



GREY COURT

SCHOOL

**Year 10
Curriculum Booklet
2022-2023**

September 2022

Dear Parents/Carers,

Year 10: An Important Year

Following on from this year group's success at Key Stage 3, I am delighted to welcome you to the start of your child's Key Stage 4 journey!

This is the beginning of a new and challenging phase in your child's education and students will find that year 10 places greater demands on them than those in Key Stage 3. They will be expected to show serious commitment to their studies: an outline of these can be found at the end of this booklet.

A key to success will be excellent attendance at school - this includes punctuality. Key information is issued to students during registration, including a new skills program, so it is vital that students arrive on time. Efficient organisation of work and time is also crucial so that homework and course deadlines are met. In addition to the students' planners, teachers will be using Google Classroom frequently and many resources and tasks can be found on this platform.

Throughout the year there will be a number of opportunities for students to become involved in extracurricular activities and community events. These include sports, fixtures, drama performances and music concerts. We have also launched the Grey Court student leadership programme which will start again this September and our 'Be Great' program which offers our students the chance to develop a wide range of valuable life skills.

In the summer term, year 10 internal examinations in all subjects will take place. This provides a valuable experience of examination conditions in preparation for GCSEs. These exams will inform the predicted grades requested on your child's sixth form and college application forms.

Grey Court strives to provide an informative, challenging and supportive environment in which parents involve themselves in the learning of their children.

I look forward to a very positive and successful year for all our year 10 students.

Yours faithfully

Miss L Clark

Head of Year 10

What's in your Curriculum Booklet?

Key Dates for Year 10	5
Year 10 Pastoral Team	7
Tutors 2022-23	7
Organisation of Teaching Groups	8
GCSE Grading	9
Homework	10
Homework Timetable : Yr 10 2022-2023	11
By Day	11
By Subject/ Option	11
Personal Development & Wellbeing	12
Year 10 Curriculum Topics Studied	14
Core Subjects	14
English	14
Mathematics	16
Science	18
PE (Core)	19
Religious Studies (Core)	19
Computing (Core)	20
Option Subjects	21
Art & Design	21
Computer Science	23
Drama	25
Food Preparation & Nutrition	27
French	29
Geography	30
German	31
Graphics Design (NCFE Level 2)	33
Health & Fitness	35
Health & Social Care	36
History	38
Mandarin Chinese	39
Media	41
Music	42
Music Technology BTEC	43
Physical Education GCSE	45
Politics AS	46

Religious Studies GCSE	47
Spanish	48
Statistics	49
Textiles Design	50
Rewarding our Students	52
Safeguarding	52
Conditions of Use of Photographs of Students	53
Acceptable Use of IT	53
School Network/Internet Acceptable Use Policy	54
EduLink One	55
Google Classroom	56
Mobile Phones	56
Grey Court Expectations	56

Key Dates for Year 10

2022

September

Mon 5th	Autumn Term Begins (inset day for staff)
Tues 6th	Years 7 & 12 return
Wed 7th	Years 8, 9, 10 & 11 return
Thu 8th	Year 13 return
Thu 22nd	Year 10 Parents' Information Evening
Fri 30th	School Photo Day

October

Fri 14th	Activity Day (normal timetable suspended)
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Half Term

	Thu 20th - Fri 28th Oct - Staff & Years 11, 12 & 13
	Thu 20th Oct - Tue 1st Nov - Years 7, 8, 9 & 10
Mon 31st	Inset Day for Staff - Years 11,12 & 13 return

November

Wed 2nd	Years 7, 8, 9 & 10 return
Thu 24th	Academic Tutoring day

December

Thu 8th	Christmas Concert
Fri 16th	Term Ends

2023

January

Tue 3rd	Spring Term Begins - all students return to school
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February

Thurs 9th TBC	Activity Day (normal timetable suspended)
Half Term	Friday 10th - Friday 17th Feb
Mon 20th	Inset Day for Staff - Year 11 and selected Year 12/13 students attend
Tue 21st	Students return to School

March

Thu 9th Mogo Spring Competition

Thu 23rd Year 10 Parents' Evening

April

Easter Break Mon 3rd - Fri 14th

Mon 17th Summer Term begins - students return to school

May

Mon 1st May Day Bank Holiday

Half Term Mon 29th May - Fri 2nd June

June

Mon 5th Students return to School

Mon 19th-Fri 30th Year 10 Exams

July

tbc Sports Day

Wed 12th - Fri 14th tbc Activity Week (normal timetable suspended)

Summer Term Ends Thurs 20th July 12 pm

All dates are subject to change – please check the website or e-bulletin for changes.

We aim to keep you informed at all times and always confirm important information as the date gets closer.

Year 10 Pastoral Team

Head of Year	Ms Clark
Student Support Officer	Ms Ilett & Ms Smith
Assistant Headteacher i/c KS4	Ms Weston
Deputy Headteacher i/c Key Stage 4	Mr Clements
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Associate Headteacher/ DSL	Ms V Price

Tutors 2022-23

ASH	Ms Casey
BEECH	Ms Heron
CEDAR	Ms Lopez
ELM	Ms Angus
MAPLE	Mr Anim
OAK	Ms Niss and Ms Moran
ROWAN	Ms Howell
WILLOW	Mrs Scott

Organisation of Teaching Groups

Definitions

Bands - the whole year group is split into two equal groups for timetabling purposes.

Mixed Attainment - students from the full ability range are taught within one class.

Setting - students are placed into class sets based on attainment. A student might be in a Set 2 for one subject and a Set 4 for another.

- **Mathematics**

Mathematics is taught in bands. Students are placed into classes set by attainment. There are 4 mathematics sets in each band. Setting is reviewed regularly by the Head of Faculty and students will be moved sets if appropriate.

- **English**

English is taught in bands. Students are placed into classes set by attainment. There are 4 English sets in each band. Setting is reviewed regularly by the Head of Faculty and students will be moved sets if appropriate. All students study GCSE English language and GCSE English literature.

- **Science**

Students placed into either a separate or combined science class. There are two parallel separate classes and two parallel combined classes in each band. The decision on which class a student is placed in is made by the science faculty, based on attainment and performance in KS3. The placement of students is reviewed after formal exams normally sat in January and in the summer. Sets P and Y are on the separate route, sets S and F are on the combined route.

- **Core Physical Education**

Students are taught in bands. The groups may change depending on the module being covered.

- **Options Subjects**

Students are taught in mixed attainment option groups, although where there is more than one class of a subject in the option block, students might be set according to attainment, as decided by the Head of Faculty.

GCSE Grading

All GCSE subjects are now on the 9 - 1 grading system.

Examinations will be graded from 9 - 1, instead of A* to G.

Under this system, a 'good pass' – which used to be a C grade - is now a grade 5.

A 'pass' is a grade 4, which is comparable to an old low grade C.

The highest grades you can achieve are 9, 8 and 7 with a 7 being comparable to an A grade.

The table below shows the old grade/new grade alignment.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Homework

All students receive a personalised homework timetable at the start of the new school year which should be stuck into their planners. A copy of the school homework timetable can be found in this booklet and on the website. Details of homework tasks set will be posted by teachers onto Google Classroom.

Definition

Homework refers to tasks that are required to be completed outside the timetabled curriculum but not necessarily at home. It contains an element of independent study in that it is not usually supervised directly or controlled by a teacher, and represents an extension of the learning activities provided. Such tasks include: investigations, research, reading, drawing, interviews, public library visits, designing, learning facts/formulae/vocabulary, word processing, simple experiments, drafting, revision, desk top publishing, essay writing, report writing, making a model and projects.

Why set homework?

The aims of homework tasks are to:

- encourage independent study and develop perseverance and self-discipline
- embed learning that has taken place in class and skills that will form the basis for lifetime education
- encourage students to work at their own pace and in a manner appropriate to their aptitudes
- enable classwork to concentrate on those activities for which a teacher is required
- allow access to materials outside the classroom
- involve parents and other adults in students' work
- reflect the needs of the National Curriculum and the demands of examination courses.

Role of parents/carers

provide encouragement and interest by checking, listening and testing

offer a suitable environment where their child can work

ensure the task is completed to the best of their child's ability

monitor the homework set and sign the planner every week

raise any subject-specific concerns regarding homework with the subject teacher and

general concerns with the form tutor

Marking homework

Homework is graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good - Homework deadlines are always met. Very good effort put into work

G Good - Homework regularly completed, good effort put into work

F Fair - Occasionally missing homework, basic effort put into work

I Inadequate - Homework rarely attempted or poorly done, lack of care

Homework Timetable : Yr 10 2022-2023

Students in year 10 should be spending, on average, 1.5 hrs to 2.5 hrs per day on homework - this includes work set by teachers and independent revision, research, reading and coursework/controlled assessment preparation. Students should try as far as possible to complete homework on the day it has been set.

By Day

	Monday	Tuesday	Wednesday	Thursday	Friday
A Band	English Maths	Science Option B	Maths Science	Science Option C	English Option A Option D
B Band	English Maths	Science Option B	Maths Science English	Science Option C	Option A Option D

By Subject/ Option

	A Band	B Band
Option A	Friday	Friday
Option B	Tuesday	Tuesday
Option C	Thursday	Thursday
Option D	Friday	Friday
English	Monday Friday	Monday Wednesday
Maths	Monday Wednesday	Monday Wednesday
Science	Tuesday Wednesday Thursday	Tuesday Wednesday Thursday

Personal Development & Wellbeing

A Statement of Policy

Personal Development and Wellbeing is an important part of every student's curriculum. Indeed, we currently not only meet but exceed all statutory requirements, including recommendations from leading groups such as the PSHE Association and Citizenship Foundation.

Our curriculum has been updated to account for the 2019 Sex and Relationships guidance, set out by the Department for Education. Whilst we feel that Sex and Relationships education is vital for all students to access, we accept that, under the new guidance, parents can withdraw their children from Sex and Relationships education in PDW if they wish. Please note that this does not apply to other aspects of Sex and Relationships, taught in subjects like Biology or Sociology. If you wish to consider this withdrawal, please e-mail Miss H James (Head of PDW) at hjames@greycourt.org.uk and Ms V Price (Associate Head) vprice@greycourt.org.uk

Our wider PDW curriculum aims to encourage our students to think carefully about all choices they make in life, which contribute to their overall development and the development of others within our inclusive community. We want all of our students to develop a positive self-image and a sense of personal worth and of a healthy physical, emotional and spiritual well-being. A termly outlining the topics covered for that term will be included in the e-bulletin.

Grey Court School prides itself on good working relationships between staff, parents and students and it is in this atmosphere of trust that development and wellbeing topics are covered. A variety of teaching methods are used to deliver PDW - these include group work, discussion, individual research and problem solving. We accept that there are differences and diversities of opinions which students may hold and within the framework of the school's expectations these differences are respected. The use of outside speakers and professionals has formed a positive supportive base for the staff and the students.

The Grey Court personal development and well-being curriculum is a responsive and fluid one, which actively listens to student and staff voices.

PDW is often brought into topics across many subjects within the planned curriculum, notably Science, Technology and Physical Education, with issues addressed in English and Humanities. PDW lessons are mainly taught by form tutors, with lessons taking place on a rolling timetable once a week throughout the year.

The Curriculum

At Grey Court School we aim to match the curriculum to each student's age, developmental stage, particular social pressures they are likely to encounter, interests and needs. We offer a co-ordinated programme in the following components: substance misuse, sex and relationship education (SRE), safety, health-related exercise, nutrition, personal hygiene, environmental aspects of health education, psychological aspects of health education, the individual as a citizen, extremist views, online media and free press, politics, friendships, civil rights, globalisation and skills based learning. Progression in learning is ensured through the development and expansion of these topics at regular intervals throughout the Key Stages. At each Key Stage, students are offered experiences which allow them to develop the understanding and skills to help themselves and others. We also invite specialists such as community health workers, to help deliver some sessions. Additional support is given through the school's inclusion policy to those students who need it and students may access counselling through their student support officers or phase leaders.

Year 10 Curriculum

The PDW curriculum at Grey Court is incredibly fluid, and will remain flexible throughout the year.

This is to ensure that we constantly meet the ever changing needs of the students in our care.

However, the draft curriculum for the Autumn Half Term 1 is below:

What new challenges will you face in KS4?

What do coercive, abusive and controlling relationships look like?

What does a safe and positive relationship look like?

How can you avoid toxic friendships?

Where is the line between flirting and sexual harassment?

How can we respond to provocation?

Throughout this year, Year 10 will also study:

Extremism and Radicalisation

Sexual Harassment and Healthy sexual experiences

Oracy and Assertive Communication

Post-16 options

Unconscious Bias

Year 10 Curriculum Topics Studied

Core Subjects

English

Teacher in Charge	KS4 Coordinator - Laura Randles Head of Faculty - Shabana Rose
Syllabus board and code	AQA English Language & English Literature GCSEs (8700 and 8702)
Setting Policy	Students are set according to attainment
Topics Studied	
Autumn	Language Paper 1 (Sections A and B) Macbeth
Spring	Pigeon English Power and Conflict poetry
Summer	Spoken Language preparation End of year exam preparation (Language Paper 1 and Conflict poetry)

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
English Literature: Paper 1	Shakespeare and 19th Century Novel	1 hour 45 minutes	40%
English Literature: Paper 2	Modern Texts, Anthology Poetry and Unseen Poetry	2 hours 15 minutes	60%
English Language: Paper 1	Exploration in Creative Reading and Writing	1 hour 45 minutes	50%
English Language: Paper 2	Writer's viewpoints	1 hour 45 minutes	50%

Spoken Language assessment

Presentation in a formal setting which is endorsed separately

Coursework deadlines and assessments dates

Assessments take place each half term. Trial examinations will be in line with the school calendar.

Equipment Needed

- A dictionary and thesaurus
- A set of post-it notes
- Highlighter pens
- Texts: Students are encouraged to buy their own editions of Macbeth, Frankenstein and Pigeon English so that they can write notes and highlight – this serves as a great advantage when studying a text.
- Guides and Support notes. For each text we also encourage the use of a study guide.

These are available as books or through online resources. York Notes and CGP have a comprehensive range.

Main Texts / Reading List

Course reading list:

- Pigeon English by Stephen Kelman
- Macbeth by William Shakespeare
- Frankenstein by Mary Shelley

Recommended reads:

Classics:

- Nineteen Eighty Four by George Orwell
- Wuthering Heights by Emily Bronte
- Pride and Prejudice by Jane Austen
- Dracula by Bram Stoker
- If Beale Street Could Talk by James Baldwin

Contemporary:

- Grand Union by Zadie Smith
- His Dark Materials by Phillip Pullman
- The Knife of Never Letting Go by Patrick Ness
- Don't Touch My Hair by Emma Dabiri
- Poor by Caleb Femi

More comprehensive reading lists and recommendations are available from the English teachers

Recommended Websites

- www.englishbiz.co.uk/
- www.bbc.co.uk/schools/ks4bitesize/english/
- www.shmoop.com
- www.sparknotes.com
- www.litcharts.com
- www.youtube.com/user/mrbruff
- <https://senecalearning.com/en-GB/>

Mathematics

Teacher in Charge	Mrs Scott
Syllabus board and code	Edexcel (1MA1)
Setting Policy	Students are set according to attainment
Topics Studied - Higher	
Autumn	Number problems and reasoning, place value and estimating, highest common factor and lowest common multiple, calculating with powers, powers of 10 and standard form, surds algebraic indices, expanding and factorising, equations, formulae, sequences, quadratic equations, completing the square, simultaneous equations, quadratic simultaneous equations linear graphs, quadratic graphs, cubic and reciprocal graphs, line segments.
Spring	Interior and exterior angles, Pythagoras' theorem, trigonometry, area, volume, sectors, circles, cylinders, spheres, cones, pyramids, transformations, bearings, statistical diagrams, averages, fractions, proportion, percentages, decimals. manipulating ratios, proportion.
Summer	Calculating probability, mutually exclusive events, experimental probability, independent events and tree diagrams, conditional probability, Venn diagrams and set notation, angle facts, triangles, parallel lines, special quadrilaterals, angles in a polygon, regular polygons.
Topics Studied - Foundation	
Autumn	Factors and multiples, squares, cubes and roots, index notation, prime factors, algebraic expressions, substitution, formulae, expanding brackets, factorising, frequency tables, two-way tables, representing data, time series, stem and leaf diagrams, pie charts, scatter graphs, ratio and proportion, calculations with fractions, decimals and percentages.
Spring	Angle properties, angles in parallel lines, angles in triangles, exterior and interior angles, mean, mode and range, types of average, estimating the mean, sampling, rectangles, parallelograms and triangles, trapezia, compound shapes, surface area, volume of prisms.
Summer	Linear graphs, gradient, $y=mx+c$, real-life graphs, distance-time graphs, translation, reflection, rotation, enlargement, combining transformations.
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Paper 1	Non Calculator	Foundation—1hr 30 Minutes	33.30%
		Higher—1hr 30 Minutes	
Paper 2	Calculator	Foundation—1hr 30 Minutes	33.30%
		Higher—1hr 30 Minutes	

Paper 3	Calculator	Foundation—1hr 30 Minutes Higher—1hr 30 Minutes	33.30%
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Coursework deadlines and assessments dates

Equipment Needed

Scientific calculator, protractor, compass, ruler, pen, pencil.

Main Texts / Reading List

Edexcel GCSE 9-1 Maths Higher/Foundation Student Book - A Pearson Company, textbooks provided in class. All students have access to an online version of the text book at www.pearsonactivelearn.com. Students will be given individual logins and passwords.

Recommended Websites

- www.mathsgenie.co.uk
 - www.mymaths.co.uk
 - www.nrich.maths.org
 - www.mrcarter.com
- www.corbettmaths.com

Science

Teacher in Charge	Ms Moran (Head of Science/ Biology), Mr Gundry (Chemistry), Mr Khan (Physics)		
Syllabus board and code	Pearson Edexcel Science Separate sciences - 1Bi0, 1CH0, 1PH0 Combined sciences - 1SC0		
Setting Policy	The decision regarding which students study separate or combined science is made by the science department at the end of year 9 based on their performance.		
Topics Studied			
	Biology	Chemistry	Physics
Autumn	Key concepts Biochemistry	Separating techniques Atoms and the Periodic Table Bonding	Energy stores Motion Waves Electricity
Spring	Cycles in the environment Transport and exchange Plants	Quantitative chemistry Acids and alkalis	Particle model Resultant forces Uses of waves Resistance
Summer	Health and disease Inheritance	Rates and energy	Pressure Acceleration
Examination Breakdown			

Y10 - 3 x 1 hour 10 minute exams (combined) 3 x 1 hour 30 minutes exams (separate)
Y11 - 6 x 1 hour 10 minute exams (combined) or 6 x 1 hour 45 minute exams (separate)
100% Exam (no coursework).

Coursework deadlines and assessments dates

In the summer of year 10 there are 3 internal exams (bio, chem, phy). There will also be in-class assessments at the end of January/beginning of February to assess progress and students suitability to the course they've been put on
There is no coursework for any of the GCSE science courses, we run internal assessments throughout the two years The six external exams will take place in May and June of year 11.

Equipment Needed

Pen, pencil, ruler, green pen, highlighter, scientific calculator, revision guides.

Main Texts / Reading List

The students have access to the textbook through ActiveLearn online. It is highly recommended that students purchase a revision guide AND workbook. There are various companies that publish these, CGP and Edexcel are the most popular.

Recommended Websites

- www.bbc.co.uk/schools/gcsebitesize/science/
- www.qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html
- www.pearsonactivelearn.com
- www.senecalearning.com

PE (Core)

Setting Policy

One double lesson per week is compulsory. Mixed ability groups.

Topics Studied

Pupils receive 4/5 options each half term to choose what they would like to participate in. Some options, such as boxing, boxing, golf driving range and swimming may be chargeable. Any chargeable activities should be paid for in advance and in full for the duration of the half term.

Full Grey Court PE Kit: blue round-neck t shirt, shorts, track pants and track top. Blue Grey Court socks or white sport or trainer socks. Rugby top for those taking rugby. Baselayer when extremely cold (blue or white preferably).

Football boots, sports trainers (no plimsoles or skate shoes). Shin pads, gum shield and hairbands (if hair is longer than shoulder length). If ill or injured, students must still wear their PE kit (if a practical lesson) as they can undertake another role in the class (eg coach or referee). Failure to do this will lead to a PE kit mark. Asthma pumps and relevant medication.

Religious Studies (Core)

Teacher in Charge

Mr R Hurley

Topics Studied

Statutory religious studies (ie non-GCSE) at Key Stage 4 is delivered through several different ways. These include: one assembly per half term for each year group, PDW sessions completed in tutor time, drop-down sessions over three days with year 10 on the theme of 'Identity'. The drop-down days are delivered in conjunction with computing. These sessions (whatever the format) are designed to be stimulating, active and challenging and will meet the requirements recommended by Richmond Borough's standing advisory council on religious education (SACRE). SACRE stipulates that 'teaching must acknowledge the importance of Christianity as well as incorporating other world religions and life stances.'

Sessions will take various forms including the use of guest speakers, a range of classroom activities and cross-curricular links, and different elements of philosophy and ethical studies.

The following key concepts will be covered:

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments.

Computing (Core)

Teacher in Charge

Ms K Teague

Topics Studied

Statutory religious studies and computing (ie non-GCSE) at Key Stage 4 is delivered through several different ways. These include: one assembly per half term for each year group (RS only), 1 in 4 of the allocated PDW sessions (1 period per week) and drop-down sessions over three days at the end of year 10 on the theme of 'Identity'.

Students will use their allocated time to work towards their iDEA (inspiring digital enterprise award) Bronze Award. iDEA badges have been mapped against several inputs including National Curricula and the Skills Builder Framework. This helps support life, employability and soft skills, as well as a range of specialist subjects such as enterprise and formal computing (digital literacy, computer science and IT). These sessions have been planned in conjunction with taught elements of both computing and RS to ensure our students are upskilled for their future no matter their path. We have mapped badges against pastoral themes and to tie in with PDW across the key stage.

Through these activities all pupils will have the opportunity to study aspects of information technology and computer science and be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns.

Option Subjects

Art & Design

Teacher in Charge	Miss Maybey
Syllabus board and code	AQA GCSE Art & Design – AQA GCSE 8201
Setting Policy	GCSE Art students are taught in mixed attainment groups.
Topics Studied	
Autumn	Japan Mixed Media
Spring	Japan / Messages Issues-based
Summer	Messages Issues-based
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>%</i>
Coursework	Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, which includes a sketchbook and final piece for each of the three projects studied.	60%
Exam or Externally Set Assignment	Includes preparation time of up to 13 weeks before a 10 hour practical assessment which takes place in the first half of the summer term in year 11. Though this time frame can seem intimidating, most students enjoy this concentrated time period for focus solely on art. All students will be prepared for this assessment through mock assessments so the process will be familiar by the course end.	40%

Coursework deadlines and assessments dates

Coursework details:

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. Students must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives.

Students will be expected to compile a presentation portfolio of their best work produced across the four assessment objectives. This takes the form of A3 size sketchbooks (or A4 when appropriate) and additional preparation work with final responses to the themed projects; either in 2D or 3D. Some sketchbook work may be mounted for the final presentation.

This will be completed through Year 10 with a deadline of January in Year 11.

Equipment Needed

GCSE Art students should have a range of art materials or purchase the GCSE Grey Court art pack. This will help them develop and complete work in sketchbooks at home using different media; paints, oil pastels, felt-tip pens, chalk pastels, drawing pencils, glue, scissors etc. We also strongly recommend that art students purchase an A3 portfolio for protecting and carrying A3 sketchbooks to and from school.

Main Texts / Reading List

Where possible, we recommend art students see live art or at least virtually visit galleries. The British Museum and V&A Gallery both have excellent Japan collections which are very useful for our first project theme:

<https://www.vam.ac.uk>

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

Recommended Websites

- A great website for finding out what's on, what's free and what's worth seeing - www.timeout.com/london
- www.tate.org.uk
- www.hayward.org.uk
- www.serpentinegallery.org
- www.designmuseum.org
- www.saatchi-gallery.co.uk
- www.arts.ac.uk University of the Arts, London – UK's leading Arts University, includes Wimbledon School of Art, Chelsea College of Art, Camberwell School of Art, St Martin's, London College of Communications

Computer Science

Teacher in Charge	Ms Teague
Syllabus board and code	OCR J277 (From 2020)
Setting Policy	Computer Science is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Data storage, sound, compression and units
Spring	Storage and memory and computer architecture
	Principles of programming
Summer	Program creation and refinement

Examination Breakdown			
<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Computer Systems	Systems architecture, memory and storage, computer networks, connections and protocols, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology. This paper consists of multiple choice questions, short response questions and extended response questions.	1 hour 30 minutes	50%
Computational thinking, algorithms and programming	Algorithms, programming fundamentals, producing robust programs, Boolean logic and programming languages, and integrated development environments. This paper has two sections: section A and section B. Students must answer both sections. In section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR exam reference language or the high-level programming language they are familiar with.	1 hour 30 minutes	50%

Coursework deadlines and assessments dates

2 GCSE exams summer 2022

Equipment Needed

Stationery and access to Google Classroom.
Textbook/revision book below may be helpful but is not a requirement of the course.

Main Texts / Reading List

- Clear Revise OCR GCSE Computer Science J277 (PG Online) ISBN: 978-1-910523-23-0
This is a new course from September 2020 please ensure any textbooks / revision materials you purchase have the code OCR Computer Science J277
- We have a selection of eBooks available from www.tinyurl.com/gccsreading
- We also have a collection of physical books relating to computer science in T1.
- Recommended book for students studying python: Learning to programme in python – PM Heathcote

Recommended Websites

- <https://classroom.google.com/h>
- <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>
- www.w3schools.com/
- www.docs.python.org
- <https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

Drama

Teacher in Charge	Ms Burton
Syllabus board and code	AQA 8261
Setting Policy	Drama is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Drama skills/practitioners Component 1: Written exam - Blood Brothers Practical Exploration & Live Theatre Evaluation
Spring	Component 1: Written exam - Blood Brothers practical exploration
Summer	Component 2: Devising Drama exam (worth 40% of GCSE)
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Component 1: Understanding Drama	Knowledge and understanding of drama and theatre Study of one set play from a choice of six (current text: Blood Brothers by Willy Russell) Analysis and evaluation of live theatre makers It is assessed through an open book written exam, which is marked externally.	1 hour 45 minutes	40%
Component 2: Devising Drama	Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work Marked internally and then moderated by AQA.	Up to 20 minutes (dependent on group size)	40%
Component 3: Texts in Practice	Assessed through the performance of two extracts from one play, in which students may contribute as performer or designer. Each extract is marked separately out of 20. There is a free choice of play but it must contrast with the set play chosen for component 1. Marked by an external AQA examiner.	Up to 20 minutes (dependent on group size)	20%

Coursework deadlines and assessments dates

Component 2: Devising Drama Practical Exam - Summer Term

Equipment Needed

- Students should keep an organised folder on their google drive to store all work so that they can revisit it for revision at a later date.
- Students will need to complete homework and written work and submit this on Google Classroom, which will be marked and returned online.
- A copy of the Blood Brothers text will be required at the start of the school year. Students will be asked to purchase their own copy so that they can annotate it and take notes.

Main Texts / Reading List

- AQA GCSE Drama Student Book by Annie Fox (Illuminate Publishing)
- Blood Brothers by Willy Russell
- Blood Brothers Play Guide for AQA GCSE Drama (Illuminate Publishing)
- GCSE Bitesize Drama by Andy Kempe (BBC Active; 2006)
- Theatre reviews in newspapers and online

Recommended Websites

- www.aqa.org.uk/subjects/drama/gcse/drama-8261
 - www.bbc.co.uk/schools/gcsebitesize/drama/
- Practitioner Websites Frantic Assembly <https://www.franticassembly.co.uk/> The Paper Birds Theatre Company <https://www.thepaperbirds.com/>
- Local Theatres The Rose Theatre www.rosetheatrekingston.org/?gclid=CPz6urWskbgCFdDJtAodeEEACg The Orange Tree Theatre www.orangetreetheatre.co.uk/ Richmond Theatre www.atgtickets.com/venues/richmond-theatre/ Theatres Further Afield Shakespeare's Globe www.shakespearesglobe.com/ The National Theatre www.nationaltheatre.org.uk/

Food Preparation & Nutrition

Teacher in Charge	Miss Clark
Syllabus board and code	AQA GCSE Food Preparation and Nutrition (8585)
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	All sections will have theory and practical elements Section 1: Nutrients, diet, nutrition and health Section 2: Food provenance and the environment Section 3: Food choice
Spring	Section 4: Food safety Visits, trips and skills workshops Section 5: Food science
Summer	Mock NEA Task 2: Practice food preparation task Mock NEA Task 1: Practice food science investigation task Presentation skills and exam preparation Self-reflection, PLCs and learning audit

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>%</i>
Paper 1: Written examination	Theoretical knowledge of food preparation and nutrition from subject content: food, nutrition and health, food science, food safety, food choice and food provenance	50%
Non-exam assessment (NEA)	Task 1: Food science investigation. Students' understanding of the working characteristics, functional and chemical properties of ingredients. Task 2: Food preparation and nutrition assessment Students' knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food, and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.	50%

Coursework deadlines and assessments dates

Exam in summer term of year 11
NEA tasks – April of year 11

Equipment Needed

Students will need to bring in all ingredients for practical lessons, as well as a good sized container with a lid.

A4 lever arch file with separators
Pen, pencil, ruler, eraser, sharpener

Main Texts / Reading List

- AQA Food Preparation & Nutrition – (Illuminate) Anita Tull & Gary Littlewood
- AQA Food Preparation & Nutrition – Hodder Education
- AQA Design and Technology: Food Technology student book – Nelson Thornes 2009

Recommended Websites

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

<http://www.bbc.co.uk/food/> - BBC Food

<http://foodafactoflife.org.uk/> - Food a Fact of Life

<https://www.nutrition.org.uk/> - British Nutrition Foundation

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhy>

French

Teacher in Charge	Ms López
Syllabus board and code	Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in French (1FR0)
Setting Policy	French is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Theme – identity and culture (self and family, free time) Grammar – using present, perfect and imperfect tenses, reflexive verbs, comparatives and superlatives, direct object pronouns
Spring	Themes – identity and culture (daily life, festivals and traditions) and local area Holiday and travel (town and country) Grammar – modal verbs, question forms, combining tenses, negatives, the pronoun y, future tense
Summer	Theme – local area, holiday and travel Grammar – conditional tense, perfect reflexives, en + present participle, the pluperfect tense

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>%</i>
Written Exam	Open response questions plus a translation into the target language.	25%
Speaking Exam	One role-play, one picture-based task and one general conversation on two themes.	25%
Listening Exam	Final examination	25%
Reading Exam	Final examination including a translation into English	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick (see planner for full equipment list).

Main Texts / Reading List

Students can best extend their linguistic skills by reading magazines and publications in the target language. A French/English dictionary for reference is very useful. All students use Edexcel Studio GCSE French - Higher. Vocabulary books can be purchased from the finance office. Revision guides, workbooks and vocabulary cards can be purchased from Amazon.

Recommended Websites

- www.languagesonline.org.uk
- www.pearsonactivelearn.com
- www.quizlet.com
- www.bbc.co.uk/languages
- www.wordreference.com

Geography

Teacher in Charge	Mrs Angus
Syllabus board and code	AQA - 8035
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Urban issues and challenges
Spring	Coastal and river landscapes in the UK
Summer	Changing economic world field trip 1

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Paper 1: Living with the physical environment	written exam	1 hour 30 minutes	35%
Paper 2: Challenges in the human environment	written exam	1 hour 30 minutes	35%
Paper 3: Geographical applications	written exam	1 hour 15 minutes	30%

Coursework deadlines and assessments dates

No coursework. The course is completely linear and all examinations will be at the end of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick, colouring pencils, calculator.

Main Texts / Reading List

- GCSE Geography (AQA approved) By Simon Ross, Rowles, Holmes & Digby
- CGP – GCSE 9-1 Geography AQA A Specification The Revision Guide

Recommended Websites

- www.aqa.org.uk
- www.bbc.co.uk/bitesize/
- www.bbc.co.uk/news/uk/

German

Teacher in Charge	Ms Moore
Syllabus board and code	Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in German
Setting Policy	German is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Theme – school (opinions, school rules, achievements), identity and culture (free time activities, reading, music, film and TV, sport, celebrations) Grammar – inversion, weil clauses, modal verbs, future tense, perfect tense of separable verbs, cases (nominative and accusative), conditional tense
Spring	Themes – Identity and culture (relationships, role models, home, daily routine, social media, technology) Grammar – Possessive adjectives, cases (nominative, accusative and dative), future tense, relative pronouns, modal verbs, reflexive verbs, separable verbs, wenn and daß clauses
Summer	Theme – International and global dimension (festivals and events, Berlin Marathon, Winter Olympics, environmental issues) Grammar – Prepositions with the accusative case, adjectival nouns, comparative and superlative, passive

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>%</i>
Written Exam	Open response questions plus a translation into the target language.	25%
Speaking Exam	One role-play, one picture-based task and one general conversation on two themes.	25%
Listening Exam	Final examination	25%
Reading Exam	Final examination including a translation into English	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick (see planner for full equipment list).

Main Texts / Reading List

Students can best extend their linguistic skills by reading magazines and publications in the target language. A German/English dictionary for reference is very useful. All students use the text book 'Stimmt Edexcel GCSE German (Higher)'. Vocabulary books can be purchased from the finance office. Revision guides, workbooks and vocabulary cards can be purchased from Amazon

Recommended Websites

- www.languagesonline.org.uk
- www.pearsonactivelearn.com
- www.quizlet.com
- www.bbc.co.uk/languages
- www.wordreference.com
- www.dw.de

Graphics Design (NCFE Level 2)

Teacher in Charge	Mr S. Nair
Syllabus board and code	NCFE – Level 2 Technical Award in Graphic Design (603/7011/7)
Setting Policy	At Key Stage 4 NCFE Graphic Design Level 2 is an option subject taught in mixed attainment groups.
Topics Studied	
Autumn	1st half term: Introduction to graphic design Understand the components of Graphic design (LO1) 2nd half term: Experimentation with the graphic design components. (LO2) Internal assessment of work for LO1 and LO2
Spring	1st half term: Review of design experimentation (LO3) Evaluation of design experiments for: 1. Visual impact of experimentation. 2. Choices made during experimentation. Final internal assessment of Unit 01 2nd half term: Understand the work of recognised graphic designers (LO1) Should use more than one source to gather information. Produce a graphic design inspired by the work of a chosen graphic designer (LO2) Internal assessment of work for LO1 and LO2
Summer	1st half term: Review of their graphic designs (LO3) Evaluation of designs: 1. How their design reflects the work of the graphic designer 2. Their technical skills 3. Their use of graphic design components 4. Ways of improving their designs. Final internal assessment 2nd half term: Understand the requirements of a graphic design brief (LO1) 1. Know how to respond to a brief 2. Develop a minimum of three ideas.

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>Assessment</i>
	Introduction to Graphic Design	30 (GLH) hours	Internal
	Graphic design practice	30 (GLH) hours	Internal
		30 (GLH) hours + (NEA 17.5	
One Unit comprising all aspects of graphic design.	Responding to a graphic design brief	hours) + 1.5 hours external	Internal and external

assessment

Graphic design portfolio

30 (GLH) hours Internal

To be awarded the Level 2 Technical Award in Graphic Design, learners are required to successfully complete 1 Unit of work taught in Year 10 and Complete an NEA in year 11. Learners must also achieve a minimum of a Pass in the NEA and the written External assessment (EA) to achieve a pass in the course.

Coursework deadlines and assessments dates

Coursework deadline: TBC Assessment Date: TBC (1.5 hours)

Equipment Needed

Range of drawing pencils, eraser, 30cm ruler, fine liner, pencil sharpener, watercolour colouring, pencils, coloured drawing pens, paints/inks, A3 folder, a calculator.

Main Texts / Reading List

- Design and Technology AQA GCSE (9-1) M J Ross
- AQA GCSE D&T: Graphic Products – 2010 edition
- Lonsdale: GCSE Graphic Products Essentials Revision Guide
- Lonsdale: GCSE Graphic Products Essentials Student Workbook

Recommended Websites

- www.design-technology.org/
- www.technologystudent.com/
- www.designmuseum.org
- www.designboom.com
- www.Pinterest.com

Health & Fitness

Teacher in Charge	Miss Angel
Syllabus board and code	NCFE Level 1/2 Technical Award in Health and Fitness 603/2650/5
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
	<ol style="list-style-type: none">1. Structure and function of body systems2. Effects of health and fitness activities on the body3. Health and fitness and the components of fitness4. Principles of training5. Testing and developing components of fitness6. Impact of lifestyle on health and fitness7. Applying health and fitness analysis and setting goals8. Structure of a health and fitness programme and how to prepare safely
Autumn, Spring, Summer	

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Unit 01	Topics 1-6 Exam	1 hour 30mins	40%
Unit 02	Internally assessed: Synoptic Project (externally quality assured).		60%

Coursework deadlines and assessments dates

End of unit topic tests - end of year exam June 2024

Equipment Needed

A4 exercise book needed for each theory lesson. Full pencil case needed for each theory lesson. Practical lessons (will run alongside theory lessons at the discretion of the teacher).

Main Texts / Reading List

VCERT Specification, NCFE Level 1/2 Technical Award Health and Fitness

Recommended Websites

<https://www.ncfe.org.uk/schools/subject-areas/health-and-fitness>

Health & Social Care

Teacher in Charge	Ms Braham
Syllabus board and code	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	<p>The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas.</p> <p>Two components studied throughout the year.</p> <p>Component 1: Human Lifespan Development - Students could be asked to write a report to illustrate how people change over different life stages.</p> <p>Students could choose an individual, eg a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report.</p> <p>Students should have the opportunity to choose the person that they want to research.</p>
Spring	<p>Component 1: Human Lifespan Development - Students could be asked to write a report to assess how two students have coped with the same type of life event (students will choose a life event. Ideally, students will do this by talking to the individuals. Students will need to respect the confidentiality of interviewees.</p>
Summer	<p>Component 2: Health and Social Care Services and Values - Students could be asked to carry out a review into health and social care services available in their area.</p> <p>Students could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them.</p> <p>Students carry out research to find local services that meet their needs.</p>
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
1) Human Lifespan Development	<p>Students will complete two internally assessed assignments. • Understand human growth and development across life stages and the factors that affect it • Investigate how individuals deal with life events.</p>	n/a	30%
2) Health and Social Care Services and Values	<p>Students will complete one internally assessed assignment. • Understand the different types of health and social care services and barriers to accessing them</p>	n/a	30%

3) Health and Well-being	<p>Externally assessed written examination in Y11. • 60 marks synoptic assessment. • Task set and marked by Pearson, completed under supervised conditions. • The set task will be completed in two hours in the period timetabled by Pearson.</p>	2hrs	40%
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Coursework deadlines and assessments dates

Deadlines for assignments will be set by your class teacher over the course of the year.

Equipment Needed

- BTEC Tech Award Health and Social Care Student Book
- A range of pens
- Pencils
- Highlighters
- Colouring pencils/felt tips, ruler, rubber, A4 folder.

Main Texts / Reading List

TBC

Recommended Websites

- www.doh.gov.uk Department of Health
- www.scieco.uk Social Care Institute for Excellence
- www.skillsforcare.org.uk Sector Skills Council for Social Care
- www.skillsforhealth.org.uk Sector Skills Council for Health
- www.society.guardian.co.uk The Guardian
- www.who.int The World Health Organisation
- <https://www.bbc.co.uk/news/health> BBC News

History

Teacher in Charge	Miss Hawkins
Syllabus board and code	Edexcel (1HI0)
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Medicine Through Time Medicine Through time
Spring	The British sector of the Western Front, 1914-18: injuries, treatments and trenches
Summer	Germany 1919-39

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Paper 1 (Medicine)	Written Exam	1 hour 15 minutes	30%
Paper 2 (Cold War & Elizabeth) TAUGHT IN YEAR 11	Written Exam	1 hour 45 minutes	40%
Paper 3 (Germany)	Written Exam	1 hour 20 minutes	30%

Coursework deadlines and assessments dates

No coursework for this course, all will be assessed in summer exams

Equipment Needed

Pens, pencils, rulers, coloured pencils, glue, scissors, exercise books and textbook

Main Texts / Reading List

- History A The making of the Modern World Unit 2A: Germany 1918-39
- History A The making of the Modern World Unit 1: International Relations The Era of the Cold War
- Edexcel GCSE (9-1) History Medicine through time, c1250-present Student Book
- New GCSE History Revision guide for the new 9-1 course.

Recommended Websites

- Google Classroom
- <http://www.bbc.co.uk/schools/gcsebitesize/history/>
- <http://www.johndclare.net/>
- <http://spartacus-educational.com/>

Mandarin Chinese

Teacher in Charge	Mr McCrohan
Syllabus board and code	Pearson Edexcel GCSE (9 - 1) in Chinese (1CN0)
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Theme – Identity and culture (self and family, free time) Grammar – the use of measure word for nouns, using past, present and future tenses, comparison structures, comparatives and superlatives, complex structures such as 'be interested in...', 'when...', 'both...and...', 'apart from..., also...'
Spring	Themes – School (school days, school activities) and media Grammar- the use of comparison structures. Using connectives to link pronouns, adjectives and phrases to nouns, using connectives to express actions in progress, Chinese idioms, complex structures 'not only..., but also...', 'Although..., but...', '...while...', 'after... finished, then...', 'if..., then (will)...'
Summer	Theme – Local area, holiday and travel (local area) Grammar – expressing completed action and having an experienced action, Chinese idioms, complex structure 'Because..., therefore...', 'as soon as, I will...', 'first., then...' Exam practice
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>%</i>
Written Exam	Open response questions plus a translation into the target language.	25%
Speaking Exam	One role-play, one picture-based task and one general conversation on two themes.	25%
Listening Exam	Final examination	25%
Reading Exam	Final examination including a translation into English	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

Pen (green and blue or black), pencil, ruler, glue stick, highlighter, whiteboard marker, and scissors.

Main Texts / Reading List

Students can best extend their linguistic skills by reading magazines and publications (either in digital or paper format) in the target language. All students would benefit from having a Chinese/English dictionary/app. All students use Edexcel GCSE Chinese (9-1) text book, which can be purchased from Amazon.

Recommended Websites

- www.mdbg.net/chinese/dictionary
- www.quizlet.com
- www.eu.gochinese.net/goChinese/

Media

Teacher in Charge	Miss Howell
Syllabus board and code	Pearson - Creative Digital Media Production – BTEC Tech Award
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Component 1: Exploring Media Products Learners will develop their understanding of how products create meaning for their audiences. Learners will also examine existing products and explore media production techniques. This component is internally assessed and involves writing two essays.
Spring	
Summer	Component 2: Developing Digital Media Production Skills Learners will develop skills and techniques in media production processes by reworking media products from the audio/moving image sector. This component is internally assessed.

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Component 1 and 2 are internally assessed. Component 3 is a practical in exam conditions and is externally assessed			

Coursework deadlines and assessments dates

February - May 2023

Equipment Needed

A4 folder for hand-outs and home learning. It would be an advantage to have access to the following equipment: A DSLR digital camera, SD-Card, USB to save and transfer work with, a PC or Apple Mac with Final Cut Pro.

Main Texts / Reading List

- MediaMagazine (school subscription)
- Attendance to Film Club

Recommended Websites

- YouTube tutorials on Final Cut Pro

Music

Teacher in Charge	Mr Millar
Syllabus board and code	EDEXCEL MUSIC 2016 (1MU0)
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	Vocal music (Purcell & Killer Queen). Music for stage and screen. (Defying Gravity and Star Wars) Solo performance. Music theory and dictation. Free composition draft 1.
Spring	Instrumental music (Bach and Beethoven). solo performance. Music theory and dictation. Free composition draft 2.
Summer	Fusion Music - (Samba Em prelude & Release) Recording of performances. Complete composition No 1. Revise/review all set works. Music theory and dictation. Summer exams.

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>%</i>
Paper 1	Performing (Submit 1 Solo & 1 ensemble performance). 3 mins minimum.	2 X 15%
Paper 2	Composing (2 composition). 3 minutes minimum.	2 X 15%
Paper 3	Listening and Appraising (recorded extracts)	40%

Coursework deadlines and assessments dates

By December of year 10 – Solo performance and composition Prep work completed by April of year 10 – Ensemble performance and composition 2 prep work completed by June of year 10 – Recording of at least 1 performance and completion of free composition

Equipment Needed

- Musical instrument
- Lesson resources/notes
- Stereo/MP3 player/portable listening device

Main Texts / Reading List

Edexcel GCSE Music, source booklets and resources on Google Classroom

Recommended Websites

- www.projectgcse.co.uk/gcse_music
- www.spartacus.schoolnet.co.uk/REVmusic.htm
- www.musicalcontexts.co.uk/index.htm
- www.djemberhythms.com/books/soloing.htm
- www.rpfuller.com/gcse/music/romantic.html
- www.djembe.net/djembe-e.shtml
- www.musictheory.net/
- www.edexcel.co.uk

Music Technology NCFE

Teacher in Charge	Mr M Allchurch
Syllabus board and code	NCFE Level 1/2 Technical Award in Music Technology
Setting Policy	Music Technology is an option taught in mixed attainment groups.
Topics Studied	
Autumn	
	The digital audio workstation (DAW), Musical elements, musical style and music technology
Spring	The digital audio workstation (DAW), Musical elements, musical style and music technology, Introduction to music technology and the music business
Summer	Sound creation, Introduction to music technology and the music business

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>%</i>
Non-exam assessment (NEA)	Externally-set, internally marked and externally moderated synoptic project (17 hours)	60%
Examined assessment	Externally-set and externally marked written exam (1.5 hours)	40%

Coursework deadlines and assessments dates

Students will complete pieces of work to embed and support the knowledge learnt in each content area throughout year 10 and the start of year 11. Assignment deadlines for formative assessments, tests and projects will vary throughout the year.

The exam board set an assessment brief for the synoptic project (NEA) at the start of year 11, which will assess students' knowledge and practical application of the 5 content areas, with students completing this in the Spring of year 11.

The exam will take place in the Summer of Year 11 and will also assess students' knowledge of the 5 content areas.

Equipment Needed

- Folder for hand-outs
- Bound notebooks for each content area
- USB storage devices to backup practical work (ideally at least 64GB)
- Headphones with a regular minijack connector - bluetooth and phone connectors are incompatible. Headphones can be provided but some students may wish to use their own.

Main Texts / Reading List

- Music: The Business – Ann Harrison
- The Dance Music Manual – Rick Snoman
- Music Theory for Computer Musicians – Michael Hewitt
- Creative Recording 1 and 2 – Paul White
- Magazines such as Sound on Sound, Future Music and Music Week

Recommended Websites

- www.musictheory.net
- www.soundonsound.com
- www.musiciansunion.org.uk
- www.youtube.com/user/MusicTechHelpGuy
- www.youtube.com/c/TheHouseofKushTV

Physical Education GCSE

Teacher in Charge	Mr Murphy
Syllabus board and code	AQA PE GCSE 8582
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Health, fitness and well-being. Applied anatomy and physiology
Spring	Movement analysis. Physical training
Summer	Practical analysis assessment. Sports Psychology,
Examination Breakdown	

Title	40% practical and 60% exam
Practical Element	Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
Theoretical Element	Paper 1: The human body and movement in physical activity and sport. What's assessed: Applied anatomy and physiology, movement analysis, Physical training, Use of data. 30% of final mark. Paper 2: Socio-cultural influences and well-being in physical activity and sport: What's assessed: Sports psychology, socio-cultural influences, health, fitness and well-being, Use of data. 30% of final mark.

Coursework deadlines and assessments dates

Controlled assessments will take place during year 10/11.

Equipment Needed

A4 exercise book needed for each theory lesson. Full pencil case needed for each theory lesson. Practical lessons (will run alongside theory lessons at the discretion of the teacher) - Equipment/Clothing needed : Full Grey Court PE Kit: blue round-neck t shirt, shorts, track pants and track top. Blue Grey Court socks or white sport or trainer socks. Rugby top for those taking rugby. Baselayer when extremely cold (blue or white preferably). Football boots, sports trainers (no plimsoles or skate shoes). Shin pads, gum shield and hairbands (if hair is longer than shoulder length). If ill or injured, students must still wear their PE kit (if a practical lesson) as they can undertake another role in the class (eg coach or referee). Failure to do this will lead to a PE kit mark. Asthma pumps and relevant medication. Students will receive one double theory and one single theory lesson per week. Each student will receive a Kerboodle online learning account which will enable them to access the PE textbook and online activities from home. If homework is not handed in on time, they will miss their double PE Core lesson to complete.

Main Texts / Reading List

- AQA Physical Education, accessed online
- Zig Zag revision materials , accessed online

Recommended Websites

<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Politics AS

Teacher in Charge	Ms James
Syllabus board and code	Pearson (Edexcel) Advanced Subsidiary (AS) GCE in Politics (8PL0)
Setting Policy	
Topics Studied	
Autumn	Democracy and participation – 20 hours Electoral systems – 15 hours
Spring	UK political parties -20 hours Voting behaviour and the media – 15 hours
Summer	Revision Internal examination (UK Politics)

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Component 1: UK Politics	Democracy and participation	1 hour 45 minutes	50%
	Political parties		
	Electoral systems		
	Voting behavior and the media		
Component 2: UK Government	The constitution	1 hour 45 minutes	50%
	Parliament		
	PM and Executive		
	Relationships between the branches of government		

Coursework deadlines and assessments dates

Practice questions throughout the year

Equipment Needed

An agile mind and thirst for learning! A pack of eight coloured highlighters. A folder, with four folder dividers inside. Students will be required to purchase a textbook. Complete the summer homework.

Main Texts / Reading List

- Politics Review Magazine
- Two newspapers per week: one left-leaning and one right-leaning - not the Daily Mail!

Recommended Websites

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Religious Studies GCSE

Teacher in Charge	Mr Hurley
Syllabus board and code	Edexcel B 1RB0
Setting Policy	Religious Studies is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Islam: Belief in Allah Islam: Crime and Punishment
Spring	Islam: Living the Muslim Life Islam: Peace and conflict
Summer	Revision

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Religion, Philosophy and Social Justice: Christianity	Written exam	1 hour 45 minutes	50
Religion, peace and conflict: Islam	Written exam	1 hour 45 minutes	50

Coursework deadlines and assessments dates

N/A

Equipment Needed

Pens, pencils, rulers, coloured pencils, glue, scissors, highlighters.

Main Texts / Reading List

'Religion, Peace and Conflict through Islam' Oxford – 978 019 8370437

Regularly reading a quality newspaper will cover many of the topics we study and will enhance understanding.

Recommended Websites

- <http://www.bbc.co.uk/schools/gcsebitesize/rs>
- <http://www.bbc.co.uk/religion>
- Wikipedia

Spanish

Teacher in Charge	Ms Lopez
Syllabus board and code	Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Spanish (1SP0)
Setting Policy	All classes will be mixed ability
Topics Studied	
Autumn	Themes-Local area, holiday and travel and school Grammar-Present tense, preterite, giving opinions, the imperfect tense, using adjectives in comparative and superlative structures, phrases followed by infinitive, the near future, object pronouns.
Spring	Themes-Identity and culture Grammar-Adjectival agreement, the present continuous, connectives, ser and estar, stem-changing verbs, soler + infinitive, the imperfect, the perfect tense.
Summer	Theme-International and global dimension Grammar: Present subjunctive, the pluperfect, the imperfect continuous. Exam practice
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>%</i>
Written Exam	Open response questions plus a translation into the target language.	25%
Speaking Exam	One role-play, one picture-based task and one general conversation on two themes.	25%
Listening Exam	Final examination	25%
Reading Exam	Final examination including a translation into English	25%

Coursework deadlines and assessments dates

N/A

Equipment Needed

Pen, pencil, rule, glue stick, scissors, etc (see planner for full list).

Main Texts / Reading List

Students can best extend their linguistic skills by reading magazines and publications (either in digital or paper format) in the target language. All students would benefit from having a Spanish/English dictionary/app. All students use Edexcel GCSE Spanish – Higher. Revision guides and workbooks (9-1) can be purchased from Amazon.

Recommended Websites

- www.languagesonline.org.uk
- www.quizlet.com
- www.bbc.co.uk/languages
- www.wordreference.com
- www.pearsonactivelearn.com

Statistics

Teacher in Charge	Ms Scott
Syllabus board and code	Edexcel GCSE Statistics 1ST0
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	Data collection, tabulation, data representation, surveys, sampling, calculating measures of location and spread.
Spring	Probability, cumulative frequency, box and whisker diagrams, scatter graphs and correlation, histograms.
Summer	Time series, moving averages and seasonal effects, further statistical diagrams.

Examination Breakdown

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Paper 1	Paper 1 assess all content <ul style="list-style-type: none"> • Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle • The papers contain short response, medium response and extended response questions 	1 hour 30 minutes	50
Paper 2	Paper 2 assess all content <ul style="list-style-type: none"> • Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle • The papers contains short response, medium response and extended response questions 	1 hour 30 minutes	50

Coursework deadlines and assessments dates

Dates not released

Equipment Needed

Scientific calculator, graphical calculator provided by the school. Protractor, compass, ruler, pen pencil

Main Texts / Reading List

Edexcel 9-1 GCSE Statistics

Recommended Websites

- www.mymaths.co.uk
- www.statisticsgenie.co.uk
- www.edexcel.com/ GCSE statistics

Textiles Design

Teacher in Charge	Ms Casey
Syllabus board and code	AQA GCSE Art & Design- Textile design (8204)
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Mixed Media/Surface qualities and textural effects
Spring	Cultural textiles / Museum visit and exploring theme "Pattern and Decoration"
Summer	Making artefact inspired by museum and cultural studies
Examination Breakdown	

<i>Title</i>	<i>Details</i>	<i>Time</i>	<i>%</i>
Component 1: Portfolio	Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, which includes a sketchbook and final piece for each of the three projects studied.	Selection of work completed in year 10 & 11	60%
Component 2: External Set	Includes preparation time of up to 13 weeks before a 10 hour practical assessment which takes place in the first half of the summer term in Year 11. Though this time frame can seem intimidating, most students enjoy this concentrated time period for focus solely on Art. All students will be prepared for this assessment through mock assessments so the process will be familiar by the course end.	Culminates in a 10hr Exam	40%

Coursework deadlines and assessments dates

Coursework details:

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. Students must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four Assessment Objectives.

Students will be expected to compile a presentation portfolio of their best work produced across the four Assessment Objectives. This takes the form of A3 size sketchbooks (or A4 when appropriate) and additional preparation work with final responses to the themed projects; either in 2D or 3D. Some sketchbook work may be mounted for the final presentation.

This will be completed through year 10 with a deadline of January in year 11.

Externally Set Assignment details:

In year 11 (January) students start the externally set assignment which is 40% of final marks awarded.

Students respond to one starting point/question (in the same way as their coursework projects) chosen from Exam paper set by AQA and given out by teacher in late January. Supporting materials will be created by the Department and provided throughout preparation period.

The preparatory period will last approximately 13 weeks and will be used to research, investigate, and develop ideas. It will conclude with a final 10 hour exam.

Assessment & moderation subject to timetable:

All coursework and final exam assessments marks are marked internally and then sent to AQA by 31st May 2022 for moderation by the examining body.

Equipment Needed

GCSE Textiles students should have a variety of Art materials and Textiles equipment and purchase the Grey Court GCSE Textiles pack. This will help them further develop and complete work at home using different media such as paints, oil/chalk pastels, drawing pencils, felt tip pens/fineliners, scissors, glue etc A good sewing kit including shears.

An A3 plastic wallet folder to present work and an A3 handled folder to carry practical work and fabrics.

Main Texts / Reading List

Where possible, we recommend Textiles students see live Textiles/Textiles Art through galleries, exhibitions, fashion shows and high street/designer fashion and homeware stores. There are many free exhibitions in London which can be hugely inspiring to designers/artists. These can be found in specific museums/galleries (such as the Design museum and the Textiles museum) but also within museum collections (such as the Victoria & Albert Museum). Even visiting specific parts of the city, buildings or places of interest outside London are often of great interest and inspiration to GCSE Textiles students. Please check booking requirements, age-appropriate content and be aware of any safety measures in place prior to visiting.

Recommended Websites

- A great website for finding out what's on, what's free and what's worth seeing - www.timeout.com/london
- www.tate.org.uk
- www.hayward.org.uk
- www.serpentinegallery.org
- www.designmuseum.org
- www.saatchi-gallery.co.uk
- www.arts.ac.uk University of the Arts, London – UK's leading Arts University, includes Wimbledon School of Art, Chelsea College of Art, Camberwell School of Art, St Martin's, London College of Communications

Rewarding our Students

The House System at Grey Court

The house system aims to enhance student achievement and motivation through promoting inter-house competition. In 2021-22, we had House competitions across 12 subject areas. The four houses are Aztec, Roman, Spartan and Trojan.

Allocating a House

In order to promote a strong tutor group ethos, whole tutor groups are allocated to the same house. Each house consists of two tutor groups from each year, one from A band and one from B band.

House Points

House points are an important part of motivating students in their day to day lessons. Staff allocate house points to reward student achievement such as: sustained effort, exemplary work, high attainment or excellent class participation. Points are also awarded for representing the school at extra-curricular activities and showing respect and courtesy. A high number of points results in the award of a certificate at end of term celebration assemblies.

House Competitions

Each year we hold a number of inter-house sporting and faculty competitions. Each of these contributes points towards the final totals which decide the overall winning house. All members of that house are awarded a fun afternoon out during the following academic year. The more people you have involved in House competitions, the more points you will collect as a House!

Safeguarding

Grey Court School recognises that all adults in our school have a full and active part to play in protecting our students from harm. The Designated Safeguarding Lead is Ms V Price (vprice@greycourt.org.uk) and the Deputy Designated Safeguarding Lead is Mrs S Mercer (smercerc@greycourt.org.uk) The nominated governor (safeguarding) is Julian Knott.

If you have a safeguarding concern about a child please contact Ms Price or Mrs Mercer, or if you prefer to remain anonymous, contact Achieving for Children SPA (Single Point of Access) Call 020 8547 5008 from 8am to 6pm, Monday to Friday, or 020 8770 5000 out of hours. If a child is at immediate risk of harm, call 999.

Conditions of Use of Photographs of Students

Throughout the school's academic year and your child's school life, photographs may be taken of your son/daughter. These photographs may be used in a range of contexts:

School publications, for example the prospectus

School noticeboard displays

Local newspapers as part of the media coverage of a school event

School website

Grey Court facebook and twitter pages, Grey Court Youtube channel.

Internal teacher training materials and or conferences

Local education authority publications and website.

If you do not want your son or daughter to appear in any photographs, please contact Ms V Price as soon as possible.

Acceptable Use of IT

Grey Court School expects all students to be safe and responsible when using any of the IT resources. This includes the use of the internet, email and social networking sites. In particular, students must ensure that all IT communication is respectful and sensible. Any online activity, in and outside school, must not cause distress to others, nor bring the reputation of the school into disrepute. If students come across offensive or illegal material online or within the school's systems, they should report this immediately to a member of staff.

Students must understand that there are consequences to inappropriate or unacceptable use of IT, which could result in parents or the police being informed and/or suspension of access to their school IT account. This is especially true of any forms of abuse like cyber bullying.

School Network/Internet Acceptable Use Policy

1. School network: The school network provides filtered access to the internet to support student learning. Student use of the IT services is monitored by the school. We use filtering software in an attempt to ensure that all inappropriate websites are blocked.

Each student is provided with a secure area on our network in which to store work. Periodic random checks will be made as to the content of these files. Students found storing inappropriate material on our network may have the facility withdrawn and action taken.

Users will not attempt to gain unauthorised access to the Grey Court School network or go beyond their authorised access. This includes attempting to log-on through another student or staff account or try to access another user's files. These actions are deemed illegal under the computer misuse act - even if only for the purposes of "browsing" or "exploring".

An individual search will be conducted if there is reasonable suspicion that users have violated this policy. The investigation will be reasonable and related to the suspected violation.

Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Storage of non-school data and applications is prohibited.

Any attempt to install unauthorised software, apps or games is strictly prohibited.
2. Email and Internet: The school will issue every student with an email address which they can use both in school and at home. This is a filtered service and is programmed to automatically intercept the use of profanity, suspicious words and other abuse or inappropriate attachments. The school will be notified if any student abuses the email system. Random checks of email accounts will be made as part of our monitoring procedures and students found to be using the system inappropriately will have their accounts closed and action will be taken. Students who repeatedly try to access non educational or unapproved websites like gaming sites, inappropriate video websites, music streaming, social networking and any other sites deemed to be inappropriate by the school may have their access to the internet withdrawn and action taken. Any student viewing adult material will automatically have their network access withdrawn and the student's parents/carers will be notified, and action will be taken. Users will not attempt to bypass the ISP filtering system. Such attempts will result in a permanent ban of Internet access and further action may be taken.
3. System Security: Users are responsible for their individual user area and should take all reasonable precautions to prevent others from being able to use it. Under no circumstances should users let any other student know their password. Users will immediately notify a teacher or a member of IT staff if they have identified a possible security problem. Users MUST NOT go looking for security problems because this will be construed as an illegal attempt to gain access. Users should take every precaution to avoid the inadvertent spread of computer viruses. Unchecked USB flash/pen drives must not be used and email attachments that are suspect or from unknown sources should not be opened. Users will not download computer programs or files from the Internet without permission from a member of staff. Users will not try to load computer programs onto the Grey Court School Network or attempt to run programs that are not accessed through the Start Menu or Desktop screen. Monitoring software alerts the school to inappropriate web searches by individuals. These alerts are followed up and appropriate action is taken by the school.

4. Misuse of resources: Any student found to be tampering, damaging or otherwise abusing the school's IT facilities will be dealt with in the strongest possible manner.

Users will avoid unnecessary printing. A record of all printing is logged automatically by the printing accounting software. Any student found to be abusing their printing quota will have their ability to print withdrawn and will be invoiced for the excessive paper and toner used.

Accessing and playing games via the Internet is not allowed. A limited number of games do have some significant educational value and these listed 'games' are the only ones users are permitted to access.

For copyright reasons, users must not download or store commercial music or video files anywhere on the school network, at any time.

Shared areas on the school network are for sharing and transferring school files; users are responsible for their removal when they are no longer needed. If users place inappropriate files in a shared area then their network access is liable to be suspended.

Listening to online radio broadcasts or watching website video clips online slows the whole network. Unless this is for educational reasons and permission has been given by a member of staff, this is not allowed.

Users of iPads must not tamper with the settings or any application that has not been instructed for use. Misuse of the school's iPads is taken very seriously, students found to be using them inappropriately will be banned from using them and further action will be taken.

EduLink One

EduLink One is Grey Court's parental communication tool which can be accessed via the app or browser, providing parents and carers access to information held by the school on students including: achievement and behaviour points, timetables, homework, attendance, clubs, and catering balances.

If you need help setting up your account, please contact rjacob@greycourt.org.uk.

You will need to use the School ID: grey or greycourt, or tw107hn when asked. Once you have finished setting up your account, if you notice one of your children is missing from EduLink One, please email rjacob@greycourt.org.uk with the full name and year group of your child who is not appearing.

Students can also access EduLink One via the app or browser, using the School ID (greycourt), and their school network (not email) login details. e.g. Freddie James who joined Greycourt in September 2022 username would be fjames22.

(* Year 7 student passwords will be issued in their first computing or DT lesson) Students also have access to EduLink One. If they need any assistance registering, they should speak to their computer science teacher.

Google Classroom

Google Classroom is our VLE (virtual learning environment). Teachers will provide resources for students on the platform which they can access from home. Students will also have access to a variety of free Google software including a word processor, spreadsheet, presentation and unlimited storage.

Students should login to the Grey Court Google Classroom platform directly from the Google homepage by clicking 'Sign in' in the top right hand corner.

Students' usernames and passwords will be issued by their computer science teacher.

Please contact Mr Jacob or the IT Technician team if you require any support.

rjacob@greycourt.org.uk

helpdesk@greycourt.org.uk.

Teachers will use Google Classroom to either set or log homework for students. Students maybe required to hand in their homework via Google Classroom, or check Google Classroom to find out the details of the homework and complete it in their exercise books.

Mobile Phones

The school acknowledges that for many parents and young people, the ownership of a mobile phone is considered to be a necessary and vital part of modern life.

We recognise the smartphone has great potential to support a student's learning experiences. However, the consequences of misuse can be serious. This is reflected in our school mobile phone policy.

On the first infringement of the mobile policy, the mobile phone will be confiscated by the member of staff and taken to the attendance officer in the attendance office, where it will be securely stored. A record will be made of the incident on SIMS so that parents/carers are informed of a behaviour incident by the teacher who confiscated the phone. The student will be able to collect the mobile phone at 3.30pm (not earlier) from their phase leader's office on the same day or at 3.30 pm on any following day.

Grey Court Expectations

Arrive at lessons on time and with the proper equipment to learn effectively.

Enter quietly when asked to and quickly get ready to learn by removing outdoor clothes and taking out your equipment.

Remain silent and concentrate while your teacher talks to the class. Your teacher has a right to teach and all of your classmates have a right to learn.

Follow all the school rules and instructions from teachers all of the time.

Pack away and leave only when your teacher tells you to do so. Make sure the room is tidy before you leave.

RESPECT for each other is most important. There is no excuse for rudeness.