

# DARRICK WOOD SCHOOL

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## Key Stage 4 Parents' Information Booklet

# Introduction

Students in Years 10 and 11 are embarking on the most important stage of their education to date. Their achievement over the two years of Key Stage 4 will influence options and decisions that will affect the rest of their lives. This booklet has been prepared to help parents support their children through this critical stage and provides useful information on the individual subjects offered at GCSE, advice on how to achieve success and explanation of the latest government reforms to GCSEs.

Students will need to be prepared to work hard during Key Stage 4. They will, however, be supported by their subject teachers, Form Tutors, their Year Team and, of course, by their parents and carers.

We wish them every success in their endeavours.

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# Contacts

For general enquiries you should contact the School Office.

If you have a query about a subject related matter you should contact the subject teacher or the Achievement Coordinator.

For queries relating to the overall work or well-being of your child you should contact the Form Tutor.

Use the appropriate link below to view a current list of our Pastoral Team for each year group:

[Year 10 Pastoral Team](#)

[Year 11 Pastoral Team](#)

School address is:	Darrick Wood School Lovibonds Avenue Orpington Kent BR6 8ER
School telephone number:	01689 850271
School email address:	<a href="mailto:office@darrickwood.bromley.sch.uk">office@darrickwood.bromley.sch.uk</a>
School website address:	<a href="https://www.darrickwood.bromley.sch.uk">https://www.darrickwood.bromley.sch.uk</a>
The School VLE is: (Microsoft Office 365)	<a href="https://portal.office.com">https://portal.office.com</a> (Login required)
The Parent portal website is:	<a href="https://www.mychildatschool.com">https://www.mychildatschool.com</a> (login required)

## DARRICK WOOD SCHOOL HOME-SCHOOL AGREEMENT

	<b>Being ready for school</b>	<b>Attendance &amp; punctuality</b>	<b>Classwork &amp; homework</b>	<b>Behaviour</b>	<b>Pastoral support</b>	<b>Links between home &amp; School</b>	<b>Out-of school activities</b>
As a <b>parent/carer</b> I shall try to:	send my child to School in full uniform at all times  make sure my child has the right equipment for lessons	make sure my child attends School on time every day and avoid taking holidays in term time	take an interest in my child's work  encourage my child to do her/his best at all times  ensure that my child does her/his homework and check her/his planner	encourage my child to behave well at all times	inform the School of any problems likely to affect my child's learning	attend parents' evenings  read letters/email from School and reply if necessary  support the School in matters of discipline	support School events wherever possible
As a <b>student</b> I shall try to:	always wear full School uniform  bring the right equipment to School	attend School every day on time	listen to my teacher and work hard  check Teams regularly for set homework assignments	behave well inside and outside the School and obey the School rules and conduct code	let a teacher know if I have any worries	take all letters home  serve any punishments I may be given	take advantage of activities on offer
As a <b>school</b> we shall try to:	insist that School uniform is worn at all times  tell your child what she/he needs for lessons	encourage good attendance and punctuality	provide good lessons  prepare your child to succeed in national examinations  set and mark work appropriately  provide a homework timetable and planner	encourage high standards of behaviour at all times  operate the discipline policy fairly and consistently	listen and respond quickly to all concerns  inform you, where appropriate, of any worries which we may have	hold regular parents' evenings  write to you about developments in the School  report regularly on your child's progress, attendance and punctuality	inform you of any school events

# Attendance

Attendance and punctuality are very good at Darrick Wood. Students are regularly reminded of the importance of good attendance and punctuality, so they understand the role it plays in making sure they achieve their full potential.

In exceptional circumstances students could be granted leave of absence. In such cases, an Application for Leave of Absence form should be submitted. It will be returned, duly signed, if the application is approved. Authorisation of leave of absence can only be made by the Head Teacher. The School is not obliged to agree to family holidays during term time and leave of absence is not intended to cover day trips or holidays spent at home. Clearly students cannot learn if they are not at school and work copied up later is rarely understood as well as it would be had the student attended the lesson.

No leave of absence will be authorised at any time for students in Years 10, 11, 12 and 13 until after the end of the public examinations (e.g. GCSE, Level 3/A level) and, additionally, requests will not be granted where the student concerned has a poor attendance record. Requests will not be granted in the two weeks immediately prior to or following examinations. This is because valuable revision work is done before the examinations and it is important for students to be present at the feedback sessions following them.

Every half-day absence has to be classified by the School as either authorised or unauthorised and recorded as such in the students' educational records. Unauthorised absences are those which the School does not consider reasonable and for which no leave of absence has been granted. Absences for trivial reasons, truancy, absences which have never been properly explained and arrival at School after 10:00am without good reason (explained in writing by the parent) will be counted as unauthorised absence.

If a student is unfit to attend school through illness or some other legitimate reason, parents are encouraged to contact the School on the first day of absence. Absence may be authorised for reasons other than illness, such as medical appointments which must be taken in school time. We ask that these are kept to a minimum in Key Stage 4, due to the importance of the GCSE years.

We are grateful for parents' co-operation in complying with these procedures. They are intended to ensure that our students get the very best out of their time with us.

# Homework

Homework is set regularly by all subjects. Students in Years 10 and 11 should complete about 40 minutes on each subject per night. Some children may be invited to a Homework Club organised by Achievement Coordinators. There will also be initiatives in place to help pupils manage their workload over the course of the year.

## What is Homework for?

- Homework can play a vital role in raising your child's standard of achievement
- It is an essential way in which your child can be prepared for tests and examinations
- It provides your child with additional time to study
- It helps children to learn how to plan and manage their time, and to develop the habit of independent study
- Homework will consolidate what has been learnt in class and challenge students to learn more about a particular topic
- Homework encourages curiosity in a topic and helps develop life-long learners

## Types of Homework

The types of homework tasks that might be set could include:

Identifying personalised strengths and areas for development  
Factual or imaginative writing  
Reading  
Learning or revision  
Fact finding  
Illustration  
Supporting raising the quality of learning within a lesson

Responding to marking  
Producing starter tasks  
Map work  
Carrying out an investigation  
Completing assessments and coursework  
Preparing a presentation  
Writing a report  
Producing information booklets or factsheets

## How can parents help?

- Find a suitable space for your child to work. It should be free of distractions
- Help to work out the best time for homework to be completed. Take into account other activities such as clubs, paper round, music practice, favourite television programmes
- Help with routine testing. Help by explaining something or advise on how your child might set about a task but do not do it for the child yourself
- Help by showing your child how to extract information from sources such as encyclopaedias, dictionaries, the Internet etc.
- Keep an eye on how much time your child spends on homework
- Check Teams with your child so you know what homework is being set and check that your child is completing it. Children can submit each homework entry on Teams when they have completed it
- Check on the deadlines that have been set for completing homework. Ensure that your child meets them
- Encourage your child and praise them when homework is completed to a high standard.

# Coursework/Controlled Assessment/NEAs

For many years, most subjects have involved coursework or controlled assessment. In many subjects, however, this has now been removed altogether, although it is still present in a few (now referred to as NEAs – non-examined assessments). The examination regulations on coursework, controlled assessment and NEAs are very clear. Some of the work (e.g. research) might still be completed at home, dependent upon the qualification, but what is actually allowed will vary from subject to subject. In short, the aim is to reduce the opportunities for plagiarism and gaining an unfair advantage. If coursework, controlled assessment or an NEA is required, the percentage of the qualification that is based on this and the deadlines to be met will vary by subject.

A key difference between coursework, compared to controlled assessment and NEA, is that in most cases students are now not able to redraft. This means that students need to place maximum effort on each piece to achieve as highly as possible. Some tasks may only take a short time to complete while others may be spread out over a longer period of time. Whichever it is, it is important that students plan their work programme and that any deadlines set by their teachers are met. Without this planning it is very easy to fall behind and students can find themselves with large amounts of work to be completed in a very short time as deadlines approach. Attendance on the days when coursework, controlled assessment or NEA is planned is also, of course, essential.

Included in this guide is a summary of the examination requirements for each subject and any deadlines that have been set. In some cases, the dates are not yet fixed as they are dependent on IT facilities, or other required arrangements, being available.

In all subjects regular assessments will be set throughout the two years. These will not count towards the final grade, but are crucial indicators to both student and teacher of progress towards target grades and of areas in which to improve.

**Regular attendance is essential. If a piece of coursework, controlled assessment or NEA is not completed then a student may not be entered for the GCSE examination.**

## GCSE Reforms

Due to a change in government policy, all GCSE assessment is now linear in structure. Where in the past, students have been able to sit examinations covering part of a course in, for example, June of Year 10, this is no longer possible. Re-sits of modules are also not possible. In many subjects, additional marks are awarded for spelling, punctuation and grammar, whilst many examinations also require the application of Mathematics in the context of the subject.

In September 2015, the government introduced the first of the new GCSE specifications in English and Mathematics. These are graded 9 to 1 (9 being the highest grade possible). In September 2016 other subjects also followed this change. On the subject specific pages overleaf the grade range is indicated. Students will mostly be graded 9 – 1.

# Curriculum Guides

## Information on all Key Stage 4 Examination Subjects

<b>Subject</b>	<b>Art and Design</b>
<b>Courses offered</b>	Eduqas GCSE in Art and Design (Art, Craft and Design)
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Either - two hours per week in Year 10, three hours per week in Year 11 Or – three hours per week in Year 10, two hours per week in Year 11
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p><b>Component 1: Portfolio</b></p> <p>Students complete a non-examination assessment. Each student chooses their own theme for their personal project (e.g. Change).</p> <p>Students learn how to progress through the assessment criteria set by the examination board including:</p> <ul style="list-style-type: none"> <li>• Develop and explore ideas</li> <li>• Work from direct observation</li> <li>• Research past and present Artists, Designers and Craftspeople</li> <li>• Experimentation of materials and processes</li> <li>• Progression and review of ideas</li> <li>• Final piece(s)</li> </ul> <p>All work must be based on observational drawing and link to artists studied.</p> <p>Students are taught to experiment with a variety of media. These include pencil, pen, paint, collage, sculpture and printing. They also are encouraged to use different papers, fabrics and photographs.</p> <p>Students specialise in their material strengths as they progress through the course.</p> <p><b>Component 2: Externally Set Assignment</b></p> <p>The examination project starts in January of Year 11 with the project ‘theme’ being set by the examination board (e.g. ‘Order and Disorder’).</p> <p>Students work through the examination project (starting with observational drawing and artists’ work). The final piece is decided with the support of the teacher and completed unaided in a 10-hour practical examination under examination conditions in April.</p>
<b>Assessment</b>	<p><b>Component 1: Portfolio (60% of qualification)</b></p> <p>The non-examination assessment (formerly known as coursework). The assessment project is assessed from 9-1 at the end of each term as well as half-termly feedback reviews.</p>

## Art and Design *continued*

<b>Assessment</b>	<p><b>Component 2: Externally Set Assignment (40% of qualification)</b></p> <p>Students submit the examination project and final piece at the end of the 10-hour practical examination.</p> <p>A final exhibition of non-examination assessments and examination projects are mounted and internally assessed and externally moderated at the end of Year 11.</p>
<b>Deadlines</b>	<p>Weekly homework deadlines.</p> <p>Personal project (non-examination assessment) marked at the end of each term.</p> <p>Final deadline for the personal project is in the summer term of Year 11.</p>
<b>Higher/Foundation</b>	<p>There is a common tier of entry.</p>
<b>Useful websites</b>	<p><a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a> (for the specification etc.)</p> <p><a href="http://www.art2day.co.uk">www.art2day.co.uk</a> (for researching artists) <a href="http://www.tate.org">www.tate.org</a></p> <p><a href="http://www.nationalgallery.org">www.nationalgallery.org</a></p>
<b>Other subject specific information</b>	<p>After school support session twice a week.</p>

Subject	Business
Courses offered	AQA GCSE Business Studies (Specification 8132)
Level and value of awards	1 x GCSE (grades 9-1)
Time allocation	Two/three hours per week depending on option block
Grouping	Sets
Content of courses offered	<p>This qualification is linear. This means that students will sit all their exams at the end of the course.</p> <p>Topic 1 - Business in the real world  Topic 2 - Influences on business  Topic 3 - Business operations  Topic 4 - Human resources  Topic 5 - Marketing  Topic 6 - Finance</p>
Exam dates and structure of assessments	<p><u>Paper 1: Influences of operations and HRM on business activity</u></p> <p>Business in the real world, Influences on business, Business operations, Human resources</p> <p>Written exam: 1 hour 45 minutes, 90 marks, 50% of GCSE</p> <p><u>Paper 2: Influences of marketing and finance on business activity</u></p> <p>Business in the real world, Influences on business, Marketing, Finance  Written exam: 1 hour 45 minutes, 90 marks, 50% of GCSE</p>
Deadlines	Examinations in May and June of Year 11
Higher/Foundation	There is one common tier of entry (grades 1-9)
Useful websites	<p>The specification for this Business Studies course can be found at <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p>The use of Business related websites including <a href="http://www.samlearning.co.uk">www.samlearning.co.uk</a>, <a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a> and <a href="http://www.tutor2u.net">www.tutor2u.net</a> can also help pupils consolidate learning. Parents can also help pupils to become more aware of the business world around them, whether that is through personal experience or discussing business in the news.</p>
Other subject specific information	Additional revision classes will be offered to all pupils before each examination.

<b>Subject</b>	<b>Dance</b>
<b>Courses offered</b>	AQA GCSE Dance (Specification 8236)
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Three hours per week in Year 10, two hours per week in Year 11
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p><b>Component 1: Performance and Choreography</b></p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Set phrases solo through a solo performance (1 minute in duration)</li> <li>• Duet/trio performance (maximum of 5 minutes in duration)</li> </ul> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>• Solo or group choreography based on an externally set stimulus</li> </ul> <p><b>Component 2: Dance appreciation</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic process and performing skills</li> <li>• Critical appreciation of own work</li> <li>• Critical appreciation of professional works</li> </ul>
<b>Assessment</b>	<p><b>Component 1: Performance and Choreography</b></p> <ul style="list-style-type: none"> <li>• Internally assessed throughout Year 11 and externally moderated</li> <li>• Performance 30%, 40 marks</li> <li>• Choreography 30%, 40 marks</li> </ul> <p><b>Component 2: Dance appreciation</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 30 minutes</li> <li>• 40% of GCSE</li> <li>• 80 marks</li> </ul>
<b>Deadlines</b>	Component 1 will be completed throughout September to March in Year 11
<b>Higher/Foundation</b>	There is one common tier of entry.
<b>Useful websites</b>	<p><a href="http://www.aqa.co.uk">www.aqa.co.uk</a> (for the specification)</p> <p><b>Dance Anthology for Component 2:</b></p> <p><a href="#">Dance GCSE - Highlights   Microsoft Stream</a> – Darrick Wood Dance channel with key professional works</p> <p><a href="http://www.rambert.org.uk/">http://www.rambert.org.uk/</a> - A Linha Curva</p> <p><a href="http://www.boyblueent.com/">http://www.boyblueent.com/</a> - Emancipation of Expressionism</p> <p><a href="http://www.jamescousinscompany.com">http://www.jamescousinscompany.com</a> – Within her Eyes</p> <p><a href="http://stopgapdance.com">http://stopgapdance.com</a> – Artificial Things</p> <p><a href="http://www.phoenixdancetheatre.co.uk">http://www.phoenixdancetheatre.co.uk</a> – Shadows</p> <p><a href="http://www.roh.org.uk/productions/infra-by-wayne-mcgregor">http://www.roh.org.uk/productions/infra-by-wayne-mcgregor</a> - Infra</p>
<b>Other subject specific information</b>	A revision guide is offered prior to the examinations. Students undertaking Dance will be expected to attend extra rehearsals and trips to see professional dance works. They are given the opportunity to perform in the School’s annual Dance Production, as well as other GCSE and A level choreography pieces. All students will have access to rehearsals outside of lesson time with their teacher. Those students needing extra support with literacy or performance skills will be invited to attend additional sessions to support their development through a personalised education plan.

<b>Subject</b>	<b>Drama</b>
<b>Courses offered</b>	WJEC EDUQAS GCSE Drama
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Two or three hours a week depending on option block
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p><b>Component 1 – Devising Theatre</b> Learners participate in the creation, development and realisation of a piece of devised theatre using <b>either</b> the techniques of an influential theatre practitioner <b>or</b> a genre, in response to a stimulus set by WJEC.</p> <p><b>Component 2 – Performing from a Text</b> Learners study <b>two</b> extracts from the <b>same</b> performance text chosen by the centre. Learners participate in <b>one</b> performance using sections of text from <b>both</b> extracts.</p> <p><b>Component 3 – Written Examination</b> Students will be required to answer two sections:</p> <ul style="list-style-type: none"> <li>• Section A: Set Text</li> <li>• Section B: Live Theatre Review</li> </ul>
<b>Assessment</b>	<p><b>Component 1 (40%)</b> Students will be assessed on <b>either</b> acting <b>or</b> design. Students must produce:</p> <ul style="list-style-type: none"> <li>• a realisation of their piece of devised theatre (15 marks) a portfolio of supporting evidence (30 marks)</li> <li>• an evaluation of the final performance or design under supervised conditions (15marks)</li> <li>• This is internally assessed and externally moderated.</li> </ul> <p><b>Component 2 (20%)</b> Learners will be assessed on <b>either</b> acting <b>or</b> design of a scripted extract. This is internally assessed in Year 10 and externally assessed in Year 11.</p> <p><b>Component 3 (40%)</b> This will consist of a Mock 1 ½ hour written examination in January and May.</p>
<b>Deadlines</b>	<p><b>Component 1 –</b> on-going notes to be maintained throughout the devising process of Practical work in preparation for the written portfolio. Homework will also be assessed as part of the process and understanding of skills development for all components.</p> <p><b>Component 1 -</b> mock assessment to take place in December and the final assessment in the Autumn Term for Year 11.</p> <p><b>Component 2 –</b> assessment to take place in March for Year 11.</p>
<b>Higher/foundation</b>	There is a common tier of entry.
<b>Useful websites</b>	<p>EDUQAS : <a href="http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/">www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/</a></p> <p>BBC Bitesize <a href="http://www.bbc.co.uk/education/subjects/zbckjxs">http://www.bbc.co.uk/education/subjects/zbckjxs</a></p>
<b>Other subject specific information</b>	<p>All students must attend theatre trips in preparation for Component 3. Students are encouraged to take part in any extra-curricular performing arts opportunities.</p> <p>Students must attend additional rehearsals with their groups outside of lessons under teacher supervision in preparation for Components 1 and 2.</p>

<b>Subject</b>	<b>Design and Technology: Resistant Materials</b>
<b>Courses offered</b>	AQA GCSE
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Three hours per week Year 10 / Two hours per week Year 11
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p><b>Year 10 Course Structure</b></p> <p><b>Practical: 36 – 38 hours.</b> This includes Specialist technical principles – working with Timbers, Specialist technical principles – skills and processes, Designing and making principles – modelling and prototyping.</p> <p><b>Theory: 78 – 80 hours.</b> This includes Core technical principles theory, Specialist technical principles – timbers theory, Designing and making principles – design theory, Designing and making principles – skills (designing/developing ideas/research/analysis/evaluation), Preparation for NEA (Non-Examination Assessment).</p> <p><b>Year 11 Course Structure</b></p> <p><b>Practical: 10 – 20 hours.</b> This includes NEA final prototype.</p> <p><b>Theory: 44 - 54 hours</b> (depending on date of final examination). This includes Completion of NEA portfolio, Core principles theory, Specialist technical principles – timbers theory, Designing and making principles – design theory, Examination preparation and technique, Revision.</p>
<b>Assessment</b>	<p><b>Component 1 (50%) – Final Examination at the end of Y11</b> testing Core technical principles, Specialist technical principles, Designing and making principles. It is a written examination of 2 hours, assessed out of 100 marks and 50% of GCSE qualification. The paper will contain the following:</p> <ul style="list-style-type: none"> <li>• Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding – includes all material areas e.g. Textiles, Electronics, Systems, Polymers, Metals, Timbers, Smart Materials, Composites.</li> <li>• Section B – Specialist technical principles: Timbers (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles relating to material area studied in depth (Timbers).</li> <li>• Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions. 15% of the question will be Mathematical questions.</li> </ul> <p><b>Component 2 (50%)– NEA Non-Examination Assessment (coursework)</b> assesses the application of Core technical principles, Specialist technical principles, Designing and making principles through a portfolio of design and research and final prototype. It should consist of 20-25 A3 pages completed in 30- 40 hours in lesson time only, although some preparation can be done at home. 100 marks are available. The contexts are provided by AQA and change every year. <b>‘Practical’ work only counts for 10% of the final qualification.</b></p>

<b>Subject</b>	<b>Design and Technology: Resistant Materials</b>
Deadlines	Component 2: NEA February of Year 11
Higher/Foundation	Single Tier
Useful websites	<a href="https://www.aqa.org.uk">https://www.aqa.org.uk</a> <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zby2bdm">https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</a>
Other subject specific information	<p>It is advisable to purchase the following revision guide.</p> <p>CGP GCSE AQA Design and Technology Complete Revision and Practice  ISBN-10: 1782947558 / ISBN-13: 978-1782947554</p>

Subject	English
Courses offered	Edexcel English Language (1EN0) Edexcel English Literature (1ET0)
Level and value of awards	Each is worth 1 x GCSE (grades 9 – 1 )
Time allocation	Four hours per week
Grouping	English Language and English Literature are core subjects. Students are set by ability. Students will study English Literature alongside their study of English Language.
Content of courses offered	<p><b><u>Edexcel English Language (1EN0)</u></b> 100% examination, consisting of:</p> <p><b>Component 1 [ 40% ] – Fiction and Imaginative Writing</b></p> <ul style="list-style-type: none"> <li>• Section A – Reading: questions on an unseen 19th-century fiction extract.</li> <li>• Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</li> </ul> <p><b>Component 2 [ 60% ] – Non-Fiction and Transactional Writing</b></p> <ul style="list-style-type: none"> <li>• Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.</li> <li>• Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</li> </ul> <p><b>In addition, students will be assessed on their Oral Communication; a separate number will appear on their GCSE certificate for this. <i>It does not form any part of the overall GCSE result.</i></b></p> <p><b><u>Edexcel English Literature (1ET0)</u></b> 100% examination, consisting of:</p> <p><b><u>Component 1 [ 50% ] – Shakespeare and Post-1914 Literature</u></b></p> <ul style="list-style-type: none"> <li>• Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.</li> <li>• Section B – Post-1914 British play or novel: ONE essay question.</li> </ul> <p><b><u>Component 2 [ 50% ] – 19<sup>th</sup> Century Novel and Poetry since 1789</u></b></p> <ul style="list-style-type: none"> <li>• Section A – 19th-century novel: a two-part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</li> <li>• Section B <ul style="list-style-type: none"> <li>➤ Part 1: ONE question comparing a named poem from the <i>Pearson Poetry Anthology</i> collection to another poem from that collection. The named poem will be shown in the question paper.</li> <li>➤ Part 2: ONE question comparing two unseen contemporary poems.</li> </ul> </li> </ul> <p>Students will study set texts in preparation for these examinations. Your son's/daughter's teachers will have indicated to them which texts will be studied in Year 10.</p>

<b>Subject</b>	<b>English</b>
<b>Assessment</b>	Assessment is 100% examination.
<b>Deadlines</b>	All classes will have deadlines for the preparation of notes and practice essays, compositions, and analyses of texts. All examinations will take place in the final examination series.
<b>Higher/Foundation</b>	There is a common tier of entry.
<b>Useful websites</b>	<a href="http://www.pearsonschooolsandfecolleges.co.uk/English">www.pearsonschooolsandfecolleges.co.uk/English</a> <a href="http://www.bbc.co.uk/gcsebitesize">www.bbc.co.uk/gcsebitesize</a> <a href="http://www.englishbiz.co.uk/">www.englishbiz.co.uk/</a> <a href="http://www.universalteacher.org.uk">www.universalteacher.org.uk</a>
<b>Other subject specific information</b>	Revision classes and extra support classes are offered to students later in the course. Gifted and Talented students in English are invited to attend after school sessions later in the course.

<b>Subject</b>	<b>Food Preparation and Nutrition</b>
<b>Courses offered</b>	Eduqas GCSE
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Three hours per week (two practical sessions and one theory)
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p><b>GCSE Food Preparation and Nutrition</b></p> <p>The following units of work will be taught:</p> <ol style="list-style-type: none"> <li>1) Practical Sessions covering the selection, storage, preparation and serving of all food commodities</li> <li>2) Food Commodities</li> <li>3) Principles of Nutrition</li> <li>4) Diet and Good Health</li> <li>5) The Science of Food</li> <li>6) Food Hygiene and Safety</li> </ol>
<b>Assessment</b>	<p>The course is assessed through one theory paper of one hour and forty five minutes, which is taken in Year 11. It is worth 50% of the final grade.</p> <p>Pupils will also carry out two non- examination assessments. The first is a food science investigation which tests understanding in relation to scientific principles underlying food preparation and nutrition. This is worth 15% of the final grade. The second is a food preparation assessment where a range of highly skilled dishes have to be planned, prepared and presented. This is worth 35% of the final grade.</p>
<b>Deadlines</b>	<p>Scientific NEA deadline November of Year 11.</p> <p>Practical assessment NEA February of Year 11.</p>
<b>Higher/Foundation</b>	There is one common tier of entry.
<b>Useful websites</b>	<p><a href="http://www.eduqas/wjec.co.uk">www.eduqas/wjec.co.uk</a> (for the specifications etc.)</p> <p><a href="http://www.5aday.nhs.uk">www.5aday.nhs.uk</a></p> <p><a href="http://www.nutrition.org">www.nutrition.org</a> <a href="http://www.foodforum.org.uk">www.foodforum.org.uk</a></p> <p><a href="http://www.bbcgoodfood/recipes">www.bbcgoodfood/recipes</a></p> <p><a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a></p> <p><a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a></p>

<b>Other subject specific information</b>	<p>Revision booklets will be produced by the department.</p> <p>Eduqas GCSE Food Preparation and Nutrition Revision Guide by Jayne Hill My Revision Notes WJEC Eduqas by Helen Buckland</p> <p>Publications from The Chartered Institute of Environmental Health. Revision classes will be offered before any examinations.</p> <p>Workshops with professional chefs will be offered.</p>
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<b>Subject</b>	<b>French (8658)</b>
<b>Courses offered</b>	AQA GCSE
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Two hours per week in Year 10; Three hours per week in Year 11
<b>Grouping</b>	Two sets in the X half, one of higher to middle ability, one of mixed (middle to lower) ability; one set in the Y half of mixed ability.
<b>Content of courses offered</b>	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, students cover the following themes over the 2 years up to the GCSE:</p> <p><b>Theme 1: Identity and culture</b>  <u>Topic 1:</u> Me, my family and friends</p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership <u>Topic 2:</u></li> </ul> <p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology <u>Topic 3:</u></li> </ul> <p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Music, Cinema and TV, Food and eating out, Sport</li> </ul> <p><u>Topic 4:</u> Customs/Festivals in French speaking countries/communities</p> <p><b>Theme 2: Local, national, international and global areas of interest</b>  <u>Topic 1:</u> Home, town, neighbourhood and region <u>Topic 2:</u> Social issues</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living <u>Topic 3:</u></li> </ul> <p>Global issues</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness <u>Topic 4:</u></li> </ul> <p>Travel and tourism</p> <p><b>Theme 3: Current and future study and employment</b>  <u>Topic 1:</u> My studies  <u>Topic 2:</u> Life at school/college <u>Topic 3:</u></p> <p>Education post 16  <u>Topic 4:</u> Jobs, Career choices and ambitions</p>
<b>Assessment</b>	<p><b>Examinations in:</b></p> <ul style="list-style-type: none"> <li>▪ Listening (25%) (Foundation:30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Reading (25%) (Foundation: 45 minutes; Higher: 1 hour) will be taken during the examination period</li> <li>▪ Writing (25%) Foundation: 1 hour Higher: 1 hour 15 minutes</li> <li>▪ Speaking (25%) The oral examination will take place during the Spring term. Foundation: 7 to 9 minutes Higher: 9-11 minutes</li> </ul> <p>Each of these papers (excluding the oral) will be taken during the final examination period. Practice examinations in Reading, Listening and Writing examinations will be taken in throughout the year, in correlation with the internal examinations schedule.</p>
<b>Deadlines</b>	Homework is set twice weekly and must be given in on time.
<b>Higher/Foundation</b>	<p>Students will be entered for the Higher OR Foundation Tier in all the examinations. They will no longer be able to sit a mixture of papers (e.g. Higher Reading and Foundation Listening)</p> <p>Higher tier grades 9 - 4</p> <p>Foundation tier grades 5 - 1</p>
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk/8658">www.aqa.org.uk/8658</a> (for the specification)</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/french">www.bbc.co.uk/schools/gcsebitesize/french</a> (listening and reading practice)</p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> (sample papers as this is a new course) <a href="http://www.text-to-speech-translator.paralink.com">www.text-to-speech-translator.paralink.com</a> (speaking practice)</p>
<b>Other subject specific information</b>	Students should have the Oxford Learner's French dictionary. Students will also find the Duolingo App, available on smart phone and tablet, useful. The French department recommends revision guides for the AQA French Grades 1-9 published by CGP, Letts and Lonsdale.

<b>Subject</b>	<b>Geography</b>
<b>Courses offered</b>	Edexcel B GCSE Geography (Specification 1GB0)
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Either - three hours per week in Year 10 and two hours per week in Year 11 Or - two hours per week in Year 10 and three hours per week in Year 11
<b>Grouping</b>	Mixed ability groups
<b>Content of courses offered</b>	<p><b><u>Component 1 – Global Geographical Issues</u></b></p> <p>This component looks at patterns and processes at a global scale. Topics include <b>Hazardous Earth, Development Dynamics and Challenges of an urbanising world.</b> Below are the topics outlined in more detail:</p> <p><b><u>Hazardous Earth:</u></b></p> <p>Students answer questions such as; How does the world’s climate function, why does it change and how can this be hazardous to people? How are extreme weather events increasingly hazardous for people? Why do causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <p><b><u>Development Dynamics:</u></b></p> <p>Students answer questions such as; What is the scale of global inequality and how can it be reduced? How is India managing to develop?</p> <p><b><u>Challenges of an urbanising world:</u></b></p> <p>Students answer questions such as; What are the causes and challenges of rapid urban change? Why does quality of life vary so much within ONE megacity?</p> <p><b><u>Component 2 – UK Geographical Issues</u></b></p> <p>This component looks at patterns and processes within the UK. Topics covered are:</p> <p><b><u>SECTION A: The UK’s evolving physical landscape, which includes Coastal Change and conflict and River processes and pressures.</u></b></p> <p><b><u>SECTION B: The UK’s evolving human landscape, which includes Changing Cities and Changing Rural areas.</u></b></p>
<b>Content of courses offered</b>	<b><u>SECTION B: The UK’s evolving human landscape, which includes Changing Cities and Changing Rural areas.</u></b>

	<p><b>SECTION C: Geographical investigations – Students complete 2 days of fieldwork. One in a human and one in a physical setting.</b> There will be questions in Paper 2 about their fieldwork. Questions will be based on at least two of the following areas; Understanding the enquiry process, the methods they used to collect their data, the processing and presenting of data, analysing data and applying theories, drawing conclusions and reflecting critically on the enquiry process.</p> <p><b><u>Component 3 – People and environmental issues</u></b></p> <p>Students will study 3 topic areas:</p> <ul style="list-style-type: none"> <li>• People and biosphere</li> <li>• Forests under threat</li> <li>• Consuming energy resources</li> </ul> <p>The examination will consist of a booklet of sources provided in the examination. It requires students to make effective use of, analyse and interpret the resources material. The final extended writing question requires students to make reasoned justifications for proposed solutions to a problem or issue.</p>
<p><b>Assessment</b></p>	<p><b>Components 1 and 2 (37.5% each)</b> Questions will range from short questions, up to larger extended writing questions. Calculations will also need to be made in some answers.</p> <p><b>Component 3 (25%)</b> is a decision-making exercise using a resource booklet that students will receive in the examination based on a geographical issue in a particular location. Questions will assess students’ understanding of the resources and their ability to make decisions and provide justification for their choices.</p> <p><b>Spelling, Punctuation and Grammar</b> – Additional marks will be awarded for spelling, punctuation and grammar throughout all components of the GCSE examinations.</p>
<p><b>Tiers</b></p>	<p>There is a common tier of entry.</p>
<p><b>Useful websites</b></p>	<p><a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a> (for the specification etc.)</p> <p><a href="http://www.rgs.co.uk">www.rgs.co.uk</a>; <a href="http://www.news.bbc.co.uk">www.news.bbc.co.uk</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">www.bbc.co.uk/schools/gcsebitesize/geography/</a>; <a href="http://www.geography.org.uk">www.geography.org.uk</a></p>
<p><b>Other subject specific information</b></p>	

<b>Subject</b>	<b>German (8668)</b>
<b>Courses offered</b>	AQA GCSE
<b>Level and value of awards</b>	1 x GCSE (grades 9 –1)
<b>Time allocation</b>	Two hours in Year 10 and three hours in Year 11
<b>Grouping</b>	Two sets in the Y half, one of higher to middle ability, one of mixed (middle to lower) ability; one set in the X half of mixed ability.
<b>Content of courses offered</b>	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, pupils cover the following themes over the 2 years up to the GCSE:</p> <p><b><u>Theme 1: Identity and culture</u></b></p> <p><u>Topic 1:</u> Me, my family and friends</p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership <u>Topic 2:</u></li> </ul> <p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology <u>Topic 3:</u></li> </ul> <p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Music, Cinema and TV, Food and eating out, Sport</li> </ul> <p><u>Topic 4:</u> Customs/Festivals in German-speaking countries/communities</p> <p><b><u>Theme 2: Local, national, international and global areas of interest</u></b></p> <p><u>Topic 1:</u> Home, town, neighbourhood and region <u>Topic 2:</u> Social issues</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living <u>Topic 3:</u></li> </ul> <p>Global issues</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness <u>Topic 4:</u></li> </ul> <p>Travel and tourism</p> <p><b><u>Theme 3: Current and future study and employment</u></b></p> <p><u>Topic 1:</u> My studies</p> <p><u>Topic 2:</u> Life at school/college <u>Topic 3:</u></p> <p>Education post-16</p> <p><u>Topic 4:</u> Jobs, Career choices and ambitions</p>

<b>Assessment</b>	<p><b>Examinations in:</b></p> <ul style="list-style-type: none"> <li>▪ Listening (25%): Foundation: 30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time</li> <li>▪ Reading (25%): Foundation: 45 minutes; Higher: 1 hour</li> <li>▪ Writing (25%) Foundation: 1 hour; Higher: 1 hour 15 minutes</li> <li>▪ Speaking (25%) Foundation: 7-9 minutes; Higher: 9-11 minutes</li> </ul> <p>Each of these papers (excluding the oral) will be taken during the final examination period (from May for Year 11 and from May for Year 10) Practice examinations in Speaking, Reading, Listening and Writing examinations will be taken around the time of the internal examinations schedule for Year 10 and Year 11.</p>
<b>Deadlines</b>	<p>Homework is set twice weekly and must be given in on time.</p>
<b>Higher/Foundation</b>	<p>Pupils will be entered for the Higher OR Foundation Tier in <b>all</b> of the examinations. They will no longer be able to sit a mixture of papers (e.g. Higher Tier Reading and Foundation Tier Listening)</p> <p>Higher Tier: grades 9 - 4</p> <p>Foundation Tier: grades 5 - 1</p>
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk/subjects/languages/gcse/german-8668">http://www.aqa.org.uk/subjects/languages/gcse/german-8668</a> (for the specification etc.)</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/german">www.bbc.co.uk/schools/gcsebitesize/german</a> (listening and reading practice)</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a> (for vocabulary learning)</p> <p><a href="https://paralink.com/#">https://paralink.com/#</a> (speaking practice)</p> <p>There will be links to all of these websites on the Year 10 section of the German webpage on SharePoint.</p>
<b>Other subject specific information</b>	<p>Pupils can use Quizlet and Active Learn as well as other resources to help with independent interactive learning and testing of vocabulary.</p>

Subject	History
Courses offered	Edexcel (Specification 1H0)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Either - three hours per week in Year 10 and two hours per week in Year 11 Or - two hours per week in Year 10 and three hours per week in Year 11
Grouping	All groups are mixed ability.
Content of courses offered	Paper 1: Thematic Study and Historic Environment Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches. Paper 2: Period Study and British Depth Study Superpower relations and the Cold War, 1941-1991 and the reigns of Anglo-Saxon and Norman England Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-1939
Exam dates and structure of assessments	Students will complete three examination papers at the end of Year 11.
Higher/Foundation	There is a common tier of entry.
Useful websites	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a> (for the specification) <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a> <a href="http://www.activehistory.co.uk">www.activehistory.co.uk</a> <a href="http://www.spartcus.schoolnet.co.uk">www.spartcus.schoolnet.co.uk</a> <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> <a href="http://www.johnclare.net">www.johnclare.net</a>
Other subject specific information	Once the syllabus has been completed students will receive a thorough revision programme to help them prepare for their examination. Revision classes will begin in October of Year 11.

Subject	IT (Option Groups)
Courses offered	OCR GCSE Computer Science (Specification J277)
Level and value of awards	1 x GCSE (grades 9 – 1)
Time allocation	Three hours per week, or two hours per week, in Year 10 and Year 11 respectively
Grouping	Mixed ability groups
Content of courses offered	<p>This course requires a high level of mathematical understanding and ability.</p> <p><b>Component 01: Computer Systems:</b> This component introduces students to the Central Processing Unit, computer memory and storage, wired and wireless networks, network topologies, system security and system software. System security is an integral part of this component.</p> <p><b>Component 02: Computational Thinking:</b> This component incorporates and builds on the knowledge and understanding gained in Component 01. Students will apply their knowledge and understanding using the principles of computational thinking. They are introduced to algorithms, programming techniques, computational logic, facilities of computing languages. Computer mathematics is the core of this unit and students will study the number systems used by computers – binary and hexadecimal.</p> <p><b>Component 03: Practical programming:</b> This component gives students the opportunity to carry out programming tasks during the course to enable to develop their skills with design, write, test and refine programs using a high-level programming language. Students shall be assessed on these skills in the written examinations, in particular component 02</p>
Exam dates and structure of assessments	<b>Component 01 and 02</b> are assessed by external examination. These are undertaken in June of Year 11. Each examination is 1 hour and 30 minutes Each constitutes 50% of the total GCSE grade.
Coursework deadlines	N/A
Higher/Foundation	Students complete the same controlled assessment projects and examination.
Useful websites	<a href="#">GCSE - Computer Science (9-1) - J277 (from 2020) - OCR</a> for the specification etc.
Other subject specific information	Regular assessment is used to decide which students should attend additional sessions. We aim for all to meet or exceed their target grade. Strong mathematical skills are required for this course.

Subject	Mathematics
<b>Courses offered</b>	Edexcel GCSE Mathematics (Specification 1MA1) AQA Level 2 – Further Mathematics (Specification 8360)
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Four hours per week.
<b>Grouping</b>	Students are set into ten groups.
<b>Content of courses offered</b>	Students continue to study Mathematics throughout Years 10 and 11, building upon their experiences from lower down the School. Dependent on their ability, students will study areas of Algebra, Numbers, Handling Data, Geometry, Calculations and Using and Applying Mathematics.  Exceptionally able students in sets 1 and 2 may have the opportunity to sit the AQA Level 2 in Further Mathematics.
<b>Assessment</b>	All students will sit the qualification in June of Year 11.  There will be three papers, each of 1hour and 30 minutes in length. A calculator is allowed in two of these examinations.
<b>Deadlines</b>	There is no controlled assessment requirement for GCSE Mathematics
<b>Higher/Foundation</b>	Sets 1- 6 study Higher Tier for grades 9 - 4 Sets 8-10 study Foundation Tier for grades 5 –1.
<b>Useful websites</b>	<a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/">www.bbc.co.uk/schools/gcsebitesize/maths/</a> <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> – log-in codes supplied by the School <a href="http://www.edexcel.com">www.edexcel.com</a> – GCSE Mathematics  <a href="http://www.mathswatch.vle.com">www.mathswatch.vle.com</a>
<b>Other subject specific information</b>	Students receive a thorough revision programme to help them prepare for their examination. Once the syllabus is complete each student will receive a revision workbook and a log in for revision websites to help develop examination technique. Revision classes are often run for borderline students.

<b>Subject</b>	<b>Media Studies</b>
<b>Courses offered</b>	<b>WJEC EDUQAS</b>
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Two/three lessons per week dependent on option block. These switch around in Year 11.
<b>Grouping</b>	Mixed ability across two option blocks
<b>Content of courses offered</b>	Over the course, pupils study all aspects of the mass media across the three platforms: <b>Broadcast, print and e-media</b> , and are introduced to the key concepts of <b>language, representation, industries</b> and <b>audience</b> . Pupils focus predominantly on the contemporary media but will also explore significant products from different historical periods to establish the role of media in society and culture. Pupils learn how to read the language of the media and apply the key ideas to specific media texts including film and television, radio and music videos, video games, magazines, newspapers, adverts and online content. They will also be required to plan and produce their own media text using new and digital technologies as part of the non-examination assessment.
<b>Assessment</b>	<p><b>Component 1 : Exploring the Media</b> - Written examination (40%) Questions will focus on all areas of the theoretical framework: language, representation, audiences and industries, in the context of two print media forms. Questions will refer to the Close Study Products (set texts) that pupils will study and also an unseen resource.</p> <p><b>Component 2 : Understanding Media Forms and Products</b> - Written examination (30%) Questions will focus on all areas of the theoretical framework and contexts of the media in relation to television and music. Pupils will analyse and answer questions based on an extract from one of the set television programme episodes and music video and online media studied.</p> <p><b>Component 3 : Creating Media Products</b> - Non-examination assessment (30%) Pupils will apply their theoretical knowledge to the making of a media text of their choice but based on a theme (set by the examination board) and aimed at a specific target audience. This will be assessed by classroom teachers and moderated by the examination board. These must be completed by April when pupils are in Year 11.</p>
<b>Deadlines</b>	Non-exam assessment briefs are published in March (for Year 10) and must be completed by the following April, although classes will work to strict deadlines to ensure that all work is marked and moderated before submission to the examination board.
<b>Tier of Entry</b>	Single tier entry (grades 9 - 1)
<b>Useful websites</b>	<p><a href="#">Eduqas website via this link</a>. (for the specification etc.)</p> <p><a href="http://www.bfi.org.uk">www.bfi.org.uk</a></p> <p><a href="http://www.filmeducation.org.uk">www.filmeducation.org.uk</a></p> <p><a href="http://www.englishandmedia.co.uk">www.englishandmedia.co.uk</a> (for resources)</p> <p><a href="http://www.mediaguardian.co.uk">www.mediaguardian.co.uk</a> (for useful articles)</p>
<b>Other subject specific information</b>	Media Studies students are advised to take an overall interest in the mass media and should regularly consume a variety of texts, including both traditional and new/digital formats. Individuals are also encouraged to create their own media content independently if they wish to pursue a career in the media industry.

<b>Subject</b>	<b>Music</b>
<b>Courses offered</b>	Eduqas GCSE Music
<b>Level and value of awards</b>	1 x GCSE (grades 9 – 1)
<b>Time allocation</b>	Three lessons per week in Year 10; two lessons per week in Year 11
<b>Grouping</b>	Mixed ability class
<b>Content of courses offered</b>	<p>The course has three units which are: 1. <b>Performing</b>, 2. <b>Composing</b> and 3. <b>Appraising</b>.</p> <p>In <b>Performing</b>, students develop their instrumental/vocal skills in solo and ensemble performance; in <b>Composing</b> they extend their compositional skills in a range of styles. All students have access to Noteflight and SoundTrap software to support their creative work. In <b>Appraising</b> they study four Areas of Study including Film Music, Music for Ensemble, Rock and Pop, Form and Structures. There are two set works: Toto: <i>Africa</i>, and J S Bach: <i>Badinerie</i>. Students will have annotated copies of both set works.</p>
<b>Assessment</b>	60% of the work is assessed by internally marked, controlled assessment in the <b>Composing</b> and <b>Performing</b> units. There is one external examination (40%) which tests students' knowledge and understanding of the set works. This paper is an examination of 1 hour and 15 minutes.
<b>Deadlines</b>	Two performances have to be recorded. One is a solo item; the other an ensemble. Two compositions have to be submitted to the teacher for assessment prior to moderation. The deadline for composition work is January of Year 11. Performance work can be assessed at any time in Year 11 but must be completed by March in that academic year. In response to the school closures some aspects of coursework have been reduced – students are aware of this.
<b>Higher/Foundation</b>	There is a common tier of entry.
<b>Useful websites</b>	<p><a href="#">GCSE Music   Eduqas</a></p> <p>Music First – Focus on Sound – all students have a password to this excellent site.</p> <p><a href="#">GCSE Music - Eduqas - BBC Bitesize</a></p>
<b>Other subject specific information</b>	<p>All students taking GCSE Music are expected to participate fully in the musical life of the School by being active and committed members of at least one extra-curricular group. Students are given ample opportunity to perform throughout the course, including large-scale evening concerts as well as less formal events and assemblies. Trips to various concerts are arranged in order that all students experience a full range of musical styles. Assistance with meeting coursework deadlines is given mainly on a one-to-one basis on Wednesday afternoons from 3pm</p> <p>All students should be having regular instrumental lessons with a visiting teacher OR they should be regularly participating in choir and attending Weds weekly intervention sessions to develop instrumental skills.</p> <p>Regular practice is essential to improve instrumental skills. Students should be practising for 20 minutes around 5 times a week.</p>

<b>Subject</b>	<b>Physical Education</b>
<b>Courses offered</b>	AQA GCSE Physical Education (Specification 8582)
<b>Level and value of awards</b>	1 x GCSE (grades 9 –1)
<b>Time allocation</b>	Three hours per week in Year 10 and two hours per week in Year 11
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	<p>Subject content includes the following:</p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data.</li> </ul>
<b>Assessment</b>	<p>Two theory examinations are at the end of Year 11. Both examinations are 1hr 15mins in duration and marked out of 78 Marks.</p> <p>The practical element is ongoing from the start of Year 10.</p> <p>Overall grade: 40% (10% written coursework related to performance analysis) practical and 60% theory.</p>
<b>Deadlines</b>	The final deadline for theory coursework is December in Year 11.
<b>Higher/Foundation</b>	There is a common tier of entry.
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> for GCSE course specification etc.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/pe/">www.bbc.co.uk/schools/gcsebitesize/pe/</a> <a href="http://www.teachPE.com">www.teachPE.com</a></p> <p><a href="http://www.theeverlearner.com">www.theeverlearner.com</a></p> <p><a href="http://www.brianmac.co.uk/">www.brianmac.co.uk/</a></p>
<b>Other subject specific information</b>	<p>Revision guides can be brought from the Department. Textbooks are given to each student.</p> <p>Revision classes will be offered throughout the two years of the course, with a greater frequency in the second year.</p>

Subject	Religious Studies
<b>Courses offered</b>	AQA GCSE Religious Studies: Specification A Full Course
<b>Level and value of awards</b>	<p>Full Course GCSE is offered. Those students who are doing the Full Course GCSE will take their examinations in May of Year 11.</p> <p>Full Course 1 x GCSE, (grades 9 – 1)</p>
<b>Time allocation</b>	Three hours per fortnight in years 9 and 10 and 1 hour per week in year 11.
<b>Grouping</b>	Religious Studies classes are set with IT and PSHE. Sets 1, 2, 3, 4 and 5 in each half of the year group, are set according to attainment levels at the end of Year 9 by the RS and IT Departments. All sets 1- 5 are entered for the Full Course GCSE.
<b>Content of courses offered</b>	<p>Students start the GCSE course, Unit 1 in Year 9. There are 8 units of study:</p> <p>Units One and Two: Christian Beliefs and Christian Teachings – Students will start studying these units in the Autumn Term and complete in the Spring Term of Year 9.</p> <p>Unit Seven: Religion, Crime and Punishment – will be taught second half of the Summer term in year 9 and complete in the Autumn term of Year 10.</p> <p>Unit Six: Religion, Peace and Conflict – Students will study this in the second part of the Autumn term in year 11</p> <p>Units Three and Four: Sikh Beliefs and Sikh Teachings – Students study this unit in the Autumn and Spring Terms of Year 10.</p> <p>Unit Five: Religion, Relationships and Families – Students will start this course in the second part of the Summer of Year 10 and complete in the first part of Year 11.</p> <p>Unit Eight: Religion and Life – Students will study this unit in Autumn Term of Year 11.</p>
<b>Assessment</b>	Students will sit a mock GCSE examinations in years 9 and 10 based on the units they have studied. A final mock examination in Year 11.
<b>Deadlines</b>	There is no controlled assessment in Religious Studies.
<b>Higher/Foundation</b>	There is a common tier of entry.
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> for the specification etc.</p> <p><a href="http://www.rsrevision.com">www.rsrevision.com</a></p> <p><a href="http://www.bbcbitese.co.uk">www.bbcbitese.co.uk</a></p> <p>Recommended revision guides can be ordered through the Department. BBC Bitesize Religious Studies is also recommended.</p>
<b>Other subject specific information</b>	Revision classes are offered during lunchtimes and after school. Classes are also arranged the Easter and May half term holidays when possible.

Subject	<b>Science</b> <b>Separate Science (Option) <u>or</u> Combined Science (Core)</b>
<b>Courses offered</b>	<p><b>GCSE Separate Sciences</b> (Separate GCSEs in Biology, Chemistry and Physics (Triple Award)) Please note, <b>all three</b> GCSEs <b>must</b> be taken in this option</p> <p>Or</p> <p><b>Combined Science</b> (Double Award).  All GCSEs are AQA (specifications; Biology 8461, Chemistry 8462, Physics 8463 Combined Science Trilogy 8464)</p>
<b>Level and value of awards</b>	<p>GCSE Triple Award 3 x GCSEs (grades 9 – 1)</p> <p>GCSE Combined Science 2 x GCSEs (grades 9,9 –1,1)</p>
<b>Time allocation</b>	<p>Triple Award - seven hours per week in Year 10, eight hours per week in Year 11.</p> <p>Double Award - five hours per week</p>
<b>Grouping</b>	Set by ability
<b>Content of courses offered</b>	<p>A mixture of Biology, Chemistry and Physics topics based on the themes of Human Biology, Evolution and Environment, Products from Rocks, Oils, Earth and Atmosphere, Energy and Electricity, Radiation and the Universe.</p> <p>There is a strong emphasis on the application of science and practical work.</p>
<b>Assessment</b>	<p>Separate Science GCSE Scientists will take terminal examinations at the end of Year 11 for the award of separate GCSEs in Biology, Chemistry and Physics.</p> <p>Combined Science sit all examinations at the end of Year 11 for the award of GCSE Combined Science (Double Award)</p>
<b>Deadlines</b>	<p>Students will take a number of prescribed practicals throughout the course. Questions on these practical experiments will feature in the written examinations at the end of the course, along with the theoretical content of each course as set out in the specifications.</p>
<b>Higher/Foundation</b>	<p>GCSE students may be entered in the Higher tier (grades 9 – 4) or Foundation tier (grades 5 – 1)</p> <p>The tier of entry is decided by the teachers and is based on progress throughout the year.</p>
<b>Useful websites</b>	<p>For Combined Science (Trilogy) (8464) detailed information about the course and assessments may be found on the examination board websites.  <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p> <p>For Separate Science each specification can be found at:  Biology (8461) <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>  Chemistry (8462) <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  Physics (8463) <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p> <p>There is a wealth of information and GCSE Science support materials on the internet, for example: <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/">www.bbc.co.uk/schools/gcsebitesize/science/</a> along with the School's website.</p>
<b>Other subject specific information</b>	<p>A variety of enhancement activities are available depending on the course taken. These may include educational visits and guest speakers.</p>

<b>Subject</b>	<b>Sociology</b>
<b>Courses offered</b>	AQA GCSE Sociology (Specification 8192)
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Two/three hours per week
<b>Grouping</b>	Mixed ability.
<b>Content of courses offered</b>	<p>GCSE Sociology (8192) is made up of <b>two</b> mandatory externally assessed papers.</p> <p><b>Paper 1: The sociology of families and education</b></p> <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and research methods</li> </ul> <p><b>Paper 2: The sociology of crime and deviance and social stratification</b></p> <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methods</li> </ul>
<b>Assessment</b>	<p>Pupils will study <b>two</b> externally assessed units, equally weighted at 50% of the total marks.</p> <p>Assessment is by two written examinations, each 1 hour and 45 minutes, taken at the end of Year 11.</p> <p>There is no controlled assessment or coursework.</p> <p><b>Paper 1: The sociology of families and education</b></p> <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and research methods</li> </ul> <p><b>Paper 2: The sociology of crime and deviance and social stratification</b></p> <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methods</li> </ul>
<b>Deadlines</b>	N/A
<b>Higher/Foundation</b>	There is one common tier of entry.
<b>Useful websites</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a> (useful for the specifications and sample papers)
<b>Other subject specific information</b>	Each student has been given a revision guide and a knowledge organiser

<b>Subject</b>	<b>Spanish</b>
<b>Courses offered</b>	GCSE AQA (Specification 8698)
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Two hours per week in Year 10, three hours per week in Year 11
<b>Grouping</b>	Two mixed ability and one higher ability in Year 10, two mixed ability and one higher ability in Year 11
<b>Content of courses offered</b>	<p>Via the four skill areas of Listening, Reading, Speaking and Writing, students cover the following themes over the two years up to the GCSE:</p> <p><b>Theme 1 Identity and culture</b>  <u>Topic 1:</u> Me, my family and friends; Relationships with family and friends; Marriage/partnership  <u>Topic 2:</u> Technology in everyday life; Social media; Mobile technology  <u>Topic 3:</u> Free-time activities; Music, Cinema and TV, Food and eating out, Sport  <u>Topic 4:</u> Customs/Festivals in Spanish-speaking countries/communities</p> <p><b>Theme 2: Local, national, international and global areas of interest</b>  <u>Topic 1:</u> Home, town, neighbourhood and region  <u>Topic 2:</u> Social issues; Charity/voluntary work; Healthy/unhealthy living  <u>Topic 3:</u> Global issues; The environment; Poverty/homelessness  <u>Topic 4:</u> Travel and tourism</p> <p><b>Theme 3: Current and future study and employment</b>  <u>Topic 1:</u> My studies  <u>Topic 2:</u> Life at school/college  <u>Topic 3:</u> Education post-16  <u>Topic 4:</u> Jobs, Career choices and ambitions</p>
<b>Assessment</b>	<p><b>Examinations in:</b></p> <ul style="list-style-type: none"> <li>▪ Listening (25%): Foundation: 30 minutes + 5 minutes reading time; Higher: 40 minutes + 5 minutes reading time</li> <li>▪ Reading (25%): Foundation: 45 minutes; Higher: 1 hour</li> <li>▪ Writing (25%) Foundation: 1 hour; Higher: 1 hour 15 minutes</li> <li>▪ Speaking (25%) Foundation: 7 to 9 minutes; Higher: 9-11 minutes</li> </ul> <p>The Speaking will take place in April (of Year 11). Each of these papers (excluding the Speaking) will be taken during their final examination period (May of Year 11)</p>

<b>Deadlines</b>	Homework is set twice weekly and must be given in on time.
<b>Higher/Foundation</b>	Students will be entered for the Higher Tier (grades 9 – 4) or Foundation Tier (grades 5 – 1) in <b>all</b> of the examinations.
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a> (for the specification)  <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish">www.bbc.co.uk/schools/gcsebitesize/spanish</a> (listening and reading practice)  <a href="https://revisionworld.com/gcse-revision/spanish">https://revisionworld.com/gcse-revision/spanish</a> (reading practice)  <a href="http://www.text-to-speech-translator.paralink.com">www.text-to-speech-translator.paralink.com</a> (speaking practice)</p>
<b>Other subject specific information</b>	<p>All students would benefit from purchasing a Spanish dictionary to help with homework. For looking up vocabulary online, wordreference.com is a very good online translator.</p> <p>Students should be actively revising vocabulary each week, a minimum of 20 words per week is expected, even if not set directly as homework. Students will have their own textbooks/work booklets that they will bring home with them each</p>

	week, that can be used for vocabulary revision.
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<b>Subject</b>	<b>Textiles</b>
<b>Courses offered</b>	<b>AQA GCSE Textiles Art and Design</b>
<b>Level and value of awards</b>	1 x GCSE (grades 9 - 1)
<b>Time allocation</b>	Three or two hours per week, alternating between Year 10 and Year 11
<b>Grouping</b>	Mixed ability
<b>Content of courses offered</b>	First and second term: Creative and practical skills in Textiles and Fashion. Students learn skills in decorative and construction methods, materials, techniques and processes. Also, drawing, annotation and theory.
<b>Assessment</b>	<p>In each of the two components studied, pupils must record, develop and refine their ideas, observations and insights, both visually and through written annotation, as work progresses. Both components are non-examination assessments (NEA) set and marked by the school and moderated by AQA. Pupils who complete the course will achieve a GCSE pass with grades ranging from 9 – 1.</p> <p><b>Component 1: Portfolio (60% of overall mark)</b> Pupils produce a sustained project in response to a subject, theme, task or brief to show the journey from the initial ideas to realisation, drawing together different areas of knowledge, skills and understanding developed during their course of study.</p> <p>Pupils also produce a selection of further work which has been undertaken during their studies, as a result of exposure to activities such as trials and experiments, skills-based workshops, smaller projects, responses to gallery, museum or site visits, independent study or any group work undertaken.</p> <p><b>Component 2: Externally set assignment (40% of overall mark)</b> AQA will provide an externally set assignment that features seven tasks; pupils will choose one of these tasks and provide an extended creative response to demonstrate their ability to collate areas of knowledge, skills and understanding. Pupils are given preparation time, plus ten hours of unaided but supervised time in which to complete an extended creative response to their chosen task.</p>
<b>Deadlines</b>	The controlled assessment task is set in the summer term for research and ideas. Deadlines will be given approximately every two weeks, when work will be collected in and marked with feedback.
<b>Higher/Foundation</b>	There is one common tier of entry.
<b>Useful websites</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a> (for the specification and practice papers) <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/textiles">www.bbc.co.uk/schools/gcsebitesize/design/textiles</a> <a href="http://www.fabrics.net/fabricinfo.asp">www.fabrics.net/fabricinfo.asp</a> <a href="http://42explore.com/fibers.htm">42explore.com/fibers.htm</a> <a href="http://www.fashion-era.com/fashion_tutorials.htm">www.fashion-era.com/fashion_tutorials.htm</a>
<b>Other subject specific information</b>	Two 40-minute homework tasks are set per week. GCSE club in DT6 and after school on Thursdays.

# Careers Education, Information, Advice and Guidance (CEIAG)

Careers Education, Information, Advice and Guidance (CEIAG) is available to all pupils. CEIAG is delivered in a variety of ways in school through various platforms, such as the PSHE programme, careers guidance sessions, visits by external organisations and employers, higher education encounters, taster days and various pathway events.

The CEIAG Programme is designed to enable pupils to:

- Review their progress at school, identify their interests, strengths and weaknesses, to set targets for improvement and to plan ahead.
- Research their career interests using a variety of careers literature, web-based tools and software to explore future education, training and employment opportunities.
- Develop effective career management skills including self-assessment using information and guidance to devise realistic action plans to shape their future studies at school and beyond.

The focus in KS4 is for students to learn how to access and use a variety of careers and work information sources and advice so as to be able to:

- Research their career interests and begin to explore their options for Post-16.
- Evaluate their strengths, weaknesses, skills and areas of personal development to determine how these will affect their pathway choices.

The School works closely with specialist providers including Independent Careers Advisors who also attend various events run by the School. Pupils are encouraged to contact the Careers and Work Experience Team (Room HI2 in the Support Corridor between the Maths Department and Main Reception) when making post-16 decisions. Here they can access information about career choices, further and higher education, work experience, apprenticeships, internships, gap years, and other work-related areas such as CV writing and application processes.

Parents/carers play an important role in helping pupils to understand future career choices and pathways. The School provides parents/carers with up-to-date information on the choices available at key transition stages so that they may aid their children in the decisions they make when choosing post-16 pathways.

If parents/carers would like to request any additional careers guidance for their child, they should email Mrs L Collier, Pathways and Work Experience Coordinator ([l.collier@darrickwood.bromley.sch.uk](mailto:l.collier@darrickwood.bromley.sch.uk)) for further information.

# Tips for Success

## **Completing coursework/Controlled assessment/Non-examined assessments successfully**

In order to achieve the highest possible mark for this component of an examination, a student must:

- Listen to instructions from their teachers, who are experts in their subject areas. They will be given deadlines about what to complete by when and must stick to these deadlines.
- Ensure they follow instructions about the type of work that is allowed to be conducted at home and that which must be undertaken under supervision by the teacher. This will vary from subject to subject.
- Listen to and act upon advice on how to improve their work if they are given the opportunity to produce a final draft.

Parents can contact their child's teachers using the Planner if they are concerned whether coursework has been completed. Alternatively, please telephone the School and an appropriate member of staff will contact you.

## **Getting the most from revision**

To achieve in any examination, three things are required:

- Knowledge, understanding and skills relevant to the subject being examined. These will vary according to the specification followed by the department.
- Practice of past examination questions, ensuring the student knows how to get the most marks on each section and does not make fundamental errors.
- Attendance and active participation at revision classes, backed up by further revision at home.

Two forms of revision are possible – that facilitated by a teacher at School and that conducted independently at home by a student. Both, of course, are important. There can be a tendency to not consider revision until the final weeks before an examination. This is not the most effective way to ensure learning is to a sufficient depth that key ideas, concepts, facts and understanding are embedded for the highest grades to be achieved. If classwork carried out during the School day is revisited that night and then again frequently over the weeks and months ahead throughout Years 10 and 11, there is much more chance that it will be memorised for the examinations. With all examinations now at the end of the two years it is even more important to do this now than it may have been in previous years (see the previous section on GCSE Reforms).

When special revision sessions are provided in Departments we ask that students attend regularly. Here they will gain practice at GCSE papers and are given opportunities to discuss how to improve their answers.

Resources available for revision include students' own exercise books, but also revision guides (from School or purchased) as well as booklets distributed by teachers.

There are also now many online resources, which students find extremely engaging and useful. Websites recommended by Heads of Faculty and Department are indicated in the individual subject guides included in this booklet. Other online resources are presented in the remainder of this booklet.

# Ten Tips for Parents and Carers

1. Check that your child knows when additional/revision sessions are running (lunchtime, after school, in the holidays). Insist your child attends these sessions.
2. Make sure your child has a suitable quiet space to work at home.
3. Check on Teams or in your child's planner daily for homework that should be completed.
4. Instil in your child a routine of revisiting work completed in lessons and ensure they are looking on Teams for additional resources.
5. Purchase revision guides for them.
6. Use data reports from school to track your child's progress.
7. Track how much sleep your child is getting, consider taking measures such as removing technology from their bedroom at night-time.
8. Ensure your child is working hard. Make sure they are not becoming overly stressed, especially when the examinations approach.
9. Make sure your child eats a healthy balanced diet.
10. Use the contacts list in this booklet if you have any questions.

## Office 365 – the School's Virtual Learning Environment

The School's Virtual Learning Environment is Microsoft Office 365. Your child can access Office 365 using their school email address as the username and the password that they use to log in to the School's computers.

Office 365 is made up of several programs:

- Word
- Excel
- PowerPoint
- Outlook
- OneNote
- Teams

The Teams program is used by the School to assign homework and any electronic lesson activities. Students are able to use Teams to collaborate with their peers and allows for a safe a constructive use of online learning. Teachers are able to provide feedback via Teams and is the central core of the School's online learning and homework platform.

One of the added features that Office 365 allows for is the ability for your child to install the Microsoft Office suite of software on their computer at home as well as the mobile phone or tablet. This allows your child to be able to fully engage with any homeworking activity that requires creating electronic work.

Online safety is a serious topic and one that we take very seriously which is why all of the content created on Office 365 including any emails can be moderated and reported on.

To connect to Office 365 open your Internet browser and go to <https://portal.office.com> you are able to use Office 365 on Windows, Apple Mac and Chromebook computers as well as Android or iPad tablets.

## My Child at School – Bromcom Parent Portal

BromCom is Darrick Wood's attendance, rewards and behaviour tracking system. Teachers and other School staff can award students behaviour points to reflect a variety of learning behaviours which may include:

- Progress
- Ownership
- Challenge
- Relationships
- Engagement

Subject teachers, pastoral staff and parents/careers can view the behaviour points that have been awarded in different subjects and outside of the classroom. Behaviour points could be awarded outside of the classroom for contributing positively towards an extra-curricular club.

Parents are able to access the Parent Portal by visiting <https://www.mychildatschool.com> or by clicking on the link from the School's website under the Parents à Useful Information menu: [www.darrickwood.bromley.sch.uk](http://www.darrickwood.bromley.sch.uk)

When logging in as a parent, (with your unique login and password) you are able to view your child's attendance record, latest assessment data, behaviour points and other information related to your child.

Currently homework assignments for your child are only accessible by your child logging in to the Office 365 account. There is a weekly summary email that is sent out each Sunday night to parents by Office 365 giving you a weekly overview of any due homework assignments for the coming week.

If you have forgotten your logon details for My Child at School you can click on the forgotten password link at the logon page. If you are still unable to logon then please contact the School office and they will be able to assist in getting your details reset and sent out to you.

## E-Safety: A selection of guidance for Students

Title	Content	Link
<b>Student E-Safety Portal</b>	Help sheets, website links and videos on how to use online technology and stay safe.	Accessed from the school SharePoint VLE.
<b>ThinkUKnow</b>	Find the latest information on the sites you like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it. If you look after young people there's an area for you too – with resources you can use in the classroom or at home.	<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
<b>Childnet</b>	The Childnet Hub is for young people aged 11-18. The internet is a brilliant place to connect with others, to be creative and to discover new things. In the Childnet Hub you'll find top tips, competitions, blogs and advice to help you to use the internet safely, responsibly and positively.	<a href="http://www.childnet.com/young-people/secondary/">http://www.childnet.com/young-people/secondary/</a>
<b>Securing your facebook account</b>	A guide to make sure you Facebook account is used safely.	<a href="http://www.sophos.com/security/best-practice/facebook.html/">http://www.sophos.com/security/best-practice/facebook.html/</a>
<b>Stop cyberbullying</b>	A guide to help protect children from cyber bullying.	<a href="http://www.stopcyberbullying.org">http://www.stopcyberbullying.org</a>

## E-Safety: A selection of guidance for Parents

Title	Content	Link
<b>NSPCC online safety</b>	The NSPCC have teamed up with O2 to give you everything you need to know about keeping children safe online.	<a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</a>
<b>Parental settings guidance</b>	Discover tips for staying safe online.	<a href="http://sp.darrickwood.bromley.sch.uk/sites/vle/parents/layouts/15/start.aspx#/SitePages/E-Safety.aspx">http://sp.darrickwood.bromley.sch.uk/sites/vle/parents/layouts/15/start.aspx#/SitePages/E-Safety.aspx</a>