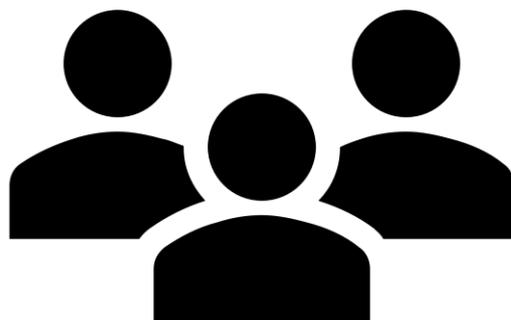


Parents as Partners
through the GCSE & Key Stage 4 courses

Study Guidelines for Y9 students and parents

2017-2020



Parents as Partners through the GCSE course 2017-2020

We are sending out this booklet to parents before the Parents' Information Evening so that you can read through it and highlight any sections where you have some questions or comments. It can then be used as ongoing reference material throughout your child's time in Upper School.

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Student, Parent and Teacher Partnership

A message to students

The teachers have made a commitment to serve you by:



- § Valuing you for yourself as God values you, respecting and caring for you whether or not you are good at their subject
- § Continually updating their own understanding of the subject by reading and attending courses
- § Choosing from the exam board specifications the course which will be most manageable for students and flexible enough to allow for a Christian perspective
- § Planning the three years' work in bite-sized lesson chunks so that you can easily complete the course in time
- § Preparing lessons which are relevant, interesting and challenging
- § Marking exercises and observing activities to give you feedback about progress and enable you to set new learning targets
- § Advising about how to improve the quality of coursework
- § Creating an orderly and supportive learning situation
- § Showing consideration to students who may need extra support
- § Communicating with your parents

Teachers will go way beyond the requirements of the profession in their desire to support. This will include prayer, personal encouragement, extra time for tutorials and ongoing advice about study techniques. They will take time to get to know you as a person and appreciate your good efforts rather than judge you only on your results.

Now, your part

You must decide that it is primarily your job to find out about, study the ideas and learn the skills on the course you have chosen. Your teachers will guide you as you move in this direction. They cannot do your work for you. The GCSE must be taught but it must also be **learned** – by you. This handbook should give you an introduction to your responsibilities.

Think through the teachers' responsibilities listed above.

< *Should they be expected to mark your work if you don't complete it, show a reasonable effort, present it legibly, hand it in on time or follow up with corrections?*

< *Can they advise you if you won't follow their advice?*

T Can they promise to get you through the course if you miss too much school, turn up late or unprepared for lessons or don't complete tasks?

T Can you expect a classroom which helps you learn if at times you interrupt the teacher, distract your friends or join in with unhelpful behaviour?

T Lessons will be interesting only if you also have come interested in the subject.

T The teachers are enthusiastic and good humoured most of the time but they are not there to provide an entertainment. You have to bring your own motivation.

If you hope to complete a course without hard work, you will be disappointed.

Decide now that you will be an **active learner** and a **cooperative partner**.



Involving your Parents

You must respect your parents' role in guiding you through your first major experience of:

- T making decisions about your education
- T facing courses involving national examinations and grades on which you will be judged by sixth form schools, apprenticeship providers, employers, colleges and universities
- T a time when much more private study and disciplined work routine is required

It is also a time of many other personal changes and the early stages of moving into young adulthood. You need your parents as much as ever but in a more mature way. Parents will often want to share decision making with you, not just tell you what is best. Your parents will also want to share the new experiences with you.

Parents are ultimately responsible to God for your education and development. They need to be aware of what study is required, quickly alert to any difficulties and active in questioning you, or finding out information. They need to communicate closely with your teachers. It is rare for a student to be successful without the close support of parents. Be thankful for any help you get and ask for their advice.



Decide now to **include** your parents and **communicate closely** with them over your studies

Parents can:

- T help you keep a balance of work, sleep, nutrition and relaxation
- T ensure you have a suitable and quiet place to study
- T establish a family routine in which you have a regular time for study to train you in good habits, even if homework is slack
- T take an interest in the topics and discuss issues to help you clarify and revise ideas
- T encourage you and plan some rewards and incentives when you lack motivation and feel weary.
- T keep an eye on deadlines and check that your study planner is realistic.
- T Insist on work being completed well to stop you falling behind when you may lack self discipline.
- T check your files to assure themselves that you are well organised and making progress.
- T give you some extra teaching in areas where they have strengths
- T enjoy accompanying you to libraries or arrange family visits to places which may help your studies.



This handbook should be kept as a useful reference point.

Ask your parents to read the list above and commit themselves to supporting you in a practical way through your studies.

Workmanship and Organisation

Organising yourself

Making an effort to be well organised is part of good workmanship. It is not just using lots of energy but focusing your energy diligently during the learning process. It is part of developing practical wisdom for life. This goes beyond just having a knowledge and understanding of your subjects.



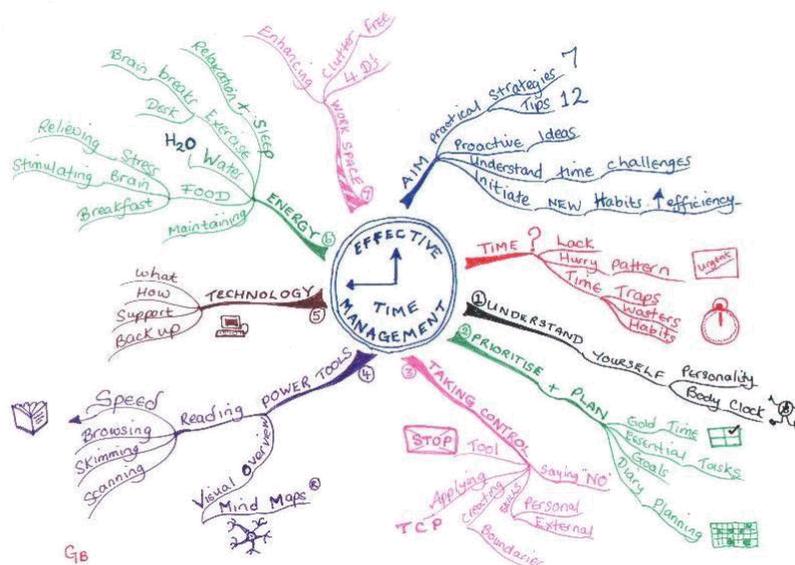
Good organisation can make a difference to the quality of work or grade, whatever your ability. It is about working efficiently, making good use of time, energy and resources. This means that more work can be done than if time is wasted. It helps us “steward”, manage and look after what God has given us.

We need to work to develop the character of good workmanship. This is part of growing in wisdom.

Why is good workmanship so helpful?

Organisation and planning

- < Keeps things in a particular order so that you can find them quickly without wasting time. You can also see quickly if things have gone missing.
- < Shares out the space you have to work on so that what you need is clearly visible and easily at hand. E.g. keeping storage areas or work spaces tidy by deciding where things should go and giving everything a place. It may include having part of the group of things visible or labelling.
- < Breaks down the task into smaller pieces and shares out the time for each part so that deadlines can be met. E.g. homework, controlled assessment preparation and revision tasks.
- < Sorts tasks into a priority list so that things due first are done first.
- < Links the organisation of our minds with the practical organising things that we do. It helps us develop the ability to think and express ourselves clearly. E.g. organising our thoughts for a talk or essay or setting out a maths problem clearly. It helps us store information so we can “remember” it – get it back from our memory filing cabinet.



Are people just born good organisers?



Some people do enjoy being neat, tidy and organised. Some also find it naturally easier than others. However, like most things, most of us have to learn to be organised and train ourselves in good habits.

T Good organisers value and prioritise this part of their work and make time to do it.

T Good organisers discipline themselves to get into good routines and habits. They aren't afraid to make rules for themselves.

T Good organisers tackle their weak areas rather than find excuses e.g. they will make checklists or put notes to themselves so that they won't forget their responsibilities. They may highlight things in colours to draw their attention to key ideas or actions.

T Good organisers recognise that they are human and will make mistakes. They plan enough time to allow for this.

T Good organisers group and classify things which have similarities and can be stored or done together.

T Good organisers get themselves quiet and calm enough to think ahead. They don't just do what is clamouring for attention or what they prefer to do or feel like doing. They resist being impulsive.

T They set goals and break tasks down into an action plan of manageable steps.

T They check times and dates to ensure they are on track and take action if not.



Find out ways in which other people keep themselves organised and cultivate some good habits.

Your homework diary, exercise books, files and bags are designed to serve you as personal organisers. Make them work for you!

Diaries as personal organisers

- § Left and right hand sides of the diary are used to distinguish and plan long and short term homework deadlines.
- § Personal action lists/steps will be written in more detail to ensure deadlines are met. Steps can be ticked off, priorities highlighted etc.
- § Memos should be written in.
- § Lists of equipment
- § The homework diary and even homework routine for the evening should be planned out in the diary.
- § Dates when staff want to give personal tutorials should be included.
- § The diary is a key means of communication to ensure that parents, pupils and staff remain in close partnership.
- § Parent signatures must signify that diaries have been read, an interest taken in the homework and the completion and quality of work.

Writing messages or doodling on the homework diary is not acceptable as it is part of official school equipment. Cultivate a business-like approach.

Exercise books and files

Most subject work – both in class and at home – is done in exercise books. Some subjects will have separate exercise books for classwork and homework. Work should always be done in the exercise books and not on bits of paper, unless the teacher has specifically instructed it to be done on paper.

If the exercise book is inadvertently left at school and homework is done on paper, the student should stick the piece of paper in the exercise as soon as possible and should avoid handing in loose sheets, as pieces of paper are hard for both teachers and students to keep track of and easily get lost.



Some subjects (such as ICT) will usually require work to be submitted in digital format. Feedback may come in the form of a comment on your work on Google Drive or the teacher may provide a paper printout with feedback to file in special folders or the subject exercise book. Digitally submitted work should be uploaded to your personal Google Drive and shared with the teacher. Ensure the sharing permissions allow the teacher to comment and tick the Send Email to notify box.

Students will need some ring binders to store handouts and task instructions. Core subjects or those with lots of handouts may require a ring binder each. Other subjects (particularly if you have them on the same day) can share a ring binder, with a divider to show which part is for each subject. When the ring binder gets full, transfer sheets to an archive Lever Arch file at home to use during revision.

All work should be dated and have a clear heading to identify what it is about. The learning objective for the lesson should be included wherever possible. Handouts should also be named.

Being well equipped for lessons

Find out exactly what is needed for each subject – the general US list may not be sufficient. For some it is helpful to have two sets of main equipment, one for home and one left in school.



Your school bag should be business-like with compartments. It needs to be big enough to contain two ring binders, two or three exercise books, a pencil case and your lunch. It should be in colours and design suitable for school with no prominent logos. A rucksack style helps spread the weight and is better for posture. However, students may choose a satchel or messenger bag style.



You should not need to carry many textbooks as they can be handed in to be stored in school until you need them again for homework or revision. Loose papers should not be allowed to build up in your bag – stick them in your exercise book, file them or put them in the recycle bin if they are not needed any more. You will need to check your bag each day to make sure that you have the right things in it. Ask your parents to go through your bag with you once a week, checking particularly for any equipment that needs replacing or repair.

Bags should be taken with you to each lesson and not left in the cloakroom.

When do we make time to organise ourselves?

We must decide that it is important and then practice doing it until we get into good habits. It will then cease to be much of an effort

There are natural slots of a few minutes built into the school day where pupils can organise themselves whilst staff are doing the same. However, this is easily frittered away if pupils are late to school, registration or lessons.

- Staff will often leave some time at the end of the lesson for recording homework or memos or for putting things in files.
- 15 min registration times each day usually give a 5-10 mins for pupils to organise themselves for the day. Monday extended admin registration will give time for pupils to set out diaries for the week. In a similar way, some time needs to be given at the end of the day to go through the diary and check that everything is packed for homework.
- At home in the mornings or at night when homework is completed, time must be planned for checking that bags are packed and that the day has been thought through.

Serious organisation difficulties are often a good reason to take less GCSEs. You will gain a Supervised Study period (SUS) to give extra time to filing etc.

Don't let your work get on top of you!



Independent Study and Homework

The purpose of homework

The primary purpose of homework is to **help students learn**.

Learning can take various forms

- Repetitive skills-based practice to enable good progress in class
- Consolidation of subject knowledge or skills learnt in class
- Investigative preparation for future learning
- Extension of knowledge or understanding
- Development of a group or independent project
- Revision for exams/other assessments

A particularly significant purpose of homework at CFS is to **involve parents** in their children's learning. It is important for us as a parent collaborative to for parents to be full and active partners in their children's education. Parent-guided learning at home complements, teacher-led learning at school.



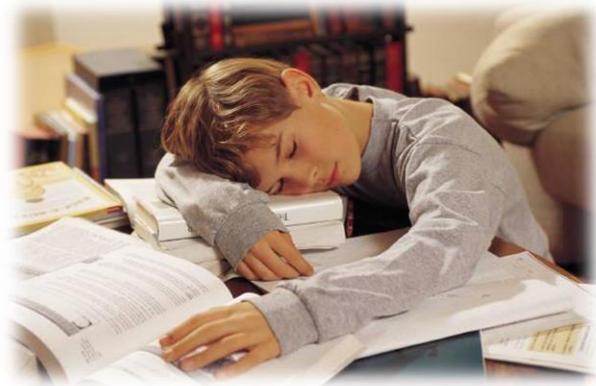
Another purpose of homework is to encourage **good study habits**. Students can benefit from the discipline of regular homework as it lays a foundation for good independent study at a later stage.

There is some evidence-based research about the positive value of homework for learning. Several studies suggest that about 2 hours of well-planned homework is of benefit for **raising grades at GCSE level**. Even an hour of regular home study can raise student achievement significantly. The most recent research showed that pupils

who did an extra hour of homework and reading rather than an extra hour of screen time gained 9.3 more GCSE points – the equivalent of raising a whole GCSE grade in two subjects. <http://www.bbc.co.uk/news/education-34139196>

What homework is not intended to do

Homework is NOT intended to leave students **exhausted or demoralised**. Extra school-set tasks on top of a long school day may be too much for some pupils, especially if they have a learning difficulty. Some conscientious students may spend too long on homework tasks to the detriment of other aspects of their development. Homework tasks can stifle a young person's curiosity, preventing them from undertaking learning activities of their own devising – just for the love of it. And some students may find doing repetitive tasks mindless.



Homework is NOT intended to undermine **family life**. Parents and young people spending time together is precious and not always easy to achieve, especially if parents are working long hours and are also involved in church or other community activities. Too much homework can make finding time to be together even more difficult. If parents are juggling work, church and family/community life, homework supervision is just another task to be crammed into a busy schedule and is therefore not always done effectively. Students working alone in their rooms cannot be developing their family relationships – with parents, grandparents and siblings. They are also more likely to use social media to communicate with peers instead of family members.

Homework is NOT intended to limit or prevent **family-initiated learning activities**. Parents have the primary responsibility for educating their children. Too much school-set homework can side-line parents in this important role. Home-

initiated activities can sometimes be more educational than school ones: for example, a game of cards after tea may develop more skills (mathematical and social) than 20 minutes of maths exercises; reading aloud together with an individual child or as a family can develop more language and general knowledge skills than a set of grammar exercises; an extended conversation about a topical issue will often be of more value than reading a chapter in a text book.

Homework is NOT intended to prevent young people from **pursuing interests and activities** out of school. Evenings stuck in front of a book or computer can limit the time for children to engage in physical activity. Homework can also limit opportunities for children and young people to engage in their local community.

Homework can have a negative impact on **teachers' effectiveness** at work, at home and in the community and can have a negative impact on their health and family life. Too much homework setting and marking leaves teachers with less time to prepare well-planned, quality lessons. It can leave them tired and de-moralised, so they are less patient in class the next day. And it can hinder them from developing themselves in ways that would make them a more interesting and stimulating person for children and students to engage with.



Finally, homework can create a focus for **conflict** between teachers and students, and between parents and children. It takes a lot of energy to manage homework and imposing homework discipline consistently can take its toll on relationships.

We do not want our life together as families or as class communities in school to be undermined by a culture of 'homework for homework's sake'.

Teachers' role and responsibilities

Homework should have clear **learning objectives** and students need to know what they are. Students at different stages in their learning may need different learning objectives.

Teachers should give clear **instructions** about homework. Students need to know what is to be done, how it is to be done, and some idea of how they will know if they have done it right. Students also need to know when the homework is due and the resources they should use. Teachers should check all students have full instructions written in homework diary or pre-typed by teacher and stuck in HW diary or available to consult on Google Classroom from home.

Students should be able to expect teachers to respond in some way to the homework. One way could be by using the homework research or preparatory reading/viewing in a forthcoming lesson activity. Alternatively, teachers may give **written or oral feedback** on what students have produced. Feedback would normally be given during the next lesson; however, more substantial pieces of work may need a longer period for marking but should normally be given back to the student within two weeks. Teachers will endeavour to give constructive feedback, identifying what went well and explaining what needs to be done to improve or take learning forward. Students should normally be given time to read/respond to feedback and make a note of their next learning targets.

Teachers are not obliged to mark work which is handed in late through lack of consideration or self-discipline. It takes more effort for the teacher to refer back to marking schemes and ensure an even standard once the class batch have been marked. Work not handed in will also be treated, in effect, as if it has not been completed.

Teachers should also **assess the quality of the pupil's studentship**. Housepoints are awarded for homework or classwork that reflects good standards of studentship.

The criteria are:

- Have you been faithful in doing your work – i.e. have you got it done and handed in on time?
- Have you demonstrated that you are responsible in the way you have tackled the work – i.e. did you work on the tasks for an appropriate amount of time, completing the tasks with sufficient care and attention; have you followed instructions and made use of the learning material the teacher has provided?
- Have you shown that you respond to teacher advice and guidance – i.e. have you taken note of your target from the last piece of work and acted on it; have you used the format/method/structure your teacher has shown you?
- Have you taken good care of your resources – i.e. is the presentation neat and set out in the required way; have you used the appropriate type of writing materials; have you shared your work properly on Google Drive?
- Have you shown perseverance as a student – i.e. have you maintained or improved your standard of work?

Students who meet the first three criteria will receive ONE housepoint. If, in addition to the first three criteria, they meet one of the other two criteria, they will receive TWO housepoints. If, in addition to the first three criteria, they meet both of the other two criteria, they will THREE housepoints. If students do not meet all the first three criteria, they will receive no housepoints, even if they met one or both of the other criteria.

Students may be set targets to improve their studentship. Students will need to record or note such comments and targets and teachers will review the students' studentship performance in their subject periodically. Good quality work may be commended in a way that parents can see, eg. a positive comment in the homework diary. Teachers will also assess the spelling, grammar and punctuation where appropriate, and may set SPAG targets as well.

Teachers will make every effort to stick to a **workable homework timetable**. Form tutors will draw up a homework timetable for their class with a balanced weekly schedule. All subject teachers will have a copy of the homework timetable at the start of the academic year and will be asked to set homework for completion during the scheduled slot on the timetable. Form tutors will review the working of the homework timetable with their class each term, making adjustments where necessary.

In Upper School **students who are absent** are expected to take responsibility for their own learning and take the initiative in catching up with missed work by checking with the teacher or classmates. It is not the teacher's responsibility to chase up students who are absent for short periods of time. Students are expected to complete the missed homework according to a schedule agreed with the teacher, who will make a judgement about how much of the missed work needs to be made up and by when.



Where students are absent for a prolonged period of time, the Head of Upper School (Mrs Boulton) or Assistant Head of Upper School (Mr Farrington) will ask teachers to set work and co-ordinate how the work will be sent out and marked.

The student's role and responsibilities

Using the homework diary

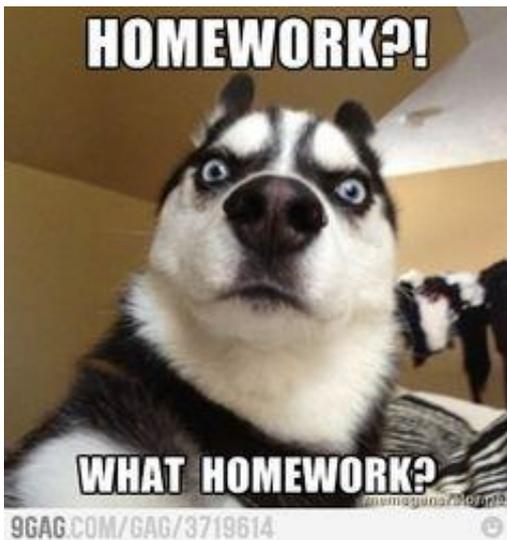
All Upper School students are issued with a homework diary in which homework instructions are recorded. The homework diary must be kept **neat and business-like**: it should be covered with a sticky-back plastic sheet cover as soon as the timetable is finalised. Students should not use the diary for doodling or graffiti.

Students are responsible for using their homework diary effectively to **record homework** instructions by writing it themselves or, if appropriate, giving their Homework Diary to a teacher or learning support assistant to write on their

behalf. Sometimes instructions are printed out by the teacher and students should stick these neatly in their homework diary.

The homework diary should be written up at the start of each week to show the **scheduled homework subjects** for each day of the week. Before leaving a lesson, students must ensure that they have clear instructions in their diary with sufficient detail for them and their parents to understand what the task is. The instructions should include a clear due date.

If an Upper School student is **absent** from a lesson for any reason it is the student's responsibility to find out what homework was set. "I have not done the homework as I was absent when it was set" should not be said, as students should find out what the homework was that they have missed. Students should then either do it on time or arrange with the teacher when or if they will do it. In Upper School it is **NOT** the teacher's responsibility to seek out the student to tell them what they have missed, either in terms of classwork or homework.



Students must **consult their diary** before leaving school to find out what they need for homework and then pack their bag with the right books and equipment. Students should consult their homework diary at home to see what homework they need to do. "I forgot to do the homework" should never be said, as the homework diary is a student's constant companion to remind them of what is required.

If a student gets home and finds they have left their homework diary in school, it is their responsibility to contact a classmate to find out the homework. "I left my homework diary in school, so I didn't know what to do", should never need to be said. Students need to **check the instructions** for the homework carefully. "I didn't know I had to do XYZ," should not need to be said as it is the student's responsibility to

ensure that homework instructions are clearly recorded. If the instructions are unclear, students should check with a classmate. If the homework details are recorded in more detail online, students should check the appropriate website or Google Classroom.

This year, in response to a Student Council request, we have introduced a **Homework Diary License** system. Students in Y10 and Y11 will start the academic year with a license to manage their own homework diary without needing to get it signed daily by their parents. We recognize that this will help more mature students to take responsibility for their own learning. Some students may not be ready for this level of responsibility, so if a student clocks up two homework detentions in a half-term, their license will be revoked for a period of two weeks and they will be required to get their homework diary signed daily.

Students in Y9 will continue to have their homework diary signed daily by parents for the first half-term. If during this training period, they show themselves to be able to manage their homework responsibilities well, they will be granted a license after half-term.



Even if students have a homework diary license, parents should check the diary regularly, so that they can read any comments or messages from teachers and to write comments or message to teachers about the homework or other matters. This could include noting the time taken for the homework, so that teachers can gauge whether they are setting appropriately timed tasks. Students will be asked to show the diary to their parents if there is an important message to pass on. This message will need to be signed by parents. If the diary is not signed, the student's homework diary license will be revoked for at least two weeks.

Doing homework

Students are expected to do homework tasks **conscientiously**. They are expected to put in appropriate time and effort to make a reasonable attempt at the work set. Students should not simply omit tasks that they find difficult but show some evidence of grappling with the concept or skill. Students are expected to consult appropriate sources (textbooks, on-line resources, classmates, family and friends) to find help to do their work and not give up at the first hurdle.

When the homework has been completed, students should:

- **Note the time** taken on their work and in the HW diary
- **Pack the homework** into their bag together with any other equipment that will be required in the next lesson.

(For Y9 students and others in training)

- **Show their parents** their completed work so that the parent can:
 - verify it has been done to the best of the student's ability and sign the diary to confirm this;
 - note any problems or difficulties and sign the diary to authenticate that there was a genuine difficulty in the parent's' view.

If a student doesn't have a **parental note** to explain any difficulties with the homework, we will assume they do not to have a valid reason for its non-completion or poor standard.

When feedback is received from teachers, students should take time to **read feedback comments**. Any targets for studentship or academic performance should be referred to before tackling the next piece of work.

Parents' roles and responsibilities *in relation to homework*

For Y9 students and others in training **Sign the homework diary each day**

The signature confirms that in the parents' opinion the homework **has been done**, that it **meets the basic task requirements** and that it is of an **acceptable standard**. If the parent is unsure about any of the above, they should write a comment about their concerns and then sign. Homework diaries will be checked for parents' signatures at least once a week during the form admin sessions but may also be subject to random inspection at any point during the week. An unsigned diary will be a cause of concern as it could signify a problem in lines of communication about homework between student and parent or between the parents and school.

If a homework diary has not been signed the student will be asked for an explanation. Unless there are exceptional circumstances such as parental illness (but not parental busyness), students will face a sanction if a parental signature is missing. This will normally mean missing a break to undertake some community service. The homework diary must then be signed by the next day or a detention will be imposed. If the student incurs **two detentions within a term** for not having the homework diary signed the form tutor will contact the parents by phone call or email. A meeting will be arranged with the form tutor to find out what the difficulties are. If the problem is not resolved, the matter will be referred to the Head of School who will arrange a further meeting with the parent(s).

Monitor the amount of homework their child is doing

Parents have a key role to play in making sure that their young person is doing enough homework but not too much. The homework diary timetable includes a section showing how much homework is set each day. It is essential that parents retain a copy of the timetable taken home by students.

Whilst there may be occasions when teachers will not set much or any homework because the learning objectives for the topic have already been achieved, it is important

for students and parents to query consistently low levels of homework. There could be a longer assignment with a more distant deadline that needs to be worked on. It is usually not a valid statement for pupils to tell parents that homework was done in school unless they have a SUS (Supervised Study session in school).

Similarly, parental vigilance about the amount of time students are devoting to homework is vital to prevent very conscientious students over-stretching themselves. If parents feel that their child is not getting enough time to sleep, rest and enjoy other aspects of their lives, they should raise the matter with the form tutor. It may be necessary to adjust the workload for that specific student, or it might point to a more general over-loading of students in a particular subject.

Help identify a suitable homework space

Parents and young people can discuss together the place that is most likely to provide an atmosphere conducive to study. For some young people, this will be their bedroom with a table/desk and room to put books, files and equipment. For others, their bedrooms hold too many distractions or they feel too lonely there, so they are better off working in a family room. Parents who use homework clubs should check that there is an appropriate balance between fun and homework.

Monitor the study environment

Research has shown that performance in tasks involving memory and concentration is better in a silent environment. However, some students do not have access to a really quiet space for study, so listening to music with headphones can help cut out ambient sounds.



When testing background noise versus background music, students tested in environments with background music were found to get better results than those tested against background noise.



Listening to music has also been shown to cause the release of dopamine, meaning that it is a pleasurable, rewarding experience which can relax an individual, making study a more positive experience.

However, it is important for parents and students to realise that the style, volume, rhythm and 'state' of the music, as well as the personality of the student, can also be significant factors.

Classical music is sometimes viewed as the best to listen to whilst studying; however there is no decisive research to back this. What has been proven is that listening to music which is constant in state, has a steady and repetitive pulse, and is not too loud is better for concentration than inconsistent musical styles. The same study also found evidence that people perform worse when listening to their preferred, rather than neutral music.

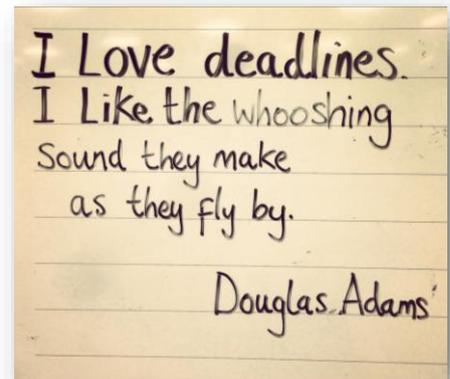
Other studies have suggested that music with lyrics results in too many demands being made on the same parts of the brain as are needed for studying, thus reducing concentration and performance, so instrumental music is generally more helpful for students. Check out Brain Power Study Music:

<https://www.youtube.com/watch?v=ctXQxPO3bbg&list=RDctXQxPO3bbg#t=20>

Personality has also been shown to affect performance, with introverts more likely to test worse than extroverts when listening to music. Similarly, people who are bad at multi-tasking have also been shown to test worse when listening to background music.

Help with time management

Some pupils take a long time to settle down to homework and focus on the task. Students can avoid having to cross a pain barrier each day if they and their parents firm up a **study timetable at home**, so they know that for certain periods during the evening and at the weekend, they are 'at work' and not available for other things.



Another important role for parents is to teach the life skill of organising work to meet deadlines.

What parents are *not* expected to do.

Parents are not expected to **do the work** for the student. In fact, if work done at home is not the same style or of similar ability to that done under teacher supervision, the teacher will question its authenticity.

Parents are not expected to be subject experts and re-teach pupils during homework times. However, it is helpful if parents take time to download or obtain the course specification booklet. Links to the latest specifications are on the school website.

They are not expected to **judge whether the work is correct**. However, if parents monitor work attitudes and presentation of work, this will give them some indication about the quality being produced. There may be times when parents will want their son or daughter to do the work again if it isn't satisfactory.



Parents can also help by **discussing issues** or questioning the student or redirecting them to look at sections again. This activates the learning process. Whilst too much help can make the student passive, not enough support will definitely affect final grades.

Time allocation for homework

Most students are studying eight core GCSEs plus a half-course PE, the ETS programme, PSME, and up to two flexi-ed subjects.

In 2017-18 the base-line allocation per GCSE or equivalent subject is 1 hour per week for Y9 and Y10 with Maths double-weighted and others slightly less or more. For Y11 the base-line allocation is 1¼ hours.

For students doing **the core programme plus two extra GCSEs**, the maximum amount of homework they should do at home per week is:

YEAR 9: 13½ hours a week or 2¼ hours a night including one day at the weekend.

YEAR 10 14½ h = approx 2¼ to 2½ h per weeknight and on one weekend day.

YEAR 11 14¾ h = approx 2½ h per weeknight and one day at weekend.

For **students on the core programme only**, there will be 2 hours less homework set per week AND they will have 4½ hours in school to do homework. These students should therefore only the following amount of homework to do at home:

Year 9: 7 hours a week

Year 10: 8 hours a week

Year 11: Just over 8 hours a week

As a school we do not want students to do extra GCSEs in order to add to a 'trophy cabinet'. They should only take more GCSE courses if they can manage the extra work without undue strain and after fully counting the cost as well as the benefits.

While some students may want or need an extra course of study in order to achieve their longer term objectives, the extra course involves a sacrifice of time that could be devoted to improving their performance in their core subjects or getting a good work/life balance.

Eight GCSEs at the grades that reflect the student's full potential and allows the student to be a more rounded person is better than 10 GCSEs at more mediocre levels of performance with fewer opportunities to participate in other aspects of life.

If parents feel that their young person is overwhelmed with homework, they should discuss with the Head of School whether they should be doing additional courses.



If a student is doing the right number of courses, and homework is done in a disciplined way, there will be time for family meal times, winding down time before sleep and some time for music lessons, sport, drama and other leisure activities or rest. However, during the week, a club or special event may mean reorganising homework schedules so that more is done on other nights.

During exam/revision periods or towards the end of the course when many final deadlines cause pressure, it may be wise to decide just to concentrate on studies and cut down a little on social or leisure activities. Remember that GCSEs will be followed by quite a long Summer period without study. The pain will be short lived!

How much teachers expect pupils to achieve in homework time

Teachers will set work that will take a student of average ability the set length of time to do. They will judge this by what pupils can do under supervision in class. This assumes that pupils' pace of work and working conditions will be **overseen by parents**. Teachers will sometimes build in extension work or have open ended assignments such as essays so that those who work quickly, or who find the average level of work easy, can accomplish above average in the homework time. It is important for students to avoid a minimalist approach if they are aiming for the higher grades. Teachers are aware of students who may need reduced tasks but students should check with staff before they go home if they are not sure whether they should do all the tasks set.

Generally, the homework time is a guide rather than a legalistic framework and teachers expect pupils to be motivated enough to complete what is set. Sometimes this will mean going over time. Sometimes the assignment will not take the full time. Some subjects require facts, methods and vocabulary to be memorised regularly in order to build up knowledge and skill. This cannot be left until exam revision time, especially for French. Art may require the use of sketch books, and the gathering of photographs or other source material. Therefore slack time for one subject could be profitably used for memory work or background reading in any subject.

Some subjects such as Art and Design and Performance Arts may have quite erratic patterns of homework. This is largely because so much of the course has to be done using on site facilities or in a team. Again, it is valuable to find out when the homework pressure may come and to make sure that other subjects are well up-to-date to reserve space at those times. It would be a mistake to luxuriate in an abnormally relaxed homework routine, only to be caught out when rehearsals and art portfolio work suddenly demand a lot of attention.

Homework done on computer



When students find Information from the Internet, they must make it their own. Simply copying and pasting (even changing a few words here and there) is plagiarism and is a serious offence. Parents need to warn their son/daughter of the moral and legal issues involved in stealing someone else's ideas as well as the potential academic consequences.

The school uses Microsoft Office software (mainly 2007). If you have different software at home, students should create the document in Google Docs, Sheets or Slides. Digital homework should always be saved on the student's school **Google drive** account and usually shared with their teachers. Students need to make sure they allow teachers to 'comment' on the homework. Sometimes teachers will want hard copies and not digital versions. If your home printer does not work, students may be able to print out at school but not necessarily first thing in the morning, as there needs to be a member of staff in the ICT room to supervise students printing out. Parents should confirm in the homework diary that the student is requesting access to printing.

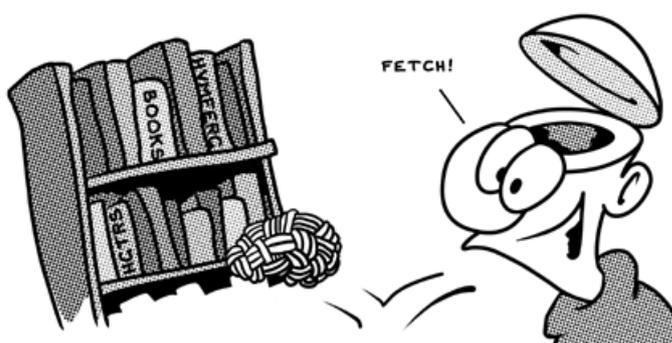
Independent study at home and school

INSET days are sometimes used for supervised controlled assessments or students are asked to attend lessons as normal. If students are not required to attend an Inset day, they should be doing private study at home. Inset days should not be viewed as extra holidays!

Those who take fewer subjects may have some supervised study periods during the week – known as SUS periods. These independent study periods are supervised at the back of a small option group or in a separate room with a study supervisor. The time

may be spent on organisational issues or consolidating core subject knowledge and skills. SUS time can be used for the completion of homework as part of the student's flexi-e arrangements. This is particularly useful if the student wishes to participate in an after-school activity that forms part of their total educational programme or ensures their life is well-balanced.

THE WELL-TRAINED BRAIN



ASSESSMENT

Revision for Exams

For all exams, students need to face the challenges of . . .

- Revision schedules
- Revision techniques
- Exam techniques



Students will be building on their exam experiences in Y7 – 8.

Revision schedules

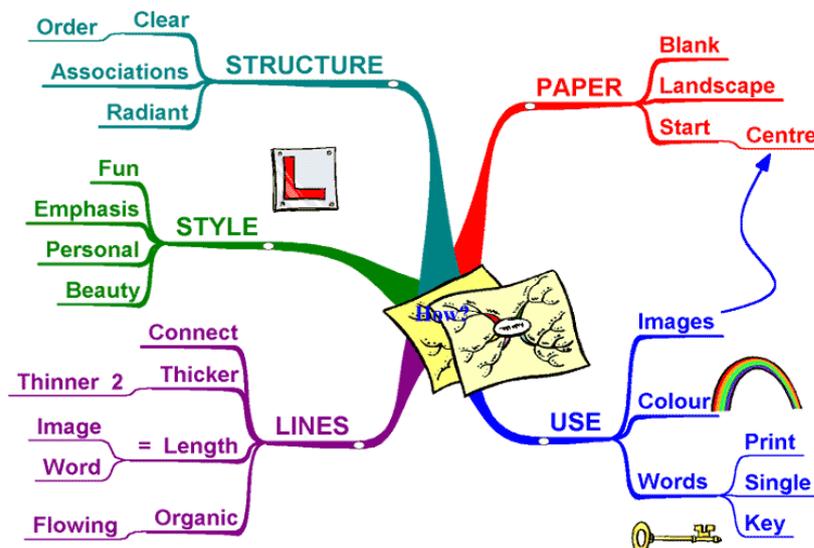
Phase I

This should commence *3 months* before the exam. Any earlier and things will not be retained. Any later, there will not be time to go through all the revision processes for each subject. The Y10 internal exams and Y11 Practice Exams can be used to break the back of this phase.

It is a time for:

- < Getting lesson notes in order, matching the exam specification headings and exam papers/sections.
- < Re-reading textbooks and notes for overall understanding, relating to the concepts and skills in the specification. Be relaxed but focused.
- < Asking for more explanation or reading more widely on concepts not understood well
- < Creating a list or mindmap of the main topics to revise.





Phase 2

The next layer of revision should involve:

- Making a core **revision timetable** (the school may give out a format or students may use a revision app). This should allocate time for each subject in the right proportions and give long enough for all the topics to be given attention.
- Making a clear set of **revision notes** summarised from lesson notes.
- Selecting **buzz words** will give some memory joggers.
- Looking at the **type of exam questions** from past papers, making sure that notes are detailed enough and well targeted.
- Looking at how **marks** are allocated so that enough time is spent on topics which carry most marks. Teachers will assist in this process and usually end the Spring term with looking at past papers and understanding the wording of questions etc.
-

- Learning the **content** of each topic. Practice makes memories. There are many techniques to choose from.
- Interspersing revision with **self tests** to check that key information is being retained leaving enough time for some practice questions with time limits

NB. Buying revision guides for subjects can help especially if notes are in disarray. However, they will not be a good substitute for careful notes arising from lessons



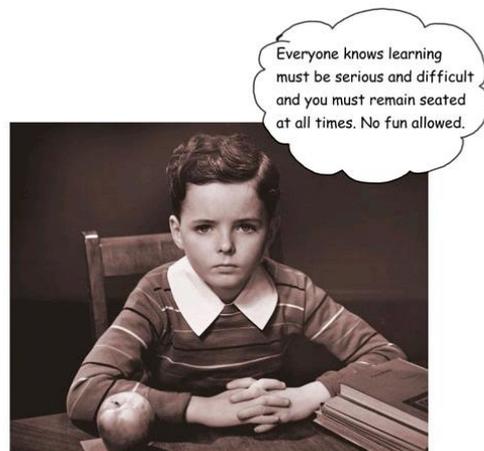
which jog memories. Also the making of one's own notes is part of the revision process. Be careful to check that all the sections in a revision guide are relevant to the specification for which you have been entered.

In Y11 the Easter holiday is a crucial time for this phase to be completed.

Phase 3

This is usually tackled during the actual exam weeks. Revision must move to a new level. This last minute revision should concentrate on:

- A timetable prioritising the order of the exams
- Bringing knowledge from the back of the mind ready for instant recall when under exam pressure. Key words and memory joggers need to be clear links to the detail.
- Making sure you stay calm and are well rested.



A revision session

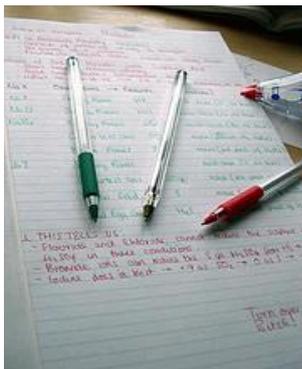
Intensive revision periods in phase 2 and 3 work most effectively if hour sessions are broken down into 20 min slots, with a change of topic or activity. The secret is to pace out the revision so that it still leaves room for some relaxation.

Breaks each hour may usefully include some fresh air and exercise.



Revision techniques

Everybody has to find the methods of note making and memorising that works for them. Mind maps with symbols, pictures and colour coding are useful if someone is a visual learner.



Some who like language and logical order, prefer the conventional outlining techniques of main ideas

and with details under sub headings. Highlighting may be added. Other people prefer the classification and organisation of charts and tables.

These techniques must be part of really making sense of the information in the student's mind.

Stress Reduction Kit



Directions:

1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.

AHAJOKES.COM

Memory and recall techniques vary

The effectiveness of the technique must be put to the test before the exam itself. Usually repetition is an important aspect. Revisiting things several times after the initial memorisation helps embed the information more deeply.

Breaking the information or lists of facts into manageable chunks (bite size) is a practical way forward. Some people find putting a rhythm or music to the information helps.

Making useful connections with something which is familiar and can be visualised or finding amusing and unusual links makes things stick.



The most important thing is to persevere and assume that most people find this part time-consuming and a bit frustrating.

Exam Techniques

Being equipped and in plenty of time for the exam prevents unnecessary stress. Preparation for the exam requires students to:

- Be clear about the correct sections to answer or how many essays, etc.
- Know what the terms such as describe, analyse, evaluate, list, state, explain, demonstrate and understanding, compare, with reference to . . . mean.
- Know how to adapt what they have learned to answer the main point of the question and not answer a question they would have liked it to be.

- Know how to read the marking scheme which shows which questions students need to give most time to. (Often a subject will have some patterns that can be learned beforehand).
- Know roughly how to split the exam time between sections and questions so that they can attempt the whole paper.
- Make sure you have seen as many past papers as possible so you are familiar with the layout.
- Know how to expand answers or to be brief where necessary.
- Know how to pack a lot of information in rather than waste time waffling.
- Know how to leave a question until the end, if it is causing difficulty and taking time away from easier questions.
- Know how to pace themselves, leaving enough time to check answers or go back over a difficult question.

The night *before* the exam it is important to get a good amount of sleep!



Take the equipment you need into the exam.

Once you've done all the preparation you can

. try to enjoy the exam!

Controlled assessments in GCSEs and other courses

Most GCSEs have moved to assessment solely by terminal examination. The following practical subjects still retain controlled assessments or tests:

Art & Design	100%
Computer Science	20%
Design & Technology	50%
PE	40%
Performance Arts	100%

GCSE Science (Trilogy) does not include controlled assessments, but students undertake practicals that contribute to later examined assessments.

Controlled assessment work can be divided into two stages:

- preparation
- writing up/oral delivery/practical implementation.

The second stage **MUST** be completed during class time under teacher supervision and cannot be done as homework. The first stage can be usually be undertaken outside of class time and in some subjects preparation *must* be completed outside the classroom.

It is the school's responsibility to authenticate that controlled assessment work is the student's own. Teachers will be very alert for any indications of plagiarism. This means that students must not copy chunks of material from a website or other source, memorise it (or worse still, smuggle in a memory stick or crib sheet) and then reproduce it during the controlled assessment session. If a teacher discovers that a student has used someone else's material or has attempted to bring material that is not allowed into the assessment, their controlled assessment is invalidated and the student will not be able to submit that piece of work. If the student has already signed a cover sheet declaring their work their own, the matter has to be reported to the exam board.

CONTROLLED ASSESSMENT AND EXAM CALENDAR

This table is a provisional guide only. Precise, detailed information for each subject needs to be added to the chart as it is provided by subject teachers to students.

Each term find out what the term's priorities are. Lay out the left hand side of diary with details of long term tasks and action plans showing the steps and dates towards the deadlines.

CA stands for Controlled Assessment

• Internal assessments

Time	Subject	Assessment requirements
Y9 Term 1a Sept-Oct	All courses Maths Art & Design	Set up a work routine which works at each subject systematically. End of Unit Test Start building up a portfolio to be finally assessed at the end of the three year course, Make sketches, undertake research and gather resources.
Y9 Term 1b Oct-Dec	Maths	End of Unit Test
Y9 Term 2a Jan - Feb	Maths	End of Unit Test
Y9 Term 2b Feb - Mar	Maths	End of Unit Test
Y9 Term 3a Apr - May	All courses Performance Arts	Internal exams <i>Grade exams</i>
Y9 Term 3b June - July	Maths	End of Unit Test

Time	Subject	Assessment requirements
Y10 Term 1a Sept-Oct	Maths	End of Unit Test
Y10 Term 1b Oct-Dec	RS Maths	Practice exams for RS GCSE End of Unit Test
Y10 Term 2a Jan - Feb	Maths	End of Unit Test
Y10 Term 2b Feb - Apr	Maths Performance Arts	End of Unit Test <i>Grade Exams</i>
Y10 Term 3a Apr - May	Maths Religious Studies	End of Unit Test <i>Final GCSE Exams</i>
Y10 Term 3b May - Jul	All Courses Maths Art & Design Design & Technology	Internal school exams End of Unit Test <i>First set of portfolio work to be finished</i> <i>Start Controlled Assessment project</i>

<p>Y11 Term 1a Sep – Oct</p>	<p>All courses Maths Computer Science Art & Design</p>	<p>Start planning revision End of Unit Test <i>Start programming project</i> Controlled test question paper issued (4weeks prep time)</p>
<p>Y11 Term 1b Oct – Dec</p>	<p>Most GCSE subjects PE Art & Design</p>	<p>Practice exams (Mocks) <i>Personal Exercise Plan (PEP)</i> <i>Second set of portfolio work to be finished</i></p>
<p>Y11 Term 2a Jan - Feb</p>	<p>Maths PE Art & Design English Language</p>	<p>End of Unit Test <i>Personal Exercise Plan (PEP) CA</i> <i>10 hours Controlled Test (completed by Easter)</i> <i>Speaking and Listening (individual Presentation)</i></p>
<p>Y11 Term 2b Feb - Mar</p>	<p>Maths PE Performance Arts Art & Design Design & Technology Computer Science All terminally examined courses</p>	<p>End of Unit Test <i>PE (Performance) CA</i> <i>Grade exams (could be after Easter)</i> <i>All work to be mounted before Easter</i> <i>Project work complete and report written</i> <i>Project work complete and report written</i> Staff will do practice papers and give exam guidance when the course is completed.</p>
<p>Easter Revision</p>	<p>All terminally examined courses</p>	<p>Major emphasis on core revision time table. <i>Family holidays at this time are not advisable</i></p>
<p>Y11 Term 3a Apr - May</p>	<p>GCSE exams</p>	<p>Exams start (normally 2nd week in May). Books returned on exam days. Last minute revision based around GCSE exam time table.</p>
<p>Y11 Term 3b Jun – Jul</p>	<p>GCSE exams</p>	<p>Exams finish (final dates will vary so check individual exam timetable)</p>

9 – 1 GCSE GRADING SYSTEM

As a result of government reforms, from 2019 onwards, all GCSEs will be awarded grades from 1 – 9. There is no direct equivalence between the number grades on the new system and the letter grades on the old system, but for comparison purposes the following (based on information from Ofqual) may be useful:

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

The government's definition of a 'strong pass' will be set at grade 5, although a grade 4 will continue to be a level 2 achievement and will be referred to as a 'standard pass'.

The Department for Education says it does not expect employers, colleges or universities to raise the bar to a grade 5 if a grade 4 would meet their requirements. It remains to be seen if this will in fact be the case. Students and parents should check with sixth forms and universities as to what they will accept. In many cases students need a Grade 6 in specific subjects in order to progress to an A level course.

INTRODUCING MEGS AND PATS

To help students achieve their academic potential, we conduct a range of tests throughout their school career, to inform us of their learning strengths and weaknesses. These include:

- **NFER** (National Federation of Educational Research) tests

These national standardised and age-standardised tests are widely used in UK primary schools to help schools identify pupil's academic strengths and weaknesses. We have historically conducted them from Reception to Y8, although other tests will be replacing these in future.

- **CATs** (Cognitive Abilities Tests)

They are designed to assess a pupil's ability in four different areas: verbal (thinking with words); quantitative (thinking with numbers); non-verbal (thinking with shapes and space), and spatial awareness. They are used in most secondary schools to profile students academically: they provide a snapshot of a student's potential, what they could achieve and how they learn best. The results can help teachers to set the right learning pace for each child, monitor their progress and identify areas where they might need extra support. They generate predictors that indicate the GCSE grades that might be achievable by that student, given their cognitive strengths and weaknesses. They also indicate what might be achievable, if the student is challenged or makes additional effort in that subject.

- **SATS**

These are tests in Maths and English taken at the end of primary education. They are often disregarded by secondary schools, pupils are sometimes over-coached for them. However, at CFS we do not teach to the SATS so they are a useful indicator for us of how students perform under exam conditions.

Setting Minimum Expected Grades (MEGs)

We believe that each student at CFS has been endowed with God-given abilities and potential in order to glorify God, fulfil His mandate to develop the earth, and to serve their communities. Part of our task is to identify the students' academic abilities and help them achieve their potential so that they are fully equipped to serve God in whatever field He calls them to.

We do not put a ceiling on students' capacity to achieve in any area and recognise the role that faith and prayer can have in enabling students to achieve more than they could otherwise imagine. However, we do want students to be prayerfully



realistic about what God has given them. The parable of the talents teaches us that we are not all given the same amount but we are accountable for what we do with the amount we have been given.

We also want students to realise that the kind of things that are measured in tests and GCSE exams are important, but nowhere near as important in the eyes of God as their attitude towards Him and their willingness to love and serve Him as King.

Acknowledging fully that academic achievement and potential are only a part of a young person's profile, we recognise nonetheless that we are in the business of developing that potential and enabling them to achieve their academic best. To help motivate and monitor students, we therefore set minimum grade targets which we consider are realistic and achievable.

To set these, we start with the CAT predictor grades and then adjust in the light of NFER test results, SATs results, other information we have about the student's circumstances – eg. learning difficulties, fluency in another language, etc.

This process yields a school minimum expected grade, which is the grade towards which students should be aiming in their GCSEs and which teachers will use to judge whether classwork and homework are being produced to a satisfactory standard. If students consistently fall below their MEG, this would signal that there could be underlying learning difficulties or emotional problems that we need to investigate in order to provide appropriate support, or a motivational or discipline issue that we would want to discuss with students and their parents to help them rectify it.

MEGs are arrived at through a discussion process involving students, teachers and parents. They are not set in stone and can be reviewed if further relevant information comes to light.

Setting Personal Aspirational Targets (PATs)



Once we have set a MEG for each subject, we then consider what the student might reasonably aspire to achieve if they are prepared to go the extra mile. It is important that students are realistic at this point.

We might dream of achieving straight 9s but that has to be balanced against what God has actually given us to work with and the other things that are important to do in life – such as sleep, have friends and enjoy God’s wonderful world.

Students are not grade generating machines; they are not brains on legs. We want them to emerge at the end of Y11 as whole human beings. Therefore we advise students to set their PAT for each subject just one grade above, unless there are compelling reasons to do otherwise. Wishful thinking is not a compelling reason! If students want to set an ambitious PAT, they must come up with a clear, practical plan as to how they are going to achieve it without sacrificing other important things.

USING MEGs and PATs to monitor and evaluate progress

Once we have decided on appropriate MEGs and PATs for each subject, these are used to monitor students' performance in annual internal school exams, as well as in their final GCSEs.

If students are seen to be falling below expectations, teachers will work with them and their parents to identify a strategy for raising their performance. This could include a tighter homework discipline regime at home, extra tutorial support, assessment for additional educational needs, or an adjustment in their workload. If students are targeting the higher grades, they may be given additional extension activities.

Students who exceed expectations may receive special commendation through teacher praise, a note in the homework diary, display of work, more housepoints, or a letter of commendation from the Head of Upper School. They may also be eligible for a Margaret Bryce School Scholarship award which can be awarded once in their time in Upper School for exceptional academic achievement; as well as the prestige of the award, 'scholars' receive a modest monetary prize.

However, the greatest prize for students to aspire to is the commendation of God: "Well done, good and faithful servant – enter into the joy of your Lord."

COURSE OUTLINES

GCSE RELIGIOUS STUDIES

Students will gain a detailed knowledge and understanding of key passages from **Mark's Gospel**, as well as an overview of key themes within Mark's Gospel. They will acquire a knowledge and understanding of **key beliefs and practices within Christianity and Judaism**, and be able to identify a range of different perspectives and practices within those religions. They will gain an understanding of **contemporary issues** such as abortion, euthanasia, and war and peace, developing an appreciation of different viewpoints on these issues as represented by different faith perspectives. They will also develop skills of analytical argument and evaluation in their writing.

Students will develop in their ability to evaluate issues and viewpoints from the perspective of a Biblical framework. They will develop in their knowledge and appreciation of Christ's life and ministry, and what He has achieved for us through the Cross. Students will also acquire an understanding of different perspectives of Christians regarding the place of Jews and Israel in God's purposes.

COURSE OUTLINE

Component 1 - Written exam (1 hr 45 mins)

- A Christianity
- B Judaism

Component 2 - Written exam (1 hr 45 mins)

- A Religion and life (origins and value of life and the universe, including different religious views on origins of the universe, attitudes to the environment, views on abortion, euthanasia, animal experimentation, death and the afterlife)
- B Religion, peace and conflict (including different religious attitudes to violence, terrorism, holy war, pacifism, nuclear weapons, and victims of war)
- C Mark's Gospel

SOURCES

Specification: AQA Religious Studies GCSE, Specification A

Section on AQA website: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/>

Specification: <http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

Course textbook: (Hodder Education) Religious Studies Specification A, AQA GCSE (authors Parry, Hayes, Butler)

Any other learning material: Bible

COURSE STRUCTURE

Number of lessons and homework amounts:

Year 9: 3 lessons and 3 homeworks per week

Year 10: 3 lessons and 3 homeworks per week.

No controlled assessments

Practice Exams: December 2018

Actual GCSE Exams: May 2019

ENGLISH LANGUAGE GCSE COURSE

Students will develop in understanding, interpreting, analysing, evaluating and comparing passages from both fiction and non-fiction texts, from nineteenth, twentieth and twenty-first century writers. Students will acquire skills in expressing themselves in their own writing in a variety of genres - narrative, descriptive and persuasive. Students will also gain skills and experience in giving verbal presentations. All of the above will be helping to equip students in their service of Christ in today's world; effective communication is a vital part of being able to make a difference as a Christian, and the power of our words - whether spoken or written - cannot be underestimated.

COURSE OUTLINE

The Year 9 English Language studies will be carried out alongside English Literature studies (see separate section), which will provide stimuli for creative writing pieces. The Year 9 lessons will also include revision and practice of rules of spelling, grammar and punctuation.

In Years 10 and 11 the course is focused on preparing students for their GCSE exams at the end of Year 11. There is no written coursework.

GCSE assessments

Paper 1

Reading: Questions on a passage of fictional writing test students' skills in understanding and interpreting, analysing language and structure, and evaluating the effectiveness of a passage.

Writing: Students produce a piece of descriptive or narrative writing

Paper 2

Reading: Questions on two passages of non-fictional writing test students' skills in understanding and interpreting, analysing language and structure, and comparing the ideas and linguistic techniques used by the two writers.

Writing: Students produce a piece of writing communicating their own viewpoint on a subject.

Spoken Language: Students will each give a prepared talk on a subject of their choice, and answer questions on that subject.

SOURCES

Specification: AQA English Language GCSE 8700 (first teaching 2015):

<http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

Website: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Course textbook (Year 10 and 11): AQA GCSE English Language: Developing the skills for learning and assessment Authors: Helen Backhouse, Beverley Emm. Publisher: Oxford University Press

COURSE STRUCTURE

Number of lessons and homework amounts:

Year 9 - 3 lessons and 2 homeworks per week (shared with English Literature)

Year 10 - 3 lessons and 2 homeworks per week (shared with English Literature)

Year 11 - 4 lessons and 3 homeworks per week (shared with English Literature)

Assessments

Year 9 Internal exams April 2018

Year 10 internal exams June 2019

Practice Exams December 2019

Spoken Language Assessment March 2020

GCSE Exams May 2020 No written controlled assessments.

GCSE ENGLISH LITERATURE

Students will gain a knowledge of a variety of classic works of literature, ranging from Shakespeare to the twenty-first century. They will gain experience in understanding, interpreting, analysing, and comparing texts, both in terms of the writers' ideas and in terms of the linguistic techniques used by the writers. They will learn important aspects of the historical and social contexts within which the different texts were written.

Students will develop skills in evaluating the writers' ideas and messages from a Biblical perspective. Their study of literature from a variety of historical time periods, including our own, will give them an overview of the development of ideas in our society, and an understanding of ways in which these ideas have reflected or moved away from Biblical truths. The study of literature will also help students in communicating to others within our own culture. In Daniel 1, it tells us that God gave Daniel 'knowledge and wisdom in the language and literature' of the Babylonians amongst whom he lived.

COURSE OUTLINE

Year 9 - This year is a preparation to the GCSE studies. The GCSE texts are not studied until Year 10 and 11.

Animal Farm - George Orwell
Twelfth Night - Shakespeare
To Kill a Mockingbird - Harper Lee

Year 10

An Inspector Calls - JB Priestley
Pride and Prejudice - Jane Austen
The Merchant of Venice - Shakespeare

Year 11

AQA Anthology of Poetry (theme - Power and Conflict) - various

GCSE assessments

Paper 1

The Merchant of Venice

Pride and Prejudice

Paper 2

An Inspector Calls

Poetry - comparison questions on two poems from anthology, + questions on 'unseen' poems

SOURCES

Specification: AQA English Literature GCSE 8702 (first teaching 2015):

<http://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

Website: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

COURSE STRUCTURE

Number of lessons and homework amounts:

Year 9 - 3 lessons and 2 homeworks per week (shared with English Language)

Year 10 - 3 lessons and 2 homeworks per week (shared with English Language)

Year 11 - 4 lessons and 3 homeworks per week (shared with English Language).

Assessments

Year 9 Internal exams April 2018

Year 10 internal exams June 2019

Practice Exams December 2019

GCSE Exams May 2020 No written controlled assessments.

GCSE MATHEMATICS

The Maths GCSE course is diverse, engaging and essential in equipping students with the right skills to reach their future destination, including an understanding of terms used in finance, eg. profit, loss, cost price, selling price, debit, credit, balance, income tax, VAT and interest rate.

We will learn about the wider applications of Maths in technology and statistics e.g. using algebraic rules to solve formulae, which was the skill used in developing the 'Colossus', and is still being used by programmers today.

Students will become more confident and competent with mathematical content and be able to apply it flexibly to solve problems.

As part of our Christ-centered approach to teaching and learning, we will be also exploring strategies to apply these topics to serve the wider community e.g. how can we use our knowledge of compound interest to advise people to stay out of debt?

COURSE OUTLINE

The course will consist of six broad areas:

1. Number - including fractions, decimals and percentages
2. Algebra - Solving Equations, factorising and simplifying expressions.
3. Ratio, proportion and rates of change
4. Geometry and measures - Volumes of prisms, trigonometry, angles in polygons and constructions
5. Probability
6. Statistics - Tools for data presentation and analysis

ASSESSMENT

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students are required to take three question papers at the same tier - one calculator and two non-calculator.

The Year 9 Maths assessments will be tailored to prepare students for the GCSE demands by giving

- Half Termly Tests
- End of Term tests
- End of Year/Final Assessment

Each will consist of calculator and non-calculator questions.

The results of these assessments will also be used to determine which GCSE course tier would be more appropriate for the student (Foundation or Higher).

RESOURCES

The new GCSE Maths specifications can be accessed using this link

<http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>

The following textbooks will be used for the course

1. Collins Maths Frameworking - KS3 Maths Pupil Book 3.2
2. Collins Maths Frameworking - KS3 Maths Pupil Book 3.3
3. AQA GCSE Maths Foundation Student Book
4. AQA GCSE Maths Higher Student Book

Useful AQA materials can be found via this link:

<https://allaboutmaths.aqa.org.uk/newspec8300>

Important websites for online tasks:

<https://www.mymaths.co.uk/>

<https://www.bbc.co.uk/education/examspecs/z8sg6fr>

<https://connect.collins.co.uk/school/portal.aspx>

COURSE STRUCTURE

Students will have four lessons plus two hours of homework per week. The class should complete the Year 9 content by the middle of the summer term and then start working on the actual GCSE Maths content after half-term (June/July 2018).

GCSE COMBINED SCIENCE – TRILOGY

GCSE SEPARATE SCIENCES:

BIOLOGY CHEMISTRY PHYSICS

Science is the study of God's world what it is made of, how it works and how we can be good stewards of creation – the living parts and the non-living parts. The scientific method is also a big part of the course. Students are taught how to read and analyse data, how to make conclusions from practical work and how to evaluate experiments and assess their validity.

COURSE OUTLINE

BIOLOGY

Biology explores how structural differences between types of cells enables them to perform specific functions within the organism. We will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. We will explore how we can avoid diseases by reducing contact with pathogens such as viruses and bacteria that cause infectious diseases in animals and plants. We will study control systems that constantly monitor and adjust the composition of the blood and tissues. We will consider that all species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. It is important to study these communities to know how to manage them well.

CHEMISTRY

The chemistry content includes content such as the periodic table, which provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. It is a wonderful example of the order of creation. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. How chemists use theories of structure and bonding to explain the physical and chemical properties of materials.

The way chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. Chemists can take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents. Industries use the Earth's natural resources to manufacture useful products. To operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products.

PHYSICS

We begin by looking at the concept of energy which emerged in the 19th century and was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. The particle model is widely used to predict the behaviour of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. It also explains why it is difficult to make a good cup of tea high up a mountain! Ionising radiation is hazardous but can be very useful, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information.

PRACTICAL

Although there is no controlled assessment there is still a practical element to the course. The students must carry out certain required practicals and questions on these can be brought up in their exams.

ASSESSMENT

Both courses are linear which means they are entirely assessed in the summer exams at the end of year 11.

The Combined Science GCSE is a dual award course, resulting in **two** GCSEs. Students taking separate sciences will gain **three** separate GCSEs.

On both dual and triple award courses, there are 2 exams for each science:

Biology paper 1 covers Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology paper 2 covers Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry paper 1 covers Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry paper 2 covers Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

Physics paper 1 covers Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure

Physics paper 2 covers Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

For Combined Science (dual award), each exam is 1hr 15 minutes

For separate sciences (triple award), each exam is 1 hr 45 minutes as each topic has more content.

RESOURCES

Specification (Dual Award): <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Specifications (Triple Award): <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>
<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>
<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Course textbook: In school we use the CGP textbooks 'GCSE AQA Biology', 'GCSE AQA Chemistry' and 'GCSE AQA Physics'. Any textbook designed for AQA Science grade 9-1 course is useful for reference and background reading.

Any other learning material:

Each pupil has access to a Google Classroom for science, on which links to useful material and activities are posted.

COURSE STRUCTURE

The course is taught by Mrs Butcher (Biology) and Mrs Johnson (Chemistry and Physics.)

COMBINED SCIENCE

Pupils have 4 science lessons a week. They are expected to complete workbook homework which is collected in at the end of a topic which means they are trusted to work through the relevant parts of the book by a certain date. This is useful as it helps them to preview topics they are about to be taught.

There is no controlled assessment but students are given an exam at the end of each topic, which works out to be approximately once every half term.

SEPARATE SCIENCES

Pupils attend the same classes as the combined science pupils so have to do all the work outlined above in addition to one extra lesson a week in order to learn the additional material for each topic.

GCSE FRENCH

It should be stated from the outset that learning a Modern Foreign Language is not merely the means to a higher salary, an enhanced holiday experience or passing an examination! It is a redemptive act bringing love and understanding to nations around the globe. It makes it possible for us to

“Go therefore . . . and make disciples of all the nations...” Matthew 28:19

The French speaking community is a significant one in Europe, Africa and South-East Asia. French itself is also a launching platform for the learning of other languages.

COURSE OUTLINE

Students study all of the following themes on which the assessments are based.

Theme 1 Identity and Culture.

Theme 2 Local, national and global areas of interest.

Theme 3 Current and future study and employment.

ASSESSMENT

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

Assessing ability to understand and respond to different types of spoken language.

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Paper 2: Speaking

Assessing ability to communicate and interact effectively in speech for a variety of purposes

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time / 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 3: Reading

Assessing ability to understand and respond to different types of written language.

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 4: Writing

Assessing ability to communicate effectively in writing for a variety of purposes

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

COURSE MATERIALS

Specification: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>

During the course we will be using the Studio textbook and grammar guide to support our studies as well as drawing on additional materials. Further support may be sought online with the Quizlet App and on the website “Getrevising.com”.

COURSE STRUCTURE

There are two French lessons a week with two homework (one of 45 mins and one of 30 mins). The extra 15 mins allocated to French homework is to support vocabulary learning.

GCSE HISTORY

During the GCSE History course students will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation. Students will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups.

As well as developing these skills the content of the course is designed to inform students of important developments in our nation and the wider world which will equip them for life in modern Britain. Particularly the development of Parliamentary Democracy in the UK, the rise of consumerism in 20th century USA which parallels the situation we find in all nations since then, the struggle for racial equality both in the US and the UK and the origins of the Cold War. These studies will also explore how God might view these changes and how Christians have played a part in many of them.

As this course is being delivered over three years there will also be an opportunity to deliver elements of the Christ-centred curriculum during this period. This will involve a study of Geography and History based on the material in the booklet I recently produced on 'World History', which gives an overview of both subjects and explores how they can be understood within the context of the biblical narrative.

COURSE OUTLINE

America, 1920–1973: Opportunity and inequality: This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Conflict and tension between East and West, 1945–1972: This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War

Britain: Power and the people: c1170 to the present day: This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact.

Elizabethan England, c1568–1603: This study in depth allows students to focus on a specified period – the last 35 years of Elizabeth I's reign, looking at major events in Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and some of the contemporary and historical controversies that arise.

ASSESSMENT

Two written exams at the end of the course (1h 45mins each).

Paper 1: America, 1920–1973: Opportunity and inequality

Conflict and tension between East and West, 1945–1972

Paper 2: Britain: Power and the people: c1170 to the present day

Elizabethan England, c1568–1603

RESOURCES

Specification: <http://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

We are using the following course textbooks published by Hodder:

AQA GCSE History: America 1920-1973: Opportunity and Inequality

AQA GCSE History: Conflict and Tension between East and West, 1945-1972

AQA GCSE History: Power and the People

AQA GCSE History: Elizabethan England c1568-1603

COURSE STRUCTURE

There are two lessons a week with two homeworks of 30 mins each.

GCSE PE (Short and Full Course)

The imperative of the GCSE PE course as a school is to be good stewards of our bodies. In Corinthians we are informed that:

“ . . . do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price; therefore glorify God in your body and in your spirit, which are God’s.” 1 Corinthians 6: 19-20

Our aim is to equip our pupils with knowledge about how our bodies work and to make informed decisions regarding how to feed and exercise them, allowing them to serve Christ to the full in the present and throughout their lives.

It is expected that most pupils will be entered for Short Course examination (which is ½ a GCSE), however over the last few years a number of pupils have opted to enter the Full Course.

SHORT COURSE PE OUTLINE

Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and the contribution that physical activity and sport make to health, fitness and well-being. Students will learn how these can impact on their own performance, so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Component 1: Theory: Fitness and body systems

Topic 1: Applied anatomy and physiology

- 1.1 The structure and functions of the musculoskeletal system.
- 1.2 The structure and functions of the cardiorespiratory system.
- 1.3 Anaerobic and aerobic exercise.
- 1.4 The short and long term effects of exercise.

Topic 2: Movement analysis

- 2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.
- 2.2 Planes and axes of movement.

Topic 3: Health, fitness and wellbeing

- 3.1 Physical, emotional and social health, fitness and well-being.
- 3.2 The consequences of a sedentary lifestyle.
- 3.3 Energy use, diet, nutrition and hydration.

Topic 4: Use of data

- 4.1 Use of data

Component 2: Practical Performance

The purpose of this component is to test students' skills in a range of practical performances. Students will be required to perform in two different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations as well as demonstrate their skills in a formal/competitive situation while under pressure.

SHORT COURSE ASSESSMENT

The theory assessment is 1 hour and 30 minutes exam, which is marked out of 80. It accounts for 60% of the total marks for the GCSE. The assessment consists of multiple-choice, short-answer and one extended writing question.

The non-examined performance assessment is internally marked and externally moderated. It is worth 40% of the qualification with the marks divided equally between two activities. One must be an individual activity and one must be a team activity. Students will be assessed against set assessment criteria found in the Pearson GCSE (9–1) (Short Course) in Physical Education Practical performance assessment criteria. Each activity can last up to 12 hours. The activity will be assessed by the teacher, videoed and moderated by the exam board.

SHORT COURSE RESOURCES

Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933640-gcse-pe-spec.pdf>

For the theory, we use a range of learning materials including videos, handouts and the CGP New GCSE PE Edexcel Revision Guide - for the Grade 9-1 Course.

SHORT COURSE STRUCTURE

Students have a 30 minute theory lesson each week from Y8 to Y10 and then a longer weekly lesson in Y11. Practical performance activities, some on-site and some off-site, are undertaken during the rest of Friday afternoon.

There is a 30 minutes weekly homework based on the theory lesson content, with answers easily found in the revision guide.

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FULL COURSE PE OUTLINE

There is an additional theory component and two additional practical activities.

Component 3: Theory: Health and performance

Topic 1: Health, fitness and well-being

- 1.1 Physical, emotional and social health, fitness and wellbeing
- 1.2 The consequences of a sedentary lifestyle
- 1.3 Energy use, diet, nutrition and hydration

Topic 2: Sport psychology

- 2.1 Classification of skills: basic/complex, open/closed
- 2.2 The use of goal setting and SMART targets to improve and/or optimise performance
- 2.3 Guidance and feedback on performance
- 2.4 Mental preparation for performance

Topic 3: Socio-cultural influences

- 3.1 Engagement patterns of different social groups in physical activity and sport
- 3.2 Commercialisation of physical activity and sport
- 3.3 Ethical and socio-cultural issues in physical activity and sport

Topic 4: Use of data

Component 4: Practical Performance

Students taking the full course will do **three** practical activities: one individual, one team sport and one free choice. These three activities will account for 30% of the total marks.

In addition, full course students will complete a Personal Exercise Plan activity. The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in the specification.

FULL COURSE RESOURCES

Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf>

For the theory, we use a range of learning materials including videos, handouts and the CGP New GCSE PE Revision Guide. Full course students may also wish to purchase a full course textbook: Edexcel GCSE 9 – 1 Physical Education.

<https://www.pearsonschoolsandcolleges.co.uk/secondary/PhysicalEducationAndSport/14-16/EdexcelGCSEPE2016/EdexcelGCSEPE2016.aspx>

FULL COURSE STRUCTURE

Students have a 30 minute theory lesson each week from Y8 to Y10 and then a longer weekly lesson in Y11. In addition, from Y10 onwards, full course students are set additional weekly learning tasks to cover the material in the second theory component and to support them in producing their PEP and report.

Practical performance activities, some on-site and some off-site, are undertaken during the rest of Friday afternoon.

Full course students should undertake a 1 hour weekly homework from Y10 onwards.

GCSE ART, CRAFT & DESIGN

This course will enable you to develop your creativity and allow you to explore a wide range of exciting art techniques, grounding your knowledge in art history through studying a range of artist and designers as well as art and crafts from other cultures.

Art encourages creative thinking and develops problem solving skills through working to design briefs. You will also foster critical thinking skills through analysing your own work and the work of others through discussion and journaling your ideas in a sketchbook.

This course is excellent preparation for anyone wanting to work in creative industries including architecture, graphic design, fashion, photography, film and media. It is also excellent grounding for those wishing to study art and design at a higher level.

A key feature at CFS is that we recognise that God is the ultimate artist of everything. Everything exists because it was created by him.

“Yet you, Lord, are our father. We are the clay, you are the potter; we are all the work of your hand.” Isaiah 64 v 8

COURSE OUTLINE

The course requires you to demonstrate evidence of working in two or more areas of study drawn from the titles below

- *Fine art:* for example drawing, painting, sculpture, installation, lens-/light-based media, photography, printmaking, mixed media and land art.
- *Graphic communication:* for example communication graphics, design for print, advertising and branding, illustration, package design, typography.
- *Textile design:* for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors and installed textiles.
- *Three-dimensional design:* for example architectural design, sculpture, ceramics, product design, jewelry and body adornment, interior design, environmental/landscape/garden design, designs for theatre, film and television.

- *Photography*: for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Students are also required to produce an annotated sketchbook; as well as demonstrate a satisfactory level of drawing skills.

ASSESSMENT

The course is assessed by:

- A portfolio of work at the end of the course which accounts for 60% of the overall mark;
- An externally set assignment, beginning with 4 weeks preparation time, and then a 10-hour exam in response to one of a choice of questions set by the exam board. This accounts for 40% of the overall mark.

RESOURCES

Specification: <http://www.aqa.org.uk/subjects/art-and-design-8201-8206>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

You will also be required to have an A3 sketchbook and an A2 folder, both of which can be purchased from school.

COURSE STRUCTURE

Year 9: 2 lessons per week

Year 10 & 11: 3 lessons per week

You will be expected to complete approximately 30 mins of homework per week usually consisting of research and investigation to be completed in sketchbooks.

Coursework will be produced throughout year 9,10 and 11. The externally set assignment begins in the spring term of year 11.

GCSE ART (TEXTILES)

This course will enable you to develop your creativity and allow you to explore a wide range of exciting art and textile techniques, grounding your knowledge in art history through studying a range of artist and designers as well as art and crafts from other cultures.

Art encourages creative thinking and develops problem solving skills through working to design briefs. You will also foster critical thinking skills through analysing your own work and the work of others through discussion and journaling your ideas in a sketchbook.

This course is excellent preparation for anyone wanting to work in creative industries including, costume design, fashion, interior design, merchandising, film and media. It is also excellent grounding for those wishing to study art and design at a higher level.

A key feature at CFS is that we recognise that God is the ultimate artist of everything. Everything exists because it was created by him.

“Yet you, Lord, are our father. We are the clay, you are the potter; we are all the work of your hand.” Isaiah 64 v 8

COURSE OUTLINE

The course requires you to demonstrate evidence of working in one or more areas of study drawn from the titles below:

1. Art textiles
2. Fashion design and illustration
3. Costume design
4. Constructed textiles
5. Printed and dyed textiles
6. Surface pattern
7. Stitched and/or embellished textiles
8. Soft furnishings and/or textiles for interiors digital textiles
9. Installed textiles

Students are also required to produce an annotated sketchbook; as well as demonstrate a satisfactory level of drawing skills.

ASSESSMENT

The course is assessed by:

- A portfolio of work at the end of the course which accounts for 60% of the overall mark;
- An externally set assignment, beginning with 4 weeks preparation time, and then a 10-hour exam in response to one of a choice of questions set by the exam board. This accounts for 40% of the overall mark.

RESOURCES

Specification: <http://www.aqa.org.uk/subjects/art-and-design-8201-8206>

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

You will also be required to have an A3 sketchbook and an A2 folder, both of which can be purchased from school.

COURSE STRUCTURE

Year 9: 2 lessons per week

Year 10 & 11: 3 lessons per week

You will be expected to complete approximately 30 mins of homework per week usually consisting of research and investigation to be completed in sketchbooks.

Coursework will be produced throughout year 9,10 and 11. The externally set assignment begins in the spring term of year 11.

GCSE BUSINESS

Business Studies introduces students to the four key areas of business: marketing, finance, business operations and human resources. Students will develop an understanding of business behavior in a range of different business contexts from small enterprises to large multi-nationals. This is a course for students who want to apply their knowledge to analysing how businesses operate in the real world and we regularly explore the background to current business news stories.

Business Studies is really a critical thinking course with a business focus. It enables students to develop analytical, evaluative and problem-solving skills as they seek to identify and recommend the best strategy for a business to adopt.

Students will also gain an appreciation of how business can be a powerful tool for extending the Kingdom of God. They will take part in starting or developing a small social enterprise that seeks to use business as a way of restoring dignity and a sense of purpose to disadvantaged people. This year we are developing a business marketing bags made by Syrian refugees from upcycled Turkish rugs. Throughout the course, students will be encouraged to evaluate business decisions against the ethical framework for business that is laid out in principle in the Bible and exemplified by generations of Christian business people.

COURSE OUTLINE

The new specification comprises two components:

- Focus on Operations and Human Resource Management
- Focus on Marketing and Finance

Although the four business functions are explored separately, they are also studied as inter-dependent elements of a business's activities

Each component also includes material that looks at the way businesses operate in the real world and the different influences that impact on business activity.

ASSESSMENT

Paper 1: Influences of operations and HRM on business activity

Paper 2: Influences of marketing and finance on business activity

Each exam is 1h and 45 mins and consists of three sections

- Section A has multiple choice questions and short answer questions worth 20 marks
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Each paper accounts for 50% of the total marks.

GCSE CHINESE

Students with Chinese as their birth language are able to sit the GCSE Mandarin Chinese exams through CFS, with support from external course facilitators. We see this as a helpful for students with EAL to gain a valuable MFL qualification whilst still allowing them to devote enough time to developing their English language skills.

COURSE OUTLINE & ASSESSMENT

The GCSE (9–1) in Chinese (spoken Mandarin/spoken Cantonese) courses consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

RESOURCES

Specification:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Chinese/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Chinese.pdf

The appendices contain all grammar and vocabulary required for the assessments.

Studio for Edexcel GCSE (9-1) Chinese New Edition provides full coverage of the new Edexcel GCSE Chinese (9-1) specification with:

- materials to develop listening, speaking, reading and writing skills which now include a focus on translation, understanding authentic texts and spontaneous speaking
- new end-of-chapter exam preparation sections which help to prepare students for the GCSE Chinese (9-1) examination
- cultural content and focus on ‘learning something new’ to give students a sense of purpose and bring language learning to life
- easy-to-use word lists help students with ongoing vocabulary learning and revision.

COURSE STRUCTURE

Private study with supervision. The exams could be taken in Y10 or Y11 following discussion between parents/school.

GCSE COMPUTER SCIENCE

The Computer Science GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth practical work to apply your skills to a specific problem.

The course will help you learn about critical thinking, analysis and problem solving. It can be a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

A key feature of the course at CFS will be to look at some of the ethical and spiritual dimensions of using computer technology.

COURSE OUTLINE

The course consists of nine components:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment (project)

ASSESSMENT

The course is assessed by:

- Two **written exams** at the end of the course (1h and 30 mins each) which account for 80% of the overall marks

Paper 1: Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above. There will be a mix of multiple choice, short answer and longer answer questions assessing a student’s practical problem solving and computational thinking skills.

Paper 2: Theoretical knowledge from subject content 3–7 above. There will be a mix of multiple choice, short answer, longer answer and extended response questions assessing a student’s theoretical knowledge.

- A **practical programming project** which takes 20 hours and accounts for 20% of the overall marks. Students will design, write and test a computer program (along with the computer programming code itself) to solve a problem. Students will produce an original report outlining this development.

RESOURCES

Specification: <http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

<http://filestore.aqa.org.uk/resources/computing/specifications/AQA-8520-SP-2016.PDF>

Course textbook: Cambridge AQA Computer Science student book accompanied by online learning material accessed through Cambridge Elevate

Coding learning material: http://inventwithpython.com/inventwithpython_3rd.pdf

COURSE STRUCTURE

Students will have one hour per week for independent study plus one hour per week tutorial, plus one homework.

- Monday P5 - Coding class
- Monday P6 - Independent study
- Monday Twilight - All together for tutorial/lesson.
- Monday pm – Homework (due in date will vary from week to week)

Students will undertake a practice non-exam project in Y9 or early Y10 and will start the actual project in the spring term of Y10.

GCSE DESIGN AND TECHNOLOGY

Our economic and social well-being depends on products and information. Rapid developments require students and future citizens to acquire technological literacy with appropriate manual, visual and auditory skills. The power to change materials purposefully is one of God's gifts to humanity. Therefore, the possibilities of technological innovation can be fearlessly explored and responsibly deployed within the purpose of the divine good Creator. Technology has often been stimulated by economic selfishness and destructive war, but it has also been driven by Christian visions of human betterment, the relief of suffering and the extension of benefits.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

COURSE OUTLINE

The course covers three key elements:

1. Core content

- The impact of new and emerging technologies
- How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment
- How energy is generated and stored in order to choose and use appropriate sources to make products and power materials and their working properties
- Developments in modern and smart materials, composite materials and technical textiles

- The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces
- How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
- The use of programmable components to embed functionality into products in order to enhance and customise their operation
- The categorisation of the types, properties and structure of:
 - i. ferrous and non-ferrous metals
 - ii. papers and boards
 - iii. thermoforming and thermosetting polymers
 - iv. natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
 - v. natural and manufactured timbers
- All design and technological practice takes place within contexts which inform outcomes
- Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
- Investigate and analyse the work of past and present professionals and companies in order to inform design
- Use different design strategies to generate initial ideas and avoid design fixation
- Develop, communicate, record and justify design ideas, applying suitable techniques

2. *Specialist materials category study*

In addition to the core content, students will study one of the following specialist material categories in depth:

- papers and boards
- electronic and mechanical systems

3. *Design and make project*

In their final year, students will demonstrate and apply their knowledge and understanding of designing and making by investigating, designing, making and evaluating a solution to a problem in a context set by the exam board.

ASSESSMENT

The course is assessed by:

- A written paper of 1 hr and 45 mins, worth 50% of the total, covering all the core content together with questions relating to the students' choice of material category. The questions will be a mixture of open response, graphical, calculation and extended open-response questions.
- A non-exam assessment where students will undertake a substantial design and make task. The exam board will release a contextual challenge in June of Y10 and students will research, design, make and evaluate a prototype of their solution, together with a portfolio of evidence explaining all stages of the process.

RESOURCES

Specification: <https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/specification-and-sample-assessments/Specification-GCSE-L1-L2-in-Design-and-Technology.pdf>

We will be using the following textbook: Edexcel GCSE (9-1) Design and Technology Student Book

The following website is a mine of useful learning and revision material:

<http://www.technologystudent.com/>

Students will need to purchase some components and materials for their project work.

COURSE STRUCTURE

The course is delivered through two lessons, held on Thursday afternoons, with up to one hour of homework per week. In preparation for the final Y11 project, students will undertake some build-up mini-projects to familiarize them with the process and assessment criteria.

GCSE ECONOMICS

The GCSE course is based on neo-classical economic assumptions about rational consumers and workers with unlimited wants, which are being challenged by contemporary economists working from both a secular and faith-based position.

The neo-classical economic concepts and free-market economic arguments will be taught in detail to enable the students to answer GCSE exam questions effectively but the underlying assumptions will be rigorously critiqued and challenged. As there is a three year (170 hour) time allocation, it is possible to take time to build links with ETS, as well as develop a strong Christ-centred curriculum focus. The course will be studied thematically, related where appropriate to relevant themes in ETS.

Alongside a study of the topics on the GCSE specification, we will read extracts from a range of economics writers, analysing and evaluating their arguments

COURSE OUTLINE

The course consists of two units:

1. How markets work

Students look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. They also look at how resources are allocated using a market mechanism.

The central aspect is an investigation of how prices are determined. This introduces students to concepts such as supply and demand, intermarket relationships and price elasticity.

Students investigate the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale. Students then explore the importance of competition in relation to resource allocation, leading to an investigation of the factors that lead to market failure, with an emphasis on the significance of externalities.

Students are encouraged to explore the moral, ethical and sustainability issues that underpin economic decision-making and economic activity.

2. *How the economy works*

Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers and government. Students explore the significance of interest rates including their impact on saving, borrowing and spending.

The core of this unit is focused on government objectives and their role in managing the economy. A range of policies are explored in relation to the objectives, highlighting the fact that pursuing one objective can have a detrimental effect on other objectives.

Students also examine why countries trade, and the significance of the global economy, including free trade agreements. Finally, students explore the role of money and the significance of the financial markets in modern economies.

Students are encouraged to explore the moral, ethical and sustainability issues that underpin all aspects of managing an economy.

ASSESSMENT

There are two 1hr and 30 mins written papers which are equally weighted and examine the two different components of the course.

RESOURCES

Specification: <http://www.ocr.org.uk/Images/306377-specification-accredited-gcse-economics-j205.pdf>

Our textbook is Hodders' OCR Economics 9 – 1. Students also have access to an e-book version.

<https://www.hoddereducation.co.uk/Product?Product=9781471888373>

The following books are all recommended as useful background reading, including for parents interested in learning more about critiques of classical economics:

Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism by George Akerlof and Robert Shiller (a neo-Keynesian argument for the necessity of an active government role in economic policymaking)

The Bible (focusing on the economic elements of the Torah)

The Creation of Wealth by Brian Griffiths (a market economist arguing for a capitalist system based on biblical principles instead of secular humanism)

Debt: the first 5000 years by David Graeber (this was also broadcast as a BBC Radio 4 documentary)

Doughnut Economics by Kate Raworth: absolutely brilliant critique of the underlying philosophical assumptions of classical economics with strong reminders of key themes of Biblical economics.

Free to Choose by Milton Friedman (the free market economist who had a major impact on the Thatcher government in the 1980s by arguing that interventionist governments nearly always do more harm than good)

Keynes Hayek: the Clash that Defined Modern Economics by Nicholas Wapshot (looks at how the radically different perspectives of Keynes and Hayek in the 1930s continue to be relevant today)

Morality and the Market Place by Brian Griffiths (a series of lectures considering Christian alternatives to capitalism and socialism)

Prosperity without Growth, by Tim Jackson (makes the case that continuing economic growth in developed nations is not sustainable)

The Protestant Ethic and the Spirit of Capitalism by George Weber (explores the role of Protestantism in the rise of modern capitalism)

Scarcity: when having so little means so much by Sendhil Mullainathan & Eldar Shafir (written by an economist and psychologist, challenging the classic economic concept of rational consumers)

Small is Beautiful: a study of economics as if people mattered by Ernst Shumacher (questions whether our economic systems reflect what we truly value)

The Shock Doctrine by Naomi Klein (reveals how free market economists convinced governments around the world to apply shocks to their economic and social systems to transform their countries)

The Spirit Level: why equality is better for everyone by Richard Wilkinson and Kate Pickett (ground-breaking 2009 book providing evidence to show that many social indicators are affected not by how wealthy a society is but by how equal it is)

COURSE STRUCTURE

One hour lesson on Monday plus one hour homework per week.

PERFORMANCE ARTS (Trinity)

The Trinity Performance Arts course is a skills-based course that provides students with opportunity to explore ideas imaginatively and creatively using different performance methods, skills and materials. The course allows students to hone their skills in a range of performance arts disciplines, including acting, improvisation, singing, dance/movement, mime and physical theatre. Students create, devise, write, compose, direct and/or choreograph original material that will communicate their ideas. Students also look at the different parts of a theatre and production roles, as well as looking at theatre history and different theatrical styles.

The performance arts offer us a powerful means of communicating ideas in a way that is accessible and has lasting impact. Our students learn to harness the power of the various performance arts to communicate the gospel and a world view informed by the values of the bible.

COURSE OUTLINE

Most students on this course are working towards Grades 4-5, although some students who develop their skills particularly strongly may be entered for Grade 6 upwards. Grades 4–5 typically relate to work at a standard comparable to that done in the UK in secondary schools by students aged approximately 12–15 in preparation for relevant GCSE examinations. Grades 6–8 typically relate to work at a standard comparable to that done in the UK in secondary schools by students aged approximately 15–18 working towards relevant A level examinations in preparation for higher education study in the performing arts.

Students learn in a variety of ways, including:

- Classroom based teaching sessions
- Oral presentations/ Performance sharing
- Drama based tasks/activities
- Regular completion of homework
- Study for examination

Students are supported in their learning by teacher and peer feedback on their performance/homework. Each academic year, they are expected to complete a log book and produce two performance pieces as part of their final exams. Solo and pair

candidates additionally undertake various tasks that enable them to display supporting skills such as story-telling, improvisation and response to direction

ASSESSMENT

In April 2018 an external examiner from Trinity will come to the school. Students will perform their pieces and then participate in a conversation/discussion with the examiner in order to display their knowledge and understanding, both of repertoire and of the range of techniques that may be employed for effective and engaging performance.

RESOURCES

Students should provide the following materials;

- Black top and bottoms with black pumps/trainers
- Any additional materials which are required for props or costumes.

COURSE STRUCTURE

Students have a double lesson on Monday afternoon. In the run-up to the exam or other performance, students will be required to take part in rehearsals that may go on after school. Students will have homework tasks that may include researching ideas, sourcing costumes/props, learning lines, preparing notes to explain their approach to their performance, as well as their log book.