)	Module 5 assessment for PPE 3 – Reading and Writing	<b>Module 6: Sabores del mundo – p120-121</b>	26
Tues	25		Talking about typical foods	27/28
Wed	26		Increase + decrease	29 yr 12 futures day
Thurs	27			30 House meeting F&P Committee
Fri	28	Yr 9 Girls Vac's	<b>Module 6: De Fiesta – p122-123</b>	1 July
Sat/Sun	29/1 March		Comparing different festivals	2 yr 10 6 <sup>th</sup> form taster day SIP meeting
Mon			Including the passive	3
Tues			Using attention to question words	4/5
Wed				6 Yr 10 Work Exp
Thurs		Module 5 assessment for PPE 3 – listening and speaking	<b>Module 6: Un día especial – p124-125</b>	7
Fri			Describing a special day	8
			Reflexive verbs in the preterite	9 New staff
			Inferring meaning in literary texts	10 Half day NQT induction day