



Year 11

Curriculum Guide

Spring/Summer Term

2022

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Dear Parent/Guardian

Welcome to the Year 11 Curriculum Guide, which outlines what your child will be learning this spring. Students will be sitting their GCSEs in the 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.

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Yours Faithfully



Mrs Davies
Senior Deputy Head

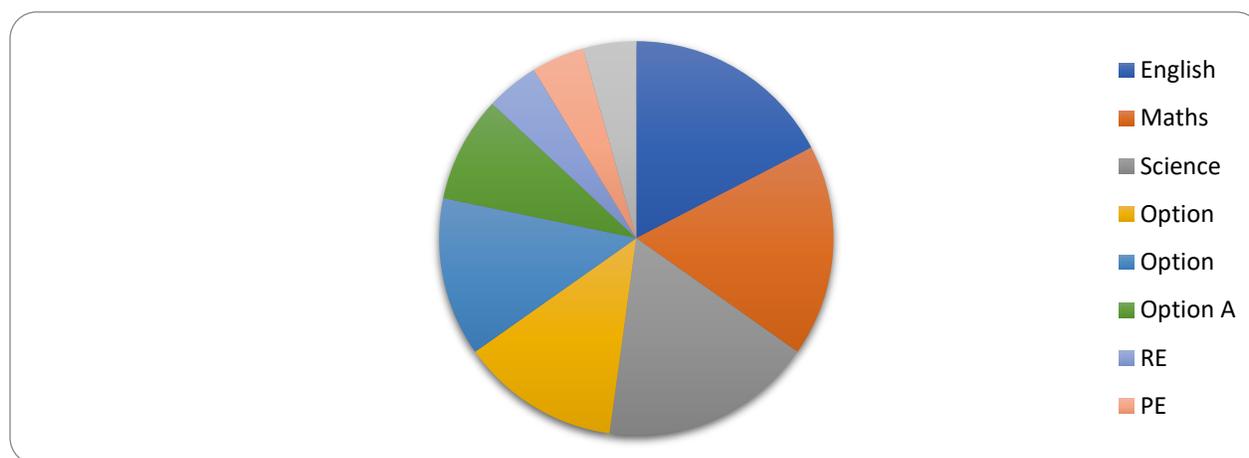
GCSEs and Assessment

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 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

Triple Science
English/Maths

Option B

French
Spanish
DT
Visual Art
History
Drama
Dance
BTEC ICT

Option C

Computer Science
Geography
History
Film
Music
BTEC Sport

Option D

French
Spanish
Digital Art

Geography
BTEC Business

Students studying triple science have an extended day.

HOMEWORK TIMETABLE

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

Students should also be revising topics throughout Year 11 to help them prepare for their assessments. This could be making notes, spider diagrams, cue cards, BBC bitesize online, working through revision books.

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.

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

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 11 HOMEWORK TIMETABLE 2021 2022

Monday	Tuesday	Wednesday	Thursday	Friday
Maths English <u>OPTION A</u> Chemistry HEALTH	Science PBE (Y)	Science <u>OPTION A</u> Biology	Maths <u>OPTON A</u> Physics	English PBE (X)
HEALTH	<u>OPTION B</u> French Spanish DT Visual Arts History Dance Drama ICT		<u>OPTION D</u> French Spanish Digital Art Textiles Geography Business	<u>OPTION C</u> Comp Sci Geography History Film Music Sport

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 numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects.

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

- Parents' evening 20th January
- Pre Public Exams – 21st March
- GCSE exams – start in May

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 new GCSE curriculum. During their studies during Year 10 students have already covered the majority of the course content for both their Language and Literature GCSE exams. The linear nature of these courses necessitated this so that there is a significant period of time available in Year 11 for exam preparation. At the beginning of Year 11 students will study *Romeo and Juliet* by William Shakespeare and a range of post-1789 poetry. This completes the course content. The term and a half leading up to their final exams will focus on writing skills, exam technique, and revision.

Curriculum Breakdown:

Spring Term 1: *English Language Paper 2* Section A: Reading

Spring Term 2: *PPE Revision: Animal Farm, Great Expectations, English Language Paper 2*

Summer Term 1: Revision

Summer Term 2: Study Leave

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

Spring Term: English Language Paper 2 Reading Paper
English Language Paper 2 Reading Paper
PPE: English Literature (*Animal Farm* and *Great Expectations*)
PPE: English Language Paper 2: Non Fiction Extracts and Transactional Writing
PPEs begin w/c 21st March

Summer Term: Practice Papers

Spring Term Test Revision Checklist:

- ✓ An understanding of the requirements/assessment objectives for each question on Paper 2
- ✓ Practice papers completed.
- ✓ Using revision resources to revise Paper 1 and Paper 2 English Literature, and Paper 1 and Paper 2 English Language.
- ✓ Practice planning a variety of creative stories and transactional writing.
- ✓ Practice writing out the stories/transactional writing, proof-reading and editing.

End of Year Exam Revision Checklist:

- ✓ Practice papers completed.
- ✓ Using revision resources to revise Paper 1 and Paper 2 English Literature, and Paper 1 and Paper 2 English Language.
- ✓ Practice planning a variety of creative stories and transactional writing.
- ✓ Practice writing out the stories/transactional writing, proof-reading and editing.

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
- ✓ 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 websites 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

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
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HOD: Mark Green
Email: mgreen@chestnutgrove.org.uk

GCSE
3 x 1hr 30min hour exams (1 x Non Calculator 2 x Calculator Papers)

Year 11 Spring and Summer Term Learning Goals:

Higher:

- Compound units, unit conversion and direct and inverse proportion
- Negative Enlargement
- Bounds
- Number Proof
- Product Rule For Counting
- Iteration
- Graphical Inequalities
- Composite and Inverse Functions
- Quadratic Inequalities
- Simultaneous Equations (one linear, one non-linear)
- Instantaneous Rates of Change and Area under a graph
- Velocity-Time Graphs
- Loci and Construction
- Transformation of Functions
- Circle Theorem Proof
- Vector Proof
- Congruent Triangles

- Revision of key topics as guided by students' performance in PPE1

Foundation:

- Vectors
- Sets
- Bearings
- Plans and Elevations
- Loci and Construction
- Venn Diagrams
- Averages
- Revision of key topics as guided by students' performance in PPE1

Year 11 Assessment & Marking:

Assessment dates: PPE2: w/c Monday 21st March

GCSE exam dates:

- Paper 1: Friday 20th May a.m. (Calculator not allowed)
- Paper 2: Tuesday 7th June a.m. (Calculator required)
- Paper 3: Monday 13th June a.m. (Calculator required)

Revision lists, videos and practice questions can be accessed on mathsgenie.co.uk

Year 11 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.
Practice past paper questions

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

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

- www.mathsgenie.co.uk
- www.corbettmaths.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		
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 11 Spring Term Learning Goals: Units covered are: <ul style="list-style-type: none">• Energy changes• Quantitative chemistry• Electricity• Waves• Magnetism		
Year 11 Assessment & Marking: Deeply marked tasks students this term are expected to reflect on: <ul style="list-style-type: none">• 21st March and you will receive this feedback straight after the Easter break if not before 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 11 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, without fail! 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: <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		
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 11 Spring Term Learning Goals: Units covered in Biology are: <ul style="list-style-type: none">• Ecology Units covered in Chemistry are: <ul style="list-style-type: none">• Quantitative chemistry Units covered in Physics are: <ul style="list-style-type: none">• Magnetism		
Year 11 Assessment & Marking: Deeply marked tasks students this term are expected to reflect on: PPE week beginning 21st March and you will receive this feedback straight after the Easter break if not before 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 11 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. In addition to this we will set a revision topic each week, which students will then be assessed on with a 6 mark quiz each Monday period 6. Any student not achieving 5 or 6 out of 6 should then attend intervention that evening straight after class.		
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 £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
HOD: Rachael Robinson Email: 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) DUE TO THE PANDEMIC OFQUAL HAVE DECIDED THAT ONE UNIT CAN BE DROPPED. Since we have not taught this unit, students will not answer questions on 'The Challenge of Resource Management' unit. Due to the pandemic, there is now no requirement for students to undertake fieldwork and they will not be examined upon personal fieldwork experience. However they will still be examined on hypothetical fieldwork questions which will be taught in class.		
Year 11 Spring/Spring Term Learning Goals: Students will focus on Paper 1 - The challenge of natural hazards covering the following areas: - Tectonic hazards: Causes, impacts and responses of earthquakes - Reducing risk of tectonic hazards - Weather hazards: Causes, impacts and responses of tropical storms - Is UK weather becoming more extreme? - Climate change: Causes, impacts and management		
Year 11 Assessment & Marking: In class assessment will vary as teachers respond to the needs of the students in their class. Students will be assessed on the following: <ol style="list-style-type: none">1. 6 mark questions that require students to use and interpret figures2. 9 mark questions practicing how to evaluate3. Mock assessments as per school policy		
Year 11 Homework: Year 11 will be set weekly HW, mainly practice exam questions in order to revise and apply their knowledge. This will either be based on work they are studying in class or on knowledge they learnt in year 10. They should use any of the resources below, their own books resources uploaded to Teams to help them complete this. Individual class teachers will adapt homework tasks for specific classes		
What can you do to support your child? <ul style="list-style-type: none">• 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.• Encourage your child to attend any geography interventions that run.		

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

- www.bbc.co.uk/schools/gcsebitesize/geography/
- GCSE Pod
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
- Power of the Planet – Documentary series
- Before the Flood – Documentary film

HISTORY

Exam board: Edexcel	Syllabus Code: 1HI0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
HOD: Ms L Adams Email: ladams@chestnutgrove.wandsworth.sch.uk		
Assessment: 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		
DUE TO THE PANDEMIC OF QUAL HAVE DECIDED THAT ONE UNIT CAN BE DROPPED. At CGA all students will sit Paper 1 and Paper 3, students have then chosen between Anglo Saxons and Normans OR Superpower Relations and the Cold War. This means students will sit three exams in summer 2022- paper 2 will be split into two and students sit whichever paper they have chosen.		
Assessment in the Spring/Summer term: 4. Interpretation questions using extracts 5. Source usefulness questions 6. 16 mark essays using interpretations 7. End of term assessment (mock- Paper) In class assessment will vary as teachers respond to the needs of the students in their class.		
Course description/overview: This GCSE course means that students have the opportunity to explore medieval history as well as modern history at GCSE level. Students should be able to make links with their learning from KS3, particularly year 7 when they studied the Norman invasion. At GCSE the exploration of the history is more rigorous and students are expected to understand multi stranded causation, be critical about interpretation, make judgments about usefulness, consider change and continuity alongside similarity and difference and of course come to clear reasoned judgments about key historical debates. The subject content is divided into three papers as seen above in the assessment section.		
Curriculum breakdown: In the Spring and Summer terms students will study their final history unit on Weimar and Nazi Germany. Students will learn about the troubles after WW1 in Weimar Germany before then looking at the rise of Hitler and how the Nazis changed Germany. During this course and in the exam students are expected to use sources and interpretations to help form their answers.		
What can you do to support your child in History? <ul style="list-style-type: none">▪ Discussions based on what students have learnt.▪ Engaging with political, spiritual, social, cultural and moral issues.▪ Visiting places of historical interest in the local area.▪ Reading and watching the news and having an awareness of current issues around the world.▪ Reading for pleasure. The exam assumes a reading age of 16-17.		
Wider reading and useful websites or activities to support learning: <ul style="list-style-type: none">▪ www.bbc.co.uk/education▪ www.history.com		

- Hodder education – Making sense of History / SHP series
- Pearson education resources
- 'Rise of Evil' available on YouTube
- Dan Snow History Hit- Hitler and Nazi Germany episodes

Homework:

- Set once a week
- Refer to Academy expectations for homework

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 11 Spring/Summer Term Learning Goals: Modules covered are- Module 8 – Un oeil sur le monde (Environment and world issues) At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam. The rest of the term will be spent preparing for the summer exams and mock speaking exams will happen after February half term.		
Year 11 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 11 Homework: Year 11 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/zgdqxnbn>

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 11 Spring/Summer Term Learning Goals: Modules covered are- Module 6 – De costumbre (festivals and traditions) At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam. The rest of the term will be spent preparing for the summer exams and mock speaking exams will happen after February half term.		
Year 11 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 11 Homework: Year 11 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.

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 11 Spring/Summer Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 2: Planning for and Pitching an Enterprise Activity• Component 3: Promotion and Finance for Enterprise		
Year 11 Assessment & Marking: Teachers will mark coursework completed on Pitching to Potential Investors. Students will also be assessed on their preparation, plan and pitch of an Enterprise activity idea		
Year 11 Homework: Homework will link to the completion of coursework unit which will be an ongoing assessment of student's progress and response to feedback.		
What can you do to support your child? <ul style="list-style-type: none">• Encourage your child to explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They should also explore financial documents and how to use them to		

monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Wider reading and useful web-sites 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 11 Spring Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 2: Collecting, Presenting and Interpreting Data• Component 3: Effective Digital Working Practices (Introduction)		

Year 11 Assessment & Marking:

Teachers will mark coursework completed on: Collecting, Presenting and Interpreting Data.

Students will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Year 11 Homework:

There will be weekly homework tasks set this term. Homework will develop skills in characteristics of data and information and how they help organisations in decision making.

What can you do to support your child?

- **Encourage your child to research characteristics of data.** Students must be able to investigate the role and impact of using data on individuals and organisations, create a dashboard using data manipulation tools, draw conclusions and review data presentation methods.
- **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 web-sites 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.

COMPUTER SCIENCE

Exam Board: Pearson	Syllabus Code: 601/8355/X	Website: https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
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HOD: Mr. E. Solate

Email: esolate@chestnutgrove.org.uk

GCSE

- 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 11 Spring/Summer Term Learning Goals:

- Component 1 - Computer systems
- Component 2 - Computational thinking, algorithms and programming

Year 11 Assessment & Marking:

This term will be focused on revision in preparation for public exams. Students will complete 2 pre-public exams in March and May.

Teachers will mark completed exam paper based on topics covered in Component 1&2

Year 11 Homework:

There will be weekly homework tasks set this term. Homework will be revision of exam topics across Component 01 and Component 02.

What can you do to support your child?

- **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 web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as:

<https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

https://www.youtube.com/results?search_query=craigndave+computer+science

are great for building independent learning skills.

ART

Exam Board: Edexcel	Syllabus Code: 1GC0, 1FA0	Website: www.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 100% coursework		
Year 11 Spring/Summer Term Learning Goals:		
Digital Art Coursework Unit 2 – Identity. 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 Photoshop.		
Visual Art Coursework Unit 2 – Identity. 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 printmaking, drawings, painting, ceramics and sculptures.		
Year 11 Assessment & Marking: Students will also sit a 10 hour exam in May 2022 where students will create a final piece related to their exam theme. Teachers will mark sketchbooks twice every half term		
Year 11 Homework: Art Home work will be set weekly. 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:

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.ysp.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 11 Spring/Summer Term Learning Goals:		
Performance		
<i>To prepare both their solo and ensemble performances for their performance exam in February.</i>		
Composition		
<i>To complete their set brief composition and composition log, due beginning of March.</i>		
<i>To check and edit their free composition following marking, due March.</i>		
Appraising		
<i>To revise all AOS in preparation for the final exam.</i>		
<i>To understand how to apply their knowledge in exam questions utilizing appropriate exam technique.</i>		
<i>To know the key words in the music glossary and be able to use them when discussing and writing about music.</i>		
Year 11 Assessment & Marking:		
Work is continually assessed to ensure develop of musical skills and understanding. A formative assessment is carried out at the end of March on each of the three skill areas:		
Performing – solo and ensemble piece marked using exam criteria.		
Composing – two compositions marked using exam criteria		
Appraising – Mock Exam paper in March.		
Year 11 Homework:		
Students are expected to practice their instrument for 20 minutes every day.		
Weekly homework tasks are set to consolidate and extend their classroom 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 Y11 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 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.• Encourage your child to attend coursework support and intervention sessions. Students can work on their compositions or their performances at the following times:-		
Composition catch-up - Every lunchtime in S.2.23		
Performance practice – 8:00 – 8:35am every day in the music practice rooms		
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.		
<i>Spotify</i> 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: Lucinda Merritt Email: lmerritt@chestnutgrove.org.uk		
GCSE 70% written (portfolio, evaluation and written exam) 30% practical (devised piece and scripted performance)		
<u>Spring and Summer Term Learning Goals:</u> <u>Spring Term:</u> <u>Component 2: Performing from a Text</u> 20% of final GCSE grade Students will work in small groups to interpret a script using their knowledge of drama and theatre to realise their artistic intentions. Students will perform their piece to a visiting examiner who will mark their work. Students are assessed on their application of performance skills to realise their artistic intentions, their interpretation, contribution and whether they sustain audience interest. <u>Summer Term:</u> <u>Component 3: Interpreting Theatre</u> 40% of final GCSE grade Students will participate in revision lessons in preparation for their exam in May. Students will consolidate their knowledge and understanding of how drama and theatre is developed and performed using DNA by Dennis Kelly and through responding to a live theatre production.		
<u>Year 11 Assessment & Marking:</u> Component 2 – students will receive verbal feedback once per week and written feedback twice per half term their final performances in March will be internally marked and externally moderated. Component 3 – students written work will be marked fortnightly and their exam in May will be marked by an examiner.		
<u>Year 11 Homework:</u> GCSE Drama home work will be set weekly. Homework will either be research tasks or lesson reflections.		
<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.		
<u>Wider reading and useful web-sites or activities to support learning:</u> 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: catkinson@chestnutgrove.org.uk		
GCSE 60% Practical (choreography and performance to be completed by April 2020) 40% Written Exam		
Year 11 Spring/Summer Term: Choreography: Students are continuing to create and develop their choreographies ready for their exam in March. Students are aiming to finish their pieces by the beginning of March so they can spend the weeks leading up to the exam rehearsing and refining. Performance: Students will continue to participate in weekly technique classes to further build their performance skills. They will be continuing to learn and refine a set piece of Dance that will be used as their duet/ trio performance in March. Appreciation: Students will have weekly theory lessons focusing on the exam portion of the course. Students will revisit the set works from Y10 and will explore what is required in each section of the exam. Students will also look at exemplar work from AQA to understand the requirements for their practical exam. After half term, all their lessons will be practical to ensure that they are fully prepared for their practical exam in March.		
Year 11 Assessment & Marking: Students will have their Choreography and Duet/ Trio exam at the end of March. This contributes to 45% of their final GCSE Grade. The performances will be graded against the marking grid (available on the AQA website) and will be sent off to be moderated.		
Year 11 Homework: <i>Students are expected at this stage to be creating and rehearsing at home for their exam. They are also expected to arrange rehearsals outside of their lesson time to ensure that practical work is ready for their deadline.</i>		
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. A variety of companies, theatres and businesses often run classes, talks and performances that you could take your child to see/ participate in. Some of these companies are listed below with their websites.		
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, Stopgap 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/>

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 11 Spring/Summer Term Learning Goals: Curriculum breakdown: Theory: over the term students will revisit and revise core and specialist topics for their exam in May/June 2022. 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 Controlled Assessment: Students spend 40 hours of work designing and making a product(s) from a chosen AQA Product Design brief (this year the theme is outdoor living). This coursework has four elements to it: 1. Investigating the design context (20 marks) 2. Development of design proposals (40 marks) 3. Making (20 marks) 4. Testing and evaluating (20 marks)		
Year 11 Assessment & Marking: During the Spring term students will submit their final controlled assessment (please see above) and complete practice papers every theory lesson which run once or twice a week. Teachers will mark: 1. The completed controlled assessment in March. This makes up 50% of whole GCSE in D&T. 2. Practice exam papers based on theory units covered above.		
Year 11 Homework: For homework this term there will be a focus on theory which prepares students for their exams in 2022.		
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 2022.		
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 the PG Online AQA GCSE (9-1) Design and Technology book we use in lessons.		

OCR CAMBRIDGE NATIONALS SPORT STUDIES LEVEL 2

Exam Board: OCR	Syllabus Code: J813	Website: http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-sport-studies-level-1-2-j803-j813/
Staffing: Mr J. Tobin - HOD - Jtobin3.212@lgflmail.org Mr J Hallsworth 2ic Ms L Smith		
OCR National 2 Units completed in R051 Yr 10 via TAGs with 2 units to complete in Yr 11 Students have the opportunity for 1 resit of R051 - R051: Contemporary issues in sport. Written paper OCR set and marked 1 hour – 60 marks R053: Sports Leadership Centre assessed tasks OCR moderated Learners should spend approximately 10 hours on the assessment tasks. R052: Developing sports skills. Centre assessed tasks OCR moderated 60 marks Learners should spend approximately 10 hours on the assessment tasks		
Year 11 Autumn Term Learning Goals: R053: Sports Leadership Learning Outcome 1: Know the Personal Qualities, roles and responsibilities associated with effective sports leadership. Different leadership roles and opportunities in Sport, Role related responsibilities, Knowledge of safety and child protection issues. Personal qualities, which relate to leadership roles. Leadership styles. Learning Outcome 2: Be able to plan sports activity Sessions Key consideration when planning sessions , Safety considerations when planning sessions Learning Outcome 3: Be able to deliver sports activity session Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session. Show the key aspects to consider in evaluating planning and delivery of sports activities 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		

Year 11 Assessment & Marking:

There opportunities for the retake of R051 are Monday 10th January 2022 Tuesday 24th May 2022
Students will be advised which option they will using.

All coursework must be completed and sent to the examiner by the Friday 13th May 2022

Teachers will mark class work. Teachers can only provide generic feedback to when completing coursework towards R053 and R024, they can not provide specific help on what to improve.

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.
- 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>

Year 11 Homework:

1 hour of homework is expected to be completed each week, by each of the class teachers. For R053 and 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 and the need to attend intervention sessions for their retake.

FILM

Exam Board: Eduqas	Syllabus Code: 603/0889/8	Website: https://www.wjec.co.uk/qualifications/film-studies/eduqas-film-studies-gcse-from-2017/
Head of Department: Charlotte Robinson Email: crobinson@chestnutgrove.org.uk		
Assessment: <i>Component 1: Key Developments in US Film</i> <i>Exam 35% (1 hour and 30 minutes)</i> In Section A students analyse, evaluate and compare <i>A Rebel Without A Cause</i> and <i>Ferris Bueller's Day Off</i> across three questions. In Section B, candidates answer short questions based on key developments in film and film technology. In Section C, candidates analyse and evaluate the film <i>Juno</i> in light of a piece of critical writing. <i>Component 2: Global Film: Narrative, Representation and Film Style</i> <i>Exam 35% (1 hour and 30 minutes)</i> In Section A students answer one stepped question on narrative in <i>Slumdog Millionaire</i> . In Section B students answer one stepped question on representation in <i>Tsotsi</i> . In Section C students answer one stepped question on film style in <i>Attack The Block</i> . <i>Coursework 30%</i> Candidates produce either an independent film extract of 2 minutes length on a specified genre, or a screenplay with accompanying shooting script of 1000 words in length (20%). Then, they must write an evaluation exploring with reference to other films in the named genre.		
Year 11 Spring/Summer Term Learning Goals: <i>Units covered are:</i> <i>Unit 3: Practical coursework – either Screenplay or Film Production</i> <i>Unit 1: Rebel Without a Cause</i>		
Year 11 Assessment & Marking: Term 1a. First draft of screenplay to be handed in 2 nd October during assessment week, first draft of screenplay handed in by half term. Term 1b. Stepped Question on Rebel Without A Cause. A mock exam on Component 1 – Rebel Without A Cause, Juno and Film History		
Year 11 Homework: <i>There will be weekly homework tasks set, with a mixture of extended writing, research and creative tasks related to the course content.</i>		
What can you do to support your child? Encourage them to engage in discussions about representation in film and the media as a whole- particularly surrounding gender and the role of women. Encourage them make uses of the resources and activities below Help them to learn key terminology by making use of the vocabulary lists provided – this is incredibly important as it is one of the key aspects that students are assessed on Support them with homework tasks set		

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

Watching a range of Horror films and identifying how the microelements (camera work, editing, mise en scene and sound) create meaning

Using key word glossaries provided in class to revise terminology

Use YouTube film analysis channels such as 'Every Frame and Painting'

<https://www.youtube.com/user/everyframeapainting>

PHILOSOPHY, BELIEFS AND ETHICS (PBE)

Exam Board: AQA	Syllabus Code: 8062	Website: https://www.aqa.org.uk/subjects/religious-studies/qcse/religious-studies-a-8062
HOD: Ms J Taylor-Campbell Email: jtaylor-campbell@chestnutgrove.org.uk		
GCSE/BTEC Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade Paper 2 (8062/2A): Themes (Philosophy and Ethics), 1 hour 45 minutes, 50% of final grade		
Year 11 Autumn Term Learning Goals: Islam: Nature of God, Sunni-Shia split, Prophethood, angels, free will and predestination, sources of authority, prayer, charity, fasting, pilgrimage Christianity: The Incarnation, Resurrection, Holy Communion, Baptism, Prayer, Christmas, Easter, poverty, missionary work Themes: Revision of Peace and Conflict; Religion and Life; Relationships and the Family; and Crime and Punishment		
Year 11 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 11 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 them to attend revision sessions in school.○ 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