



Year 10

Curriculum Guide

Spring/Summer Term

2022

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Dear Parent/Guardian

Welcome to the Year 10 Curriculum Guide, which outlines what your child will be learning this Spring/Summer. In addition, it provides useful web-sites and outlines the GCSE syllabus your child will be studying.

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional values with dynamic approaches to teaching and learning

If you require any further support or information please contact your child's tutor in the first instance.

Tutor Group	Tutor	Email Address
RSL – Y10	Mr Burton	oburton@chestnutgrove.org.uk
10 Blake	Ms Smith	csmith@chestnutgrove.org.uk
10 Da Vinci	Ms Holding	hholding@chestnutgrove.org.uk
10 Hepworth	Ms Mignon	cmignon@chestnutgrove.org.uk
10 Kahlo	Mr Tyldesley	otyldesley@chestnutgrove.org.uk
10 Kapoor	Ms Anderson and Mr Diop	anderson@chestnutgrove.org.uk and idiop@chestnutgrove.org.uk
10 Turner	Mr Tinkorang	dtinkorang@chestnutgrove.org.uk

Yours Faithfully

Mrs Davies

Senior Deputy Head

GCSEs and Assessment

As you are aware GCSEs have been reformed with the aim to increase the academic rigour and challenge for young people nationally to better prepare them for the work place or further study. Grades 9 to 1 will be awarded instead of letters A*-G. Grade 9 is considered the highest, Grade 1 is the lowest and a **Grade 5** is considered as a '**strong pass**', a Grade 4 is considered as a Standard Pass.

The table below shows how the new number grades relate to the old GCSE grades

New GCSE grades	1	2	3	4	5	6	7	8	9
Old GCSE grades	G/F-	F/E	E+/D	C	C+/B-	B/B+	A	A+/A*	A* +

Curriculum Map

Subject breakdown for the week.

Option A	Option B	Option C	Option D
Triple Science	French	Computer Science	French
English/Maths	Spanish	Geography	Spanish
DT	History	Digital Art	
Visual Art	Film	Textiles	
History	Music	Geography	
Drama	Italian	BTEC Business	
Dance	VOC Sport		
VOC-CiDA			

HOMEWORK TIMETABLE

Time spent on homework should be at least one hour per subject, per week.

Students should also be revising topics throughout Year 10 to help them prepare for their assessments. This could be making notes, spider diagrams, cue cards, BBC bitesize online, working through revision books.

Where possible, please provide your child with a quiet space in which to complete homework, with access to a desk or table.

All students have access to gcse pod (<https://www.gcsepod.com/>) which provides concise videos to re-cap learning as well as “check and challenge” tests so students are able to see how well they have understood the content taught. Students can log in to their GCSE Pod accounts using their Microsoft TEAMS log ins.

Students are set work for every subject. If you are concerned that homework is not in the diary please contact your child’s subject teacher or his/her tutor.

YEAR 10 HOMEWORK TIMETABLE 2021-22

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Maths	Science	English
Science	Triple science: Chemistry		PBE(X)	PBE(Y)
Triple Science: Biology			Triple Science: Physics	
HEALTH	<u>OPTION C</u> Film Geography History ICT Music PE	<u>OPTION B</u> Computing Drama DT French History Spanish	<u>OPTION D</u> Business Digital Art French Geography Spanish	

		Visual Art		
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Literacy

Literacy is one of the most important skills that students require and it is embedded into curricula across all subjects. This means that all teachers address literacy through their teaching and marking. To support students' oral literacy all members of staff insist upon Standard English as the language of the classroom.

You can support the development of your child's literacy by:

- Supporting him or her with homework, checking that they are writing extensively.
- Encouraging your child to read for 30 minutes every night.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home and suggesting books from the reading list on the school website: the school library is also happy to help with this.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Numeracy

Increasingly, students are required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects.

As with English it is a requirement that students still in the sixth form must have a Grade 5+ or are studying Math's to allow them to stay within the sixth form or college they would like to attend.

Library

The library is open to students and staff from 8am until 4pm (except on Tuesdays where we open at 8.45am.) Students have access to a range of fiction and non-fiction books to support academic progress and to promote a lifelong love of reading. Students can use our new library system, Eclipse, to look at what books are in stock, to check their own loan history and to get recommendations for further reading. Computers are also available for those wishing to complete homework before and after school as well as at break and lunchtime. Students will also have the opportunity to visit the library during some lessons to help with their research and to encourage independent learning.

Throughout the year, the library hosts a number of events, including author visits, book fairs, competitions and reading groups. Students are also given the opportunity to attend a variety of author events involving schools across the borough. Every Tuesday and Wednesday, students are invited to participate in our Learning Zone, where dedicated LSAs come to the library to help students with their school work.

KEYDATES

- End of Year Exams (Week Beginning 13th June)

ENGLISH

Staffing:

Head of Department: Charlotte Robinson
Email: crobinson@chestnutgrove.org.uk
Head of KS4: Meera Shekar
Email: mshekar@chestnutgrove.org.uk

Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future of employment and further study. Our results at key stage 4 are consistently outstanding.

KS4 is a challenging time for students, encompassing as it does the range of texts and skills demanded by the newly reformed GCSE curriculum. During Year 10 students will study the majority of the course content for both their Language and Literature GCSE exams. The linear nature of these courses necessitates this so that there is a significant period of time available in Year 11 for exam preparation. The key skills of reading and writing are more important than ever in the new courses and will form the focus of each and every lesson and piece of homework.

Curriculum Breakdown:

Spring Term 1: English Literature Paper 2 Great Expectations

Spring Term 2: English Language Paper 2 Transactional writing

Summer Term 1: English Literature Paper 1 Animal Farm

Summer Term 2: Speaking and Listening Endorsement and Revision for the mock exams

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term: Great Expectations Part A
Great Expectations Part B
Transactional Writing Question
Transactional Writing Question

Summer Term: Animal Farm Essay
Animal Farm Essay
Speaking and listening exam.
End of Year Exam (Week Beginning 13th June) – Great Expectations, Paper 1 and Transactional Writing

Revision Checklist:

- ✓ An understanding of the requirements/assessment objectives for each question on paper 1
- ✓ Practice papers completed.
- ✓ Reading as many 19th Century extracts/texts as possible
- ✓ Practicing commonly misspelled words
- ✓ Practice planning a variety of creative stories
- ✓ Practice writing out the stories, proof-reading and editing.
- ✓ Revise key Great Expectations quotations
- ✓ Revise key Animal Farm quotations
- ✓ Revise events of the Russian Revolution and link to Orwell's allegory
- ✓ Revise the key characters and themes for both novels

- ✓ Read a range of non-fiction texts and practice writing articles, letters, speeches, guides etc.

End of Year Exam Revision Checklist:

- ✓ Practice papers completed
- ✓ Researching and creating your own speech
- ✓ Revising all of year 10 content and examination requirements/assessment objectives – using revision resources on the website.

What can you do to support your child in English?

- ✓ Supporting your children with their homework, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian, the Times
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website
- ✓ Read and discuss the core texts with them
- ✓ Purchase revision guides for the core texts. E.g. York Notes

Wider reading and useful web-sites or activities to support learning:

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

www.sparknotes.com

www.schmoop.com

Reading lists on the school website

Revision resources on the school website

Homework:

Students will receive one extended and one shorter piece of homework per week. The extended homework will be writing focused and should take students at least an hour to complete. The shorter homework task may consist of reading, research or planning as the needs of the curriculum dictate.

MATHEMATICS

Exam Board: Edexcel	Syllabus Code: 1MA1	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
HOD: Mark Green Email: mgreen@chestnutgrove.org.uk		
GCSE 3 x 1hr 30min hour exams (1 x Non Calculator 2 x Calculator Papers)		
Year 10 Spring / Summer Term Learning Goals: Higher: <ul style="list-style-type: none">• Expansion and Factorisation• Variation; Direct and Inverse Proportion• Probability• Two-way Tables• Venn Diagrams• Tree Diagrams• Indices and Standard Form• $Y=mx + c$; Gradients and Intercepts• Kinematic graphs• Volume of 3D shapes• Volume• Scatter graphs and correlation Foundation: <ul style="list-style-type: none">• Expansion and Factorisation• Variation; Direct and Inverse Proportion• Probability• Two-way Tables• Venn Diagrams• Tree Diagrams• Indices and Standard Form• $Y=mx + c$; Gradients and Intercepts• Kinematic graphs• Volume of 3D shapes• Volume• Scatter graphs and correlation		
Year 10 Assessment & Marking: There are assessments at the end of each unit. There will be a full exam paper set for the Summer assessment.		
Year 10 Homework: Your child's teacher will set homework either online, using www.drfrostmaths.com or on paper each week. If your child has difficulty completing homework because they do not understand the topic please encourage them to use the worked examples / ones to try in their exercise book and then to talk to their teacher.		
What can you do to support your child? Provide a quiet place for your child to do their homework.		

Check their homework diary each night to see what homework is being recorded.
To help instil a fruitful work ethic, it is imperative that students develop a good sleep pattern.
Therefore we advise a restricted use of mobile phones and electronic games at night time.

Wider reading and useful web-sites or activities to support learning:

Students can use the following sites, which offer revision videos and topic booklets, including solutions

- www.mathsgenie.co.uk
- www.corbettmaths.com
- www.drfrostmaths.com

COMBINED SCIENCE

Exam Board: AQA	Syllabus Code: Trilogy 8464	Website: http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
HOD: Mr A Gordon Email: agordon@chestnutgrove.org.uk In charge of Y9 & 10 Science: Ms S Holmes Email: sholmes@chestnutgrove.wandsworth.sch.uk		
GCSE Assessment: (<i>External assessment info End Of Course</i>) Biology paper 1; 1 hr 15 min; 16.7% Biology paper 2; 1 hr 15 min; 16.7% Chemistry paper 1; 1 hr 15 min; 16.7% Chemistry paper 2; 1 hr 15 min; 16.7% Physics paper 1; 1 hr 15 min; 16.7% Physics paper 2; 1 hr 15 min; 16.7% The qualification is graded based on a 17-point scale: 1-1 to 9-9 where 9-9 is the best grade.		
Year 10 Spring/S Term Learning Goals: Units covered are: <ul style="list-style-type: none">• Cell biology & organisation topic review from year 9• Infection & response• Bioenergetics• Homeostasis & response• Atoms & bonding review topic from year 9• Organic chemistry		
Year 10 Assessment & Marking: Deeply marked tasks students this term are expected to reflect on: Teachers will mark 2-3 pieces of work in line with our 3 week marking policy. Students are expected to self-assess other class & home learning they produce when teachers give them the opportunity.		
Year 10 Home learning: Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.		
What can you do to support your child? Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £3.50 and can be paid for through ParentPay. Ensure that your child is completing the homework set each week. Homework will be set as per the whole school homework timetable every week. Encourage your child to seek help from his or her teachers if needed.		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none">• http://www.chestnutgrove.wandsworth.sch.uk/Science• www.primrosekitten.com• www.s-cool.co.uk• www.bbc.co.uk/education/subjects• www.khanacademy.org• www.docbrown.info• www.mrsmillersblog.wordpress.com• www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes		

TRIPLE SCIENCE

Exam Board: AQA	Syllabus Code: Biology 8461 Chemistry 8462 Physics 8463	Website: Biology http://www.aqa.org.uk/subjects/science/gcse/biology-8461 Chemistry http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 Physics http://www.aqa.org.uk/subjects/science/gcse/physics-8463
HOD: Mr A Gordon Email: agordon@chestnutgrove.org.uk In charge of Y9 & 10 Science: Ms S Holmes Email: sholmes@chestnutgrove.wandsworth.sch.uk		
GCSE Assessment: (<i>External assessment info End Of Course</i>) Biology <i>Biology paper 1; 1 hr 45 min; 50%</i> <i>Biology paper 2; 1 hr 45 min; 50%</i> Chemistry Chemistry paper 1; 1 hr 45 min; 50% Chemistry paper 2; 1 hr 45 min; 50% Physics <i>Physics paper 1; 1 hr 45 min; 50%</i> <i>Physics paper 2; 1 hr 45 min; 50%</i> Students will achieve 3 separate GCSEs for Triple science, for Biology, Chemistry & Physics, on a scale of 1-9.		
Year 10 Spring Term Learning Goals: Units covered in Biology are: <ul style="list-style-type: none">• Cell biology & organisation topic review from year 9• Infection & response Units covered in Chemistry are: <ul style="list-style-type: none">• Atoms & bonding review topic from year 9• Organic chemistry• The atmosphere Units covered in Physics are: <ul style="list-style-type: none">• Atomic structure review from year 9• Forces		
Year 10 Assessment & Marking: Deeply marked tasks students this term are expected to reflect on: <ol style="list-style-type: none">1. Exam questions in each of the 3 sciences2. Spring term assessment in each of the 3 sciences Teachers will in addition mark another 2-3 pieces of work in line with our 3 week marking policy. Students are expected to self-assess other class & home learning they produce when teachers give them the opportunity.		
Year 10 Home learning: Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.		
What can you do to support your child?		

Students have one lesson after school on a Tuesday each week of either extra English or Science on a rotation. *This term it will be English.* Please ensure their attendance is 100% by not booked appointments in this time.

Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 for each science and can be paid for through ParentPay.

Ensure that your child is completing the homework set each week. Homework will be set as per the whole school homework timetable every week.

Encourage your child to seek help from his or her teachers if needed.

Wider reading and useful web-sites or activities to support learning:

- <http://www.chestnutgrove.wandsworth.sch.uk/Science>
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes

GEOGRAPHY

Exam Board: AQA	Syllabus Code: 8035	Website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035
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Head of Department: Ms Rachael Robinson, rrobinson@chestnutgrove.org.uk

GCSE

Paper 1: Physical Geography – 1hr 30minute exam – The Challenge of Natural Hazards/ The Living World/ UK Physical Landscapes (35% of final grade)

Paper 2: Human Geography – 1hr 30 minute exam - Urban Issues and Challenges/ The Changing Economic World and The Challenge of Resource Management (35% of final grade)

Paper 3: Geographical skills and Issue Evaluation – 1hr 15mins (30% of final grade)

Course description/overview:

In the AQA Geography GCSE course students have the opportunity to explore human and physical geography, and consider how natural and human phenomenon are interdependent. Students should be able to make links with their learning from KS3 from a number of units. At GCSE the exploration of the geography is more rigorous and students are expected to understand a number of different themes, use rigorous geographical skills and make judgments about local, regional and global issues.

The subject content is divided into three papers as seen above in the assessment section.

In the Spring and Summer terms students will study:

Urban issues and Challenges:

- Global trends of urbanisation
- Rio de Janeiro – opportunities and challenges
- London – Opportunities and challenges
- Urban regeneration
- Sustainable urban living

The Living World:

- Ecosystems
- Tropical Rainforests: importance, causes of deforestation, impacts of deforestation, strategies to sustainably manage
- Cold environments: importance, opportunities for development, challenges of living in cold environments, strategies to protect

The Changing Economic World:

- Causes of uneven global development
- Impacts of uneven global development
- Strategies to reduce uneven global development

Year 10 Assessment & Marking:

There will be an assessment during year 10 assessment week (spring term), this assessment will include questions from urban issues and challenges.

Teacher will mark at least two more exam answers over the term.

There will also be an assessment during year 10 assessment week (summer term), this assessment will include questions from Urban issues and challenges and The Living World.

What can you do to support your child?

- Discussions based on what students have learnt, encourage them to argue with you about the different issues covered, considering different sides of debates and viewpoints.
- Encourage them to read for pleasure, especially to improve their literacy to deal with the figures in the geography exam which assume a reading age of 16/17.

- Encourage them to start their revision early, purchase the revision guides and to have a clear plan of action.
- Encourage your child to do his/her Geography homework. This will often be exam questions to consolidate their knowledge of what they have learnt in class, or another task related to extending their geographical knowledge.
- Test your child on key terms that they are learning in geography.
- Encourage your child to revise geography as they go using either the BBC Bitesize website or their own notes.
- Watching documentaries such as Planet Earth, Seven World One Planet, Coasts

Wider reading and useful web-sites or activities to support learning:

- GCSE Pod
- www.bbc.co.uk/schools/gcsebitesize/geography/
- CGP AQA GCSE Geography 9-1 revision guide
- Hodder education resources – AQA GCSE 9-1 My Revision Notes
- The Guardian - Environment Section
- BBC – Environment Section

Homework:

- Set once a week
- Students will be asked to complete a range of homeworks including revision activities, research tasks and exam questions. Individual class teachers will adapt homework tasks for specific classes.

HISTORY

Exam Board: Edexcel	Syllabus Code: 1HI0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
HOD: Miss L Adams Email: ladams@chestnutgrove.wandsworth.sch.uk		
GCSE Paper 1: 10 Crime and punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and inner city. Written examination: 1 hour and 15 minutes / 30% of the qualification / 52 marks Paper 2: B1 Anglo-Saxon and Norman England, c1060-88 26/27 Superpower relations and the Cold War, 1941-91 Written examination: 1 hour and 45 minutes / 40% of the qualification / 64 marks Paper 3: 31 Weimar and Nazi Germany, 1918–39 Written examination: 1 hour and 20 minutes / 30% of the qualification / 52 marks		
Year 10 Spring/Summer Learning Goals: Students will study the Cold War and Superpower relations section of paper 2. This involves focusing initially on the origins of the Cold War and then its development through to the end of the 1980s. Following a 'bare bones' approach students will have 5 lessons covering the structure/story of the whole course: <ol style="list-style-type: none">1. Origins2. Crises3. Détente4. Second Cold War5. End of the Cold war Students will then follow a series of 22 enquiry lessons where we explore the detail of the course, adding it to the structure that the students already have from the bare bones lesson. Students will then start studying the Crime and Punishment course for Paper 1. This topic will start after Easter and take students up until Christmas. This involves focussing on the changing nature of crime, punishment and law enforcement over 1000 years. Following a 'bare bones' approach students will have 9 lessons covering the structure/story of the whole course: <ol style="list-style-type: none">1. Overview2. Medieval England3. Influence of the Church4. Early modern England5. Gunpowder and witches6. 18th and 19th Century England7. Pentonville and Peel8. Modern England9. COs and death penalty Students will then start to follow a series of 17 enquiry lessons where we explore the detail of the course.		
Year 10 Assessment & Marking: There will be an assessment during year 10 assessment week (spring term), this assessment will be a mock version of the Cold War section of paper 2. Teacher will mark at least two more exam answers over the term. There will also be an assessment during year 10 assessment week (summer term), this assessment will be an abridged Crime and Punishment Paper 1.		

Teacher will mark at least two more exam answers over the term.

Year 10 Homework:

There will be bare bones revision homework tasks set during the bare bones lessons. There will be 8 pieces of homework set during the enquiry teaching element of the course. These homework tasks will be exam practice and consolidation of learning. Individual class teachers will adapt homework tasks for specific classes.

What can you do to support your child?

- Discussions based on what students have learnt, encourage them to share their 'bare bones' revision strategies with you.
- Visiting places of historical interest in the local area, for example: The Clink Museum, The Churchill War Rooms
- Encourage them to read for pleasure Eg: Animal Farm
- Encourage students to watch films and series set in the Cold War or focussed on Crime and Punishment

Wider reading and useful web-sites or activities to support learning:

- Hodder and Pearson education resources
- Britannica.com
- <https://www.bbc.co.uk/newsround/47122488>
- <https://www.youtube.com/watch?v=um6eOiDoDFY&list=PLtMbgkmk6LqwaXdLMXud4A2DRpgJQ2air>
- [GCSE Pod](#)

FRENCH

Exam Board: EDEXCEL	Syllabus Code: 1FR0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html
HOD: H Holding Email: hholding@chestnutgrove.org.uk		
GCSE FRENCH		
Paper 1. Listening and understanding 50 minutes/ 50 marks Paper 2. Speaking in French 9-12 minutes/ 70 marks Paper 3. Reading and understanding. 50 minutes/ 50 marks Paper 4. Writing. 1 hour 20 minutes/ 60 marks		
All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.		
Year 10 Spring Term Learning Goals:		
Modules covered are-		
Module 3 – Jours ordinaires, jours de fêtes (special days and celebrations) Module 4 – De la ville à la campagne (town and local area)		
At the end of each module, year 10 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.		
Year 10 Assessment & Marking:		
There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.		
Year 10 Homework:		
Year 10 will be set 2 pieces of homework per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.		
What can you do to support your child?		
<ol style="list-style-type: none">1. Know what day their homework is due to be handed in and talk to them about it2. Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the French – no understanding of French is needed)3. Ask them to explain to you the latest piece of French grammar that they have learnt. E.g/ Can you explain how you make the past tense in French? How do French possessive adjective work?4. Share any understanding you have of a French speaking country or the language, even short sentences.5. Get in contact with your child's teacher with any concerns you have (e.g/ you haven't seen much homework recently/ they are struggling at home with the subject)		

Wider reading and useful web-sites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn>

www.linguascope.com (you child's teacher will have their login)

<https://www.1jour1actu.com/> (a very good website for current affairs – similar to newsround)

Quizlet – great for testing and expanding French vocabulary

<http://www.synonyms-fr.com/> an online French thesaurus – one way to gain extra marks is to use a variety of vocabulary and stray away from using adjectives such as bon and amusant

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking French at A level, encouraging them to read a book they have already read and enjoyed in French is a great way to improve their reading but also prepare them for the literature paper in year 13.

SPANISH

Exam Board: EDEXCEL	Syllabus Code: 1SP0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/Spanish-2016.html
HOD: H Holding Email: hholding@chestnutgrove.org.uk		
GCSE SPANISH Paper 1. Listening and understanding 50 minutes/ 50 marks Paper 2. Speaking in Spanish 9-12 minutes/ 70 marks Paper 3. Reading and understanding. 50 minutes/ 50 marks Paper 4. Writing. 1 hour 20 minutes/ 60 marks All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.		
Year 10 Spring/Summer Term Learning Goals: Modules covered are- Module 3 – Mi gente (Talking about friends and family) Module 4 – Intereses e influencias (Free time activities and sport) At the end of each module, year 10 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.		
Year 10 Assessment & Marking: There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.		
Year 10 Homework: Year 10 will be set 2 pieces of homework per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.		
What can you do to support your child? <ol style="list-style-type: none">1. Know what day their homework is due to be handed in and talk to them about it2. Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the Spanish – no understanding of Spanish is needed)3. Ask them to explain to you the latest piece of Spanish grammar that they have learnt. E.g/ Can you explain how you make the past tense in Spanish? How do Spanish possessive adjective work?4. Share any understanding you have of a Spanish speaking country or the language, even short sentences.5. Get in contact with your child's teacher with any concerns you have (e.g/ you haven't seen much homework recently/ they are struggling at home with the subject)		

Wider reading and useful web-sites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn>

www.linguascope.com (you child's teacher will have their login)

Quizlet – great for testing and expanding Spanish vocabulary

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking Spanish at A level, encouraging them to read a book they have already read and enjoyed in Spanish is a great way to improve their reading but also prepare them for the literature paper in year 13.

COMPUTER SCIENCE

Exam OCR	Board:	Syllabus 601/8355/X	Code:	Website: https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
HOD: Mr. E. Solate Email: esolate@chestnutgrove.org.uk				
GCSE <ul style="list-style-type: none">• Computer systems (01) 80 marks 1 hour and 30 minutes Written paper – 50% of GCSE• Computational thinking, algorithms and programming (02), 1 hour and 30 minutes Written paper – 50% of GCSE				
Year 10 Spring Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Computer systems<ul style="list-style-type: none">○ Systems Architecture○ Memory○ Storage○ Wired and wireless networks○ Network topologies, protocols and layers○ System security○ System software○ Ethical, legal, cultural and environmental concerns				
Year 10 Assessment & Marking: Teachers will mark completed exam paper based on topics covered in component 1				
Year 10 Homework: There will be weekly homework tasks set this term. Homework will be revision of exam topics across component 01.				
What can you do to support your child? <ul style="list-style-type: none">• Encourage your child to develop computational thinking skills. Students must be able to competently write programs using techniques taught in lessons, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.• Practice solving computing related mathematical challenges such as converting between number systems.• Encourage your child to practice exam skills. Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.				
Wider reading and useful websites or activities to support learning: Encourage your child to complete additional research. Websites such as: https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://www.youtube.com/results?search_query=craigndave+computer+science are great for building independent learning skills.				

BTEC LEVEL 2 TECH AWARD IN ENTERPRISE

Exam Board: Pearson	Syllabus Code: 600/4786/0	Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html
HOD: Mr. E. Solate Email: esolate@chestnutgrove.org.uk		
BTEC <ul style="list-style-type: none">• 1 hour 30 minutes written exam = 40%• Coursework = 60%		
Year 10 Spring Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 1: Exploring Enterprises• Component 2: Planning for and Pitching an Enterprise Activity		
Year 10 Assessment & Marking: Teachers will mark progress made in completion of component 1 Learning Aim A, B and C (Enterprises: Success or failure? - Task 1, 2 and 3 coursework.) Students will also be assessed on their preparation, plan and pitch of an Enterprise activity idea. They will explore ideas and plan for a micro-enterprise activity, Pitch a micro-enterprise activity, Review own pitch for a micro-enterprise activity.		
Year 10 Homework: There will be weekly homework tasks set this term. All homework will link to the theme of success and failures of enterprises.		
What can you do to support your child? <i>Encourage your child to examine the characteristics of enterprises, explore how market research helps enterprises to meet customer needs and understand competitor behavior, and investigate the factors that contribute to the success of an enterprise.</i> <i>Encourage your child to practice presentation skills. Role play activities in which your child present ideas for a micro-enterprise activity, pitch the activity and evaluate own performance.</i>		
Wider reading and useful websites or activities to support learning: BBC News – Business Follow guides explaining how to start a business, write a business plan or make savings and investments. https://www.bbc.co.uk/news/business/your_money BBC GCSE Bitesize Business studies revision resources looking at topics such as: business aims and environment, finance, marketing and production. https://www.bbc.co.uk/bitesize/subjects/zpsvr82		

DIGITAL INFORMATION TECHNOLOGY

Exam Board: Pearson	Syllabus Code: 603/2740/6	Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
HOD: Mr. E. Solate Email: esolate@chestnutgrove.org.uk		
BTEC <ul style="list-style-type: none">• 1 hour 30 minutes written exam = 40%• Coursework = 60%		
Year 10 Spring Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 1: Exploring User Interface Design Principles and Project Planning Techniques.• Component 3: Effective Digital Working Practices (Introduction)		
Year 10 Assessment & Marking: Teachers will mark progress made in completion of component 1 Learning Aim A & B coursework elements.		
Year 10 Homework: There will be weekly homework tasks set this term. All homework will link to the theme of effective interface designs and digital working practices.		
What can you do to support your child? <ul style="list-style-type: none">• Encourage your child to research user interfaces. <i>There are a new and emerging technologies with regards to how humans interact with computers. Your child should take a keen interest in technologies that enable these forms of interaction and the effectiveness of such interactions on different devices. Allow them to explore user interfaces used in appliances at home.</i>• Encourage your child to practice exam skills. <i>Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.</i>		
Wider reading and useful websites or activities to support learning: Encourage your child to complete additional research. Websites such as https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/3 and http://teach-ict.com/2016/GCSE_Computing/Edexcel/edexcel_home.html are great for building independent learning skills.		

DESIGN AND TECHNOLOGY

Exam Board: AQA	Syllabus Code: 8552	Website: www.aqa.org.uk
HOD: James Wildman Email: jwildman@chestnutgrove.org.uk		
GCSE 2 hour written exam = 50% Controlled assessment = 50%		
Year 10 Spring Term Learning Goals: Curriculum breakdown: Theory: students spend 1 hour a week studying core and specialist topics for their exam in 2023. Units covered are: Unit 1: new and emerging technologies Unit 2: energy, materials, systems and devices Unit 3: Materials Unit 4: common specialist technical principles Unit 5b: timber based materials Unit 5c: Metals Unit 5d: polymers Unit 6: designing principles Unit 7: making principles These will then be revised throughout the year to consolidate student's knowledge on these units. Practice Controlled Assessment: Students spend 40 hours of work designing and making a monster money box. This term students will be focusing on: <ol style="list-style-type: none">1. Development of design proposals (40 marks)2. Making a final prototype (20 marks)3. Evaluating the final outcome (20 marks)		
Year 10 Assessment & Marking: During the spring term students will submit three sections of practice controlled assessment (please see above) and complete practice papers every theory lesson which run once or twice a week. Teachers will mark: <ol style="list-style-type: none">1. Section D of practice controlled assessment (development of design proposals).2. Section E of practice controlled assessment (the final prototype).3. Section F of practice controlled assessment (evaluating).		
Year 10 Homework: For homework this term there will be a focus on theory which prepares students for their exams in 2023.		
What can you do to support your child? <ul style="list-style-type: none">• Visit exhibitions and galleries which would keep your child informed of current and past design movements, designers, architects and illustrators.• Encourage your child to do their D&T homework. In Key Stage 3 students will receive homework once every two weeks and once a week in Key Stage 4. These homeworks are often theory based and backup the practical elements of D&T completed in lesson times.• Encourage your child to attend intervention sessions (KS4). D&T interventions enrich what is taught in lessons and runs every Friday 3.05pm-4pm. Intervention sessions run at the same time for year 10 and 11 students in order for them to achieve the highest possible grade for their GCSE in Design and Technology.• Read over the theory notes made in class. There are a lot of theory units (listed above) to cover in the two year course. It would be extremely useful to read through the notes written in class with your son/daughter to consolidate their knowledge and further prepare them for their exam in 2023.		
Wider reading and useful web-sites or activities to support learning: Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills. It would also be useful to purchase a copy of the CGP GCSE D&T 9-1 textbook to support learning in lessons.		

ART

Exam Board: Edexcel	Syllabus Code: 1GC0 & 1FA0	Website: www.qualifications.pearson.com																														
Head of Department: Mr J Wildman Email: jwildman@chestnutgrove.wandsworth.sch.uk 2ic: Mr H Marx Email: hmarx@chestnutgrove.wandsworth.sch.uk																																
GCSE 60% coursework 40% Exam unit (12 week project starting January 2023)																																
Year 10 Spring/Summer Term Learning Goals: Digital Art Coursework Unit 1 – Natural Forms. Students will analyse the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as drawing, printing, painting which will then be digitally manipulated using photo shop. From March, students will launch their second topic: Identity, which will run until January of year 11. Visual Art Coursework Unit 1 – Distort, Distress, Decay. Students will analyze the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as drawing, printing, photomontage and painting. From March, students will launch their second topic: Identity, which will run until January of year 11.																																
Year 10 Assessment & Marking: There will be no formal assessment but after completion of the first coursework unit, the completed project will be marked and moderated. Teachers will mark sketchbooks twice every half term																																
Year 10 Homework: Art Home work will be set fortnightly. Homework will either be an artist analysis task or observational drawing exercises. Stretch and Challenge tasks will be set for all students.																																
What can you do to support your child? <ul style="list-style-type: none">• Visit exhibitions and galleries which would keep your child informed of current and past design movements, designers, architects and illustrators.• Encourage your child to do his/her Art homework. All homework which is set, forms part of the coursework content.																																
Wider reading and useful web-sites or activities to support learning: <table><tr><td>New British Artists</td><td>www.newbritishartists.co.uk</td></tr><tr><td>Photographers' Gallery</td><td>www.photonet.org.uk</td></tr><tr><td>Royal Academy</td><td>www.royalacademy.org.uk</td></tr><tr><td>The Artchive</td><td>www.artchive.com</td></tr><tr><td>The British Museum</td><td>www.britishmuseum.org</td></tr><tr><td>Crafts Council</td><td>www.craftscouncil.org.uk</td></tr><tr><td>Design Museum</td><td>www.designmuseum.org</td></tr><tr><td>Guggenheim</td><td>www.guggenheim.org</td></tr><tr><td>The Lowry</td><td>www.thelowry.com</td></tr><tr><td>Museum of Modern Art</td><td>www.moma.org</td></tr><tr><td>National Portrait Gallery</td><td>www.npg.org.uk</td></tr><tr><td>Natural History Museum</td><td>www.nhm.ac.uk</td></tr><tr><td>Tate online</td><td>www.tate.org.uk</td></tr><tr><td>Victoria and Albert Museum</td><td>www.vam.ac.uk</td></tr><tr><td>Yorkshire Sculpture Park</td><td>www.vsp.co.uk</td></tr></table>			New British Artists	www.newbritishartists.co.uk	Photographers' Gallery	www.photonet.org.uk	Royal Academy	www.royalacademy.org.uk	The Artchive	www.artchive.com	The British Museum	www.britishmuseum.org	Crafts Council	www.craftscouncil.org.uk	Design Museum	www.designmuseum.org	Guggenheim	www.guggenheim.org	The Lowry	www.thelowry.com	Museum of Modern Art	www.moma.org	National Portrait Gallery	www.npg.org.uk	Natural History Museum	www.nhm.ac.uk	Tate online	www.tate.org.uk	Victoria and Albert Museum	www.vam.ac.uk	Yorkshire Sculpture Park	www.vsp.co.uk
New British Artists	www.newbritishartists.co.uk																															
Photographers' Gallery	www.photonet.org.uk																															
Royal Academy	www.royalacademy.org.uk																															
The Artchive	www.artchive.com																															
The British Museum	www.britishmuseum.org																															
Crafts Council	www.craftscouncil.org.uk																															
Design Museum	www.designmuseum.org																															
Guggenheim	www.guggenheim.org																															
The Lowry	www.thelowry.com																															
Museum of Modern Art	www.moma.org																															
National Portrait Gallery	www.npg.org.uk																															
Natural History Museum	www.nhm.ac.uk																															
Tate online	www.tate.org.uk																															
Victoria and Albert Museum	www.vam.ac.uk																															
Yorkshire Sculpture Park	www.vsp.co.uk																															

MUSIC

Exam Board: Eduqas	Syllabus Code:	Website: www.eduqas.co.uk
Staffing:		
Head of Department: Ms K Striesow		
Email: kstriesow@chestnutgrove.org.uk		
Teacher: Mr S Mills		
Email: smills@chestnutgrove.org.uk		
GCSE		
Performance Coursework = 30%		
Composition Coursework = 30%		
Appraising - 1hr 15min written exam = 40%		
Year 10 Spring Term Learning Goals:		
Performance		
<i>To continue to develop individual instrumental skills</i>		
<i>To develop ability to perform as part of an ensemble</i>		
Composition		
<i>To further develop their skills with Logic Pro for composition.</i>		
<i>To develop ability to use Sibelius software for composition.</i>		
<i>To compose a piece using a Ground Bass, applying appropriate musical devices and features</i>		
Appraising		
<i>To consolidate understanding of the relationship between scales and chords for both major and minor scales.</i>		
<i>To know the key words for each unit and be able to use them when discussing music.</i>		
<i>To develop knowledge and understanding of;</i>		
<ul style="list-style-type: none">• Area of study 2: Music for Ensemble• Area of study 3: Film Music• Area of study 4: Popular Music		
Year 10 Assessment & Marking:		
Work is continually assessed to ensure develop of musical skills and understanding. A formative assessment is carried out at the beginning of December on each of the three skill areas: Performing; Composing & Appraising		
Students will produce a composition, a performance and complete a written test which teachers will mark using exam criteria.		
Year 10 Homework:		
Students are expected to practice their instrument for 20 minutes every day.		
Weekly homework tasks are set to consolidate and extend their class room learning. These may be listening or written tasks.		
What can you do to support your child?		
<ul style="list-style-type: none">• Watch and listen to as much music as possible. This can be at live events or through television or other media. It is important for students to listen to a wide range of music of all different genres and styles to expand and deepen their musical knowledge and understanding.• Encourage your child to do his/her Music homework. In Y10 students will receive homework once a week. These tasks are often theory or wider listening based and backup the practical elements of music completed in lesson times.• Encourage your child to practice their instrument or their singing every day. Performance accounts for 30% of their GCSE and in addition by being better players they will develop their composition and their appraising skills.		
Wider reading and useful web-sites or activities to support learning:		
Encourage your child to complete additional research and engage in wider listening.		
<i>YouTube</i> has a plethora of tutorials and guides for learning to play pieces or work on particular aspects of technique.		

Spotify is useful in allowing access to a broad range of music for listening to. Radio stations are a way into broadening musical listening – *BBC6 Music, Radio 3, Classic FM, Jazz FM* as well as *Radio 1, Kiss FM* and *Absolute Radio* will provide a good range of styles and artists for students to listen to.

Websites such as and www.bbc.co.uk/schools/gcsebitesize/music/ are great for building independent learning skills.

*Illuminate Publishing: WJEC/Eduqas GCSE Music Revision Guide ISBN-13: 978-1911208419

*Rhinegold Education: Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core Requirements in Just Two Weeks ISBN-13: 978-1785581755

DRAMA

Exam Board: Eduqas	Syllabus Code: C690	Website: www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/
i/c Drama: L Merritt Email: lmerritt@chestnutgrove.org.uk		
GCSE OVERVIEW: 70% written (portfolio, evaluation and written exam) 30% practical (devised piece and scripted performance)		
<u>Spring Term:</u> <u>Component 2: Performing from a Text (mock)</u> Students will explore their chosen play texts and interpret the script for a performance. This component requires students to apply performance skills to realise their artistic intentions, demonstrating a highly relevant contribution to a live performance. <u>Component 3: Interpreting Theatre – Section A - DNA</u> Students will explore the text DNA by Dennis Kelly through practical and theory lessons to develop their knowledge and understanding of how drama and theatre is developed and performed. Students will explore directing and design <u>Summer Term:</u> <u>Component 3: Interpreting Theatre – Section B – Live Theatre Review</u> Students will demonstrate their knowledge and understanding of how drama and theatre is developed and performed through responding to live theatre. Students will study a live theatre performance analysing both performance skills and design elements. <u>Component 1: Devising Theatre</u> Students will begin the devising process for their GCSE. Working in groups students will begin to explore and research the given stimuli creating imaginative and informed ideas for performance. This component makes up 40% of their final grade.		
<u>Year 10 Assessment & Marking:</u> There will be no formal assessment but after completion of each component, the component will be marked and moderated.		
<u>Year 10 Homework:</u> GCSE Drama home work will be set fortnightly. Homework will either be research tasks or lesson reflections for their portfolios. Stretch and Challenge tasks will be set for all students.		
<u>What can you do to support your child?</u> To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12. The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre.		

Wider reading and useful web-sites or activities to support learning:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

National Theatre: <http://www.nationaltheatre.org.uk/>

Royal Court Theatre: <https://royalcourttheatre.com/>

Soho Theatre: <https://sohotheatre.com/>

Victoria and Albert Museum: <http://www.vam.ac.uk/page/t/theatre-and-performance/>.

CGP, New Grade 9-1 GCSE Drama Revision Guide. Product code: DMR41 ISBN: 9781782949626

CGP, New Grade 9-1 GCSE Drama Play Guide – DNA Product code: DMPD41 ISBN: 9781782949633

DNA by Dennis Kelly (School Edition) Paperback

DANCE

Exam Board: AQA	Specification Code: 8236	Website: https://www.aqa.org.uk/subjects/dance/gcse/dance-8236
HOD: C Atkinson Email: catkinson7.212@lgflmail.org		
GCSE 60% Practical (choreography and performance) 40% Written Exam		
Year 10 Spring/Summer Term: Professional Work 3 & 4: Students will study their third and fourth professional work learning about the consistent features of the dance, the choreographic process and the meaning behind the work. Students will develop their skills in choreography, performance and appreciation and will continue to develop their piece of work for Wands worth Dance Competition and the Dance show.		
Year 10 Assessment & Marking: There will be no formal assessment but after completion of each of the professional works students work will be marked and moderated.		
Year 10 Homework: Dance Home work will be set weekly. Homework will either be practical continuation of what was done in lessons or analysis of the professional works that are being studied.		
What can you do to support your child? <ul style="list-style-type: none">• Ensure your child completes the weekly written homework's as these are an essential part of the course to prepare students for the written exam.• Ensure that your child is attending any intervention or extra rehearsals/ classes/ performances to keep on top of their practical work and continuing their development in performance and choreography skills.• Ensure your child brings their dance kit.• Encourage your child to attend dance club and classes outside of school to develop their dance technique. <p>A variety of companies, theatres and businesses often run classes, talks and performances that you could take you child to see/ participate in. Some of these companies are listed below with their websites.</p>		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none">• Watching dance companies such as Rambert, Netherlands Dance Company, Phoenix Dance Company, Stoppap and Ballet Boyz on YouTube for choreography inspiration.• Watching different choreographers work such as: Christopher Bruce, Matthew Bourne, Akram Khan, Alvin Ailey, Martha Graham, Katherine Dunham, Merce Cunningham, Richard Alston, Ana Teresa Der Keersmaker, Pina Bouche, Siobhan Davis and Trisha Brown on YouTube for choreography inspiration.• Going to see dance performances with the school and with family.• Attending Dance classes/ events.• The Place- https://www.theplace.org.uk/• Rambert Dance- https://www.rambert.org.uk/• Southbank Centre- https://www.southbankcentre.co.uk/• One Dance- https://www.onedanceuk.org/• Studio 68- https://studio68london.net/• Pineapple Dance Studio- https://www.pineapple.uk.com/• Royal Academy of Dance- https://www.royalacademyofdance.org/• Royal Opera House- https://www.roh.org.uk/• City Academy- https://www.city-academy.com/• Siobhan Davis Dance- https://www.siobhandavies.com/		

OCR CAMBRIDGE NATIONALS SPORT STUDIES LEVEL 2

Exam Board: Edexcel	Syllabus Code: J813	Website: http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-sport-studies-level-1-2-j803-j813/
Staffing: <ul style="list-style-type: none">○ Mr J. Tobin - HOD - Jtobin3.212@lgflmail.org○ Mr J. Hallsworth (2ic)		
OCR Cambridge National 4 Units 2 completed in Yr 10 2 in Yr 11 Units to be completed in Yr 10 R051: Contemporary issues in sport. Written paper OCR set and marked 1 hour – 60 marks R052: Developing sports skills. Centre assessed tasks OCR moderated 60 marks. Learners should spend approximately 10 hours on the assessment tasks.		
Assessment: Year 10 Assessment & Marking: The external assessment for R051 will be Tuesday 24 th May 2022 The external deadline for all work to be sent to the examiner for R052 is Friday 13 th May 2022 In R051 there will be regular topic tests as well as a mock exam in December and January, and March. Teachers will mark class work. Teachers can only provide generic feedback to when completing coursework towards R052, they can not provide specific help on what to improve.		
Course description/overview: The course has been designed to: <ul style="list-style-type: none">• Encourage personal development through practical participation and performance in a range of sports and exercise activities• Give learners a wider understanding and appreciation of contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry In addition to this, the qualification provides opportunities for learners to develop the communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.		
Curriculum breakdown: R051: Contemporary issues in sport. Learning Outcome 1: Understand the issues which affect participation in sport How different user groups who may participate in sport, the possible barriers which affect participation in sport. The solutions to barriers which affect participation in sport, the factors which can impact upon the popularity of sport in the UK. How the factors which can impact upon the popularity of sport in the UK relate to specific sporting Learning Outcome 2: Know about the role of sport in promoting values		

Values, which can be promoted through sport, The Olympic and Paralympic movement. Initiatives and events, which promote values through sport. The importance of etiquette and sporting behaviour of both performers and spectators. The use of performance enhancing drugs.

Learning Outcome 3: Understand the importance of hosting major sporting events

The features of major sporting events, the potential drawbacks and benefits of hosting major events.

Learning Outcome 4: Know about the role of national governing bodies in sport

What national governing bodies do,

R052: Developing sports skills.

Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity

Learning Outcome 3: Be able to officiate in a sporting activity

Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity

What can you do to support your child?

Parents can help and support learning by:

- Ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name,
- Encouraging physical activity as part of a healthy lifestyle.
- Encourage to play competitive team sport outside of school
- Ensure that your child is completing the homework set each week.
- Encourage your child to seek help from his or her teachers if needed.
- Ensure that they attend all intervention provided that is relevant for them

Wider reading and useful web-sites or activities to support learning:

OCR National level 2 Sport Student Book

Sports rule books and coaching guides

Sports Biographies/Autobiographies Journals

Journal of Sports Sciences • Journal of Sport & Social Issues

All sports magazines will offer a view on performing, coaching, science, current issues or history of sport(s). They are therefore valuable wider reading material

National newspapers. The sports pages report global events and the biggest issues
TV Sky sports news

Live sport – watch local, national and global events.

Sports biographies and 'day in the life of' programs give an excellent insight into the world of the elite athlete

Websites

<https://www.olympic.org/ioc>

<https://www.sportanddev.org/>

<https://www.sportengland.org/>

<http://www.ocr.org.uk/Images/68551-resources-links.pdf>

Homework:

1 hour of homework is expected to be completed each week, by each of the class teachers. For R052 this may take the form of research tasks, preparing notes for assessments, and completing presentations. In addition to this for R051 this may involve exam questions.

Philosophy, Beliefs and Ethics (PBE)

Exam Board: AQA	Syllabus Code: 8062	Website: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062
HOD: Ms J Taylor-Campbell Email: jtaylor-campbell@chestnutgrove.wandsworth.sch.uk		
GCSE Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade Paper 2 (8062/2A): Philosophy and Ethics, 1 hour 45 minutes, 50% of final grade		
Year 10 Autumn Term Learning Goals: Religion and Life: Origins of the world, the value of the world, environmental ethics, abortion, euthanasia, life after death Peace and Conflict: Causes of conflict, attitudes to conflict, pacifism, Just War Theory, terrorism, nuclear weapons, violent protest		
Year 10 Assessment & Marking: Work is marked every half term in PBE although students are encouraged to self-assess their work every lesson. Verbal feedback is also given every lesson. One piece of work is marked in detail every term.		
Year 10 Homework: Teachers set homework every 2-3 weeks. This may be a piece of research or exam practice. A longer practice assessment is set in the first half term of every term. This provides students with the opportunity for detailed feedback on an exam paper prior to the final termly assessment.		
What can you do to support your child? <ul style="list-style-type: none">○ Email their PBE teacher with any concerns.○ Support your child with homework, ensuring that this is completed regularly. Revision guides are available on the school website and these contain details of how to complete exam questions and all the relevant content required.○ Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.○ Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.○ Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!		
Wider reading and useful web-sites or activities to support learning: Harris, Gemma E. Big Questions from Little People... Answered By Some Very Big People Law, S. The Philosophy Gym Vardy, P. & Arliss, J. Thinker's guide to God Dawkins, R. The God Delusion Armstrong, K. The Case for God Cave, P. Humanism: A Beginner's Guide (Beginner's Guides) Dawkins, R. The Greatest Show on Earth: The Evidence for Evolution Ruthven, M. Islam: A Very Short Introduction (Very Short Introductions) Davies, B. An Introduction to the Philosophy of Religion (3rd edition) Parry et al. AQA Religious Studies Specification A Vardy, P. The Puzzle of God		

BI-LINGUAL

Subject Curriculum:

Bilingual students receive **in-class support and team teaching**, so that language is learned in the context of curriculum subjects. As well, there are **additional language and reading withdrawal lessons for students who are new to English, and will be identified upon entry to the school.**

All bilingual learners in Key Stage 3, 4 or 5 are welcome to come to **Homework Club**, where you can use the computers and get help with your homework. Homework Club is after school on Thursdays in the Room 28, which is the Art computer room (CAD room).

We also have links with community groups in the area that can provide **1 to 1 mentoring in a specific subject** (e.g. Maths, Chemistry, History, etc.) and aiming at any target grade, from 1 to 9. This is usually for students who are studying at GCSE and A-Level.

Bilingual students might also be able to take a **GCSE or A-Level language exam** in their home language. Currently, the exam boards offer the following languages: Arabic, Bengali, Chinese, Dutch, French, Hindi, Modern Hebrew, German, Gujarati, Greek, Italian, Japanese, Persian/Farsi, Polish, Portuguese, Punjabi, Russian, Sinhala, Spanish, Swahili, Tamil, Turkish, and Urdu. These exams can be taken in Year 9, 10 or 11, but they are not supported by in-school or after-school lessons at Chestnut Grove. Please see Mrs Holding in the **MFL** department at the beginning of September if you are interested in being entered for a home language exam, and you have strong speaking, listening, reading and writing skills in your home language. Please also note that all of the studying for these qualifications will be done at home, with support from private lessons organised by the student and the student's family, which requires a significant level of commitment to independent study from the student.

In addition, all bilingual students at all levels of English should **read regularly in English and in their home languages.** Read anything that you are interested in – comics, news, novels, science information, websites about your favourite music, etc. This improves vocabulary, spelling, grammar and general knowledge, and is very important for making progress and maintaining your skills in your home language.

The department has a range of **English language books** that are for students who are new to learning English. These can be borrowed through staff in the office.

What can you do to support your child in learning?

- Ensure that your child reads for at least 30 minutes every day in English and/or in home languages. You can read a novel, a science textbook, the newspaper, a comic book, a website, or anything else you can find to read. Discuss what you are reading – in any language! – in order to develop critical thinking skills.
- Encourage your child to explore topics they study in all subjects as much as possible, through visits to the library, museums, galleries, parks etc. Watch the news – from any country, in any language! – and discuss what is happening in the world.
- Practise spellings of key words from your subjects, or commonly misspelt words in general English. Write the words down five times, and then challenge your child to spell them out loud.

Useful websites:

For students:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

For families:

www.bbc.co.uk/schools/parents

www.bbc.co.uk/education/dynamo/parents

www.multilingualfamily.org.uk

www.omniglot.com/links/bilingual.htm

Health

Staffing:

Ms J Taylor-Campbell – HOD – jtaylor-campbell@chestnutgrove.wandsworth.sch.uk
All tutors

Subject Description: Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Assessment this term:

Term 1a: Project on the 'ideal' body

Term 1b: Project on reproduction

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Allen

Wider reading and useful web-sites or activities to support learning:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

Homework:

Students will either be set a piece of homework every fortnight or a project that will span between 3 and 6 weeks.