

Year 11 Parent Handbook 2020-2021



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PREFACE

I am delighted to be able to commend this parental handbook. As a school, we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all young people in our care. This handbook is a genuine attempt to try to be helpful in that partnership. We do hope that parents and carers find it useful. Please do use it. Please do also provide us with any feedback about it. We would find this genuinely helpful and will endeavour to take on board all such comments in the future development of these handbooks.

Peter Law, Principal

WELCOME TO YEAR 11

Dear Parent/Carer

I imagine many of the year group will be feeling a mixture of emotions ranging from nervousness to excitement as they start Year 11. We also recognise the unique challenges and rewards of returning to school after an extended period of remote learning; the pastoral team will have a strong presence as your son/daughter makes this transition. We will also support the year group with preparing for their final assessments as well as making decisions about their Post 16 choices.

As they start Year 11 they continue to set the tone for the school with the other year groups looking to them as role models. Obviously the school continues to set high expectations for behaviour and effort and we will continue to support pupils who appear not to be performing to the best of their ability.

Success and attendance are significantly linked and pupils should aim for attendance of no lower than 96%. Please remember to notify school on every day of absence. It is to be expected that there will be hours of focus and study as the pupils prepare for the mock exams and then their final GCSE exams. Pupils will need to meet deadlines, plan study timetables, and become more independent and proactive.

A great deal of support is offered to the pupils in this crucial final year. The Year 11 mentoring programme offers some pupils a structure of support and challenge on a 1:1 level. After-school revision sessions as well as targeted intervention groups will benefit many of our pupils; some of these are targeted at specific pupils and others are offered to all. This is all in addition to our established structures of teaching and pastoral support.

In between all this hard work there are lots of celebration events scattered throughout the year, which reward and commend the efforts of pupils over the past five years. The Christmas Celebration Lunch takes place in December and will involve lunch followed by lots of entertainment. Celebration Day takes place later in the summer term and this forms part of the farewell process, as we start the exam process. The final event to look forward to is the May ball and I look forward to capping off the year with a wonderful celebration. All events are run by teams of responsible and resourceful prefects, overseen by the year team. Further details will emerge during the autumn term.

The pastoral team will be working as hard as ever in the crucial year and we will continue to do all that we can to support your child as they complete their final year at secondary level.

Kind regards

A Roberts
Head of Year 11

Year 11 Team 2020-21

Year 11	Pastoral team	TG	Room	Tutor	Attached staff
		C	MFL4	Katie Stanley	Lea van de Graaf
DP	Sean Sycamore	O	MFL5	Charlotte Gilhooly	Joe Asensi
AP	Jane Clarke	M	MFL3	Abigail Cotton	Jenny Barker (Tu,W,Th,F)
HoY	Ann Roberts	B	MFL7	Paula Vazquez-Valero (M,Tu,Th,F)/XX	Mim Segal (M, Tu, Th)
AHoY	Matthew Knight	I	MFL6	Patricia Burns	Gillian Heathcote (TBC)
A2HoY	Caridad Mayfield	E	MFL1	Nigel Canton (M,Tu,Th,F) Susan Southward (W)	Jolene Patrick (M,Tu)
Lockers	Barn end	R	MFL8	Agnieszka Barcz-Morgan	
Social Area	Front of school	T	MFL2	Jess Roffey	
Active form: Wednesday		N	CPR1	Thomas Carbonero	
Assembly: Monday		V	CPR3	Paul Herbert	

STRUCTURE OF THE DAY

Lesson start times:

Registration:	8.30
Period 1:	8.50
Period 2:	9.40
Period 3:	10.50
Period 4:	11.40
Period 5:	1.10
Period 6:	2.00

Buzzer times:

8.25	warning for morning registration
8.45	end of registration
9.40	end of period 1
10.30	break
10.45	end of break warning
11.40	end of period 3
12.30	lunch
1.05	warning for start of period 5
2.00	end of period 5
2.50	end of school

Assembly day: Monday

EXPECTATIONS FOR FORM AND SOCIAL TIME

Expectations of Year 11 Pupils in Form Time

In Form Time I will always:

- Arrive on time for registration.
- Show respect to my Tutor by answering the register politely and behaving respectfully.
- Participate positively in Tutor Time activities.
- Have my HW diary and get it signed when requested.
- Wear my school uniform as expected.

Reminders to all Year 11 pupils re: the use of the Social Area

Pupils should:

- follow staff instructions promptly at all times.
- be respectful to the staff on duty at all times.
- leave the area nice and tidy, pick up any litter and use the bins provided.
- consume food in the designated eating areas where the tables and benches are. In dry weather pupils are allowed to use the grassed area to eat too.
- walk sensibly in and around the social area; no running allowed.
- stay out of the indoor area unless when going to the toilets or on rainy days; use lockers only at the beginning and at the end of break and lunch.

PREFECTS AND LEADERSHIP APPLICATION PROCESS

The Prefect System - What is it and what do Prefects do?

A Prefect is a student from CVC who has been given a position of responsibility to lead a team or to contribute to the running of the life of the school. Prefect positions are highly sought-after as they demonstrate to future employers, Sixth Form Colleges and Universities that you can be trusted with responsibility and are able to deliver when working on a project.

There are 3 levels of Prefects at Comberton Village College:

1. Head Prefects (4 students to represent the school) - Head Prefect represent the school at events such as Parent Evenings, Open Evenings, International Events, School Inspections and Assemblies.
2. Senior Prefects (approx. 15 students to lead particular projects) - Senior Prefects lead projects around the school, such as Parent and Open Evenings, Fund Raising and Social Events, Interviews for New Staff, winter and May Balls and the Year Book.
3. Prefects (approx. students to contribute to projects) - Prefects support the Senior Prefects and contribute to the various projects and teams. Prefects also receive training as part of their role on key skills such as public speaking, time management and leadership.

Prefect Selection Process (Academic Year 2020-2021)

- Year 10 PLG launching Prefect system to parents.
- Year 10 Assembly launching Prefect system to students.
- Informal meeting for interested Head Prefect candidates, with Head of Student Leadership and existing Head Prefects.
- Deadline for Head Prefect applications. Applications to be handed into the Admin Office.
- Students informed if they have a Head Prefect interview.
- Head Prefect interviews with two panels (formal and informal presentation).
- Head Prefect applicants are informed of the outcome of their application.
- All other Prefect applications handed in (Senior Prefect and Prefect).
- Prefect decisions made and letters sent out.
- Prefect meeting congratulations and expectations
- Year 10 Prefect working with Year 11 Prefects
- Prefect training day at Comberton Village College
- Final Assembly Head Prefect Badges handed out.
- Year 10 Assembly, Prefect and Senior Prefect Badges handed out.

POST 16 TRANSITION PROCESS

What are the choices post-16?

Students are required to continue in formal education or partake in paid or voluntary work with training until the end of the academic year that they turn 18.

Possibilities include:

- full-time study in a school, college or with a training provider
- work or volunteering combined with education or training
- an apprenticeship <http://www.apprenticeships.org.uk/Be-An-Apprentice.aspx>
- a short term employability skills courses such as GAPS or a traineeship

You can find out more about the raising of the participation (RPA) age at:

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa>

A large number of Comberton students choose to continue their education in our sixth form, others choose to study at another post-16 provider within the Cambridge Area Partnership:

Cambridge Regional College, Cambridge Academy for Science & Technology (CAST), College of West Anglia, Comberton Sixth Form, Cottenham Sixth Form, Ely College Sixth Form, Hills Road Sixth Form, Impington Sixth Form, Long Road Sixth Form, The Oaks (formerly Netherhall Sixth Form), Parkside Sixth Form.

The Application Process

Making an application

All students will be applying online using a new application system called MyChoice16 at www.mychoice16.co.uk

The application system will also allow students to research post-16 providers and courses as all of the post-16 providers in the Cambridge Area Partnership are included on the website and so are the details of all the courses they offer.

At the start of term in September students will be issued with a username and password which will allow them to access their online account. Completing their application will involve filling in their personal information, contact details, work experience and personal statement. Students will then be able to select the post-16 providers and courses they wish to apply for. Students are able to apply to more than one provider but must indicate their order of preference as part of the application.

The deadline for students to have completed their online application is Monday 4th January. The applications will then be checked, approved and sent to the chosen post-16 providers by Tuesday 12th January.

Interviews

Post-16 providers will process the applications and then invite students for a guidance interview. Depending on their interview policy some centres will only interview 1st choice applicants while others will interview all applicants.

The purpose of these interviews is to provide students with advice and guidance to ensure they have selected the right courses.

Offers

Once post-16 centres have conducted all their interviews they will issue offers to the successful students by the Easter holiday. If students receive offers from more than one centre they are able to hold those offers and make a decision once they receive their GCSE results.

Post GCSE Results

Students will receive their GCSE results on Thursday 19th August. If they are holding offers they will then need to decide which place they wish to accept. Post-16 centres will hold surgeries and drop-ins for students who need further advice or guidance or who wish to alter their subject choices.

Advice and Guidance

Students follow a structured careers programme as part of PD and will be receiving detailed advice on how to complete their application form and advice on how to write their personal statement.

Parents and students are encouraged to attend the Post-16 Information evening on Tuesday 6th October where there will be a talk from Peter Law, Head of School, and Sarah Thomas, Post-16 Manager. Representatives from all of the Cambridge Area Partnership post-16 providers will also be present to talk to.

During November and December all Year 11 students will have a post-16 guidance interview to help inform their decisions.

The post-16 Transition Process is managed by Sarah Thomas, students can speak to her or Mrs Scibor, Careers Coordinator, if they need further advice and guidance about completing their application or making their choices. Students are also able to talk to their tutor, Head of Year and Assistant Head of year about their options and interviews with careers advisors and youth workers are available on request.

Frequently Asked Questions

Q. Can students modify their personal statement on their application form if they are applying to more than one post-16 centre?

A. No, students can only apply using one personal statement. It is absolutely fine for students to be quite general when talking about their subject choices in their personal statements. The guidance interview is when post-16 centres might want to ask why students have chosen particular courses.

Q. How important in the order of preference students put their chosen post-16 centres in when applying?

A. The main reason for asking students to order their preferences is so that centres have some indication of where a student would prefer to study, particularly if a student applies to more than one centre for the same courses. However, the order of preference does not in any way commit a student to studying at a particular centre.

Q. When will students receive offers and how should they respond?

A. Some post-16 centres will send out offers to students shortly after their interview while others will wait until all the interviews are complete before sending out their offers but all students should receive their offers by the Easter holiday. Each centre will explain how they would like students to respond to their offer.

Q. What should students do after they receive their GCSE results?

A. students should follow the instructions given to them by each post-16 centre. All post-16 centres will be open for students who need advice or guidance or wish to change their subject choices. Sarah Thomas will also be available on results day and in the days following for anyone who needs advice or help finding a post-16 place.

Q. Who can parents or students contact if they need help or have any questions?

A. Sarah Thomas, Post-16 Manager, is the best place to start. Email: sthomas@combertonvc.org
Telephone: 01223 265470 ext 206

CAREERS

The career programme in yr11 is closely linked to the post-16 transition process and aims to

- Give students access to impartial, high-quality information about post-16 study options, providers and the labour market.
- Lead students to understand the full range of learning opportunities available to them: academic or vocational, in school, college, university and the workplace.
- Give students a high-quality individual focused guidance meeting led by an informed advisor to help them decide on post-16 choices

Students will also be offered various opportunities:

- **1- or 2-days' work experience opportunities** with many employers (NHS, Peterhouse, The marines, Cambridge University Press, etc.) throughout the year
- **Robotics club:** Every Wednesday afternoon. Preparing for the robotic competition in partnership with Qualcomm. Working with an engineer (using skill such as coding, graphic design, writing the engineering notes, building the robot, project managing, working as part of a team, etc.)
- **Career guidance** 1 to 1 meeting on request throughout the year
- **Visiting speakers** from different companies throughout the year
- **Launchpad project** (pre-project visits, Application, Competition, visits to various Companies for chosen students)
- **Year 11 post-16 evening**
- **Sixth forms open evenings**
- **Motivation days** Peterhouse (for specific students)
- **Post-16 guidance meeting** (A' levels and apprenticeship)
- **Apprenticeship week events**
- **National Careers Week event**

GENERAL INFORMATION

Attendance

Please help us to maximise your child's progress at school by ensuring that he or she attends punctually for every possible session. We understand that pupils will sometimes be unable to attend due to illness: in this case, please notify us by 8.30am on each morning of the absence, by phone or by using the Online Notification Form on our website. Please avoid making routine appointments in school time whenever possible. When notified that a pupil is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the pupil's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances. For further information on this and other attendance issues, please contact Mr Grant or Head of Year.

Home-School Communication

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, however, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to our teaching and other commitments. Our policy for managing home/school communication can be read in full via the link below, but in brief: Our Receptionist will attempt to connect your telephone calls for you, and will pass a message to the relevant staff member if he or she is not immediately available. The staff member will try to respond as soon as possible and by the end of the next school day whenever possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. In emergencies, the Receptionist will pass on messages to pupils. The school will always try to acknowledge letters and e-mails received from parents within two working days. The college email is: thecollege@combertonvc.org. To contact particular members of staff, please address correspondence 'For the attention of:' We will respond to letters or e-mails as soon as we can, and within 7 working days. The Pupil Diary can be used to correspond with teachers about homework, and to communicate routine information to tutors. The school has adopted the CombertonPost system to send all standard forms of communication home via email. Hard copies will be sent out on request. For more information and to register, please contact lbrent@combertonvc.org. The school now seeks to put as much up-to-date information as possible on its website. Most general information that parents would seek can be readily found by logging on at www.combertonvc.org. Parents are encouraged to do this on a regular basis.

SUPPORTING YOUR CHILD'S LEARNING

Organisation

Please encourage your child to refer to the School Diary every evening as they prepare for the day ahead.

Practical Tips:

- Display a copy of your child's timetable somewhere obvious at home. Colour-coding lessons is helpful.
- Provide somewhere to store schoolbooks and equipment safely and in one place.
- Provide a wallet or purse for storing cashless card and bus pass, etc.
- Ensure that the school bag is packed in the evening for the following day.
- Encourage your child to empty their school bag regularly and carry the equipment for just one day at a time.
- Plan ahead for when cooking ingredients are needed.
- Purchase a locker and encourage your child to use it to store coats, PE kit etc. during the day.
- Label all items of personal property, especially clothing, including coats, shoes and PE kit.

Homework

We believe that homework is important. As parent or carer, you will help to make homework as effective as possible, if you can:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework.
- Establish a routine for when homework is done.
- Make it clear to your children that you value homework and believe it can help them to make good progress.
- Encourage your children in their homework tasks.
- Expect deadlines to be met and check that they are.
- Check regularly (at least weekly) and sign the pupil homework diary.

The school expects ICT to play an ever-greater role in homework and our website and Virtual Learning Area contain a great deal of material to support homework tasks. Most pupils have access at home to appropriate ICT for use in homework. For those not in this position, pupils can access ICT on the school site at various times outside lessons, in IT rooms, the Learning Resource Centre and in Comberton Sports & Arts. Completing homework should not be a stressful experience for your children or for you. Please let the relevant subject teacher know if your child is worried or is spending excessive amounts of time completing homework. Arrangements can be made to support pupils to complete homework at school at the end of the school day, if this is helpful.

SUPPORTING YOUR CHILD

Comberton Village College has an excellent reputation for supporting pupils with special educational needs and/or disabilities (SEND) in a fully inclusive environment.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for co-ordinating SEND provision across the school and for managing the SEND Department, known as 'The Centre'. The Centre supports students with a wide range of SEND including, but not limited to, dyslexia, hearing impairments, Down's syndrome, global delay and dyspraxia.

Since 2007, the school has housed an additional centre for pupils with Autism, known as The Cabin. These pupils are supported by specialist staff to attend mainstream lessons, and to participate in all areas of school life.

The Green Room provides support for pupils who may have difficulty in mainstream lessons, usually because of behaviour.

The fourth area of support is The Hub; this is a learning space for students who have a reduced timetable (usually for medical reasons), but also provides a breakout space for students with social, emotional, or mental and physical health needs.

Identification of Special Educational Needs and/or Disabilities

We work with primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year this information is shared with the staff who will work with the pupils.

We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged. We encourage pupils to request support if they feel that they are not making adequate and appropriate progress.

We employ a variety of assessment methods to establish the nature and scope of SEND, including the use of assessment tests as appropriate and the careful monitoring of individual progress including progress towards agreed targets, in keeping with a graduated approach of action and intervention to help pupils with SEND.

The SEND team is able to organise assessments and submit requests for special public examination arrangements for pupils with identified SEND.

For further information please see our Special Educational Needs and Disability Information on the school website at <https://www.combertonvc.org/about-us/SEND>

Contact SENDCo: Miss Kara Earl

kearl@combertonvc.org

LEARNING RESOURCE CENTRE AND STUDY/REVISION SKILLS

We are lucky to have a spacious and vibrant new library at the front of school. Open from 8.00am to 4.00pm (Mon - Fri) with book borrowing, computer facilities, and welcoming, helpful staff, the library is a popular place for students to read, research, study and print homework. Borrowing is free although lost books will be charged for. The cashless catering card works as the library card. Essential school stationery can be purchased at the library desk.

The library is the venue for reading clubs after school; we have regular author visits and book signings. Pupils are expected to behave considerately and to be reasonably quiet in order to maintain a pleasant working environment.

Appropriate use of the Library after school

Our Library is used by 6th formers and other students for revision and personal study. To this end if students are in the Library after school they are expected to be working/reading quietly, the computers should only be used for schoolwork. Students not working quietly or looking for somewhere to socialise with their friends, eat, play on their phones or play computer games etc will be asked to leave. Students are not allowed to congregate in the Reception area.

COMBERTON EXTRA REWARD SCHEME

'Making a Difference'

What is it?

The Comberton eXtra recognises and rewards pupils that do well in 'Active participation and responsibility, beyond the curriculum, in and outside school'. CVC believes that active participation in the school or wider community will support pupil achievement.

How does the scheme work?

Pupils log below the number of hours they participate in activities/responsibilities beyond the classroom; hours need to be verified by an adult.

How long does it take to achieve a shirt/badge?

There are five stages to the scheme. The first badge is awarded after pupils have done 100 hours of participation beyond the classroom. Each of the next stages are achieved through a further 150 hours of participation. Pupils should log their hours in their planner below. Hours accumulated in one year eg year 7, can be carried forward into the next year eg year 8.

Active participation and responsibility, beyond the curriculum, in and outside school

(hours would count from time of arrival at an event to time of departure from event, with the exception of D of E and other residential trips, eg school play, meet at 3pm finish at 9pm = 6 hours. For each residential trip one night away counts as 6 hours.).

Active participation and responsibility would include taking part in any of the following **types** of activities, these are examples/guides only:

- . Sports clubs
- . Sports teams
- . Scouts/Guides/Cadets
- . Music activities such as jazz band and other clubs such as drama, art, languages
- . School events such as concerts or plays
- . Year group and tutor group activities
- . Charity events eg fund raising
- . Assisting at home or in the community in a caring capacity
- . Volunteering in some capacity at your local primary school
- . Baby sitting
- . Assisting in a local club/organisation eg grounds maintenance of the local cricket club
- . D of E/other residential trips (1 night away is equal to 6 hours of participation)

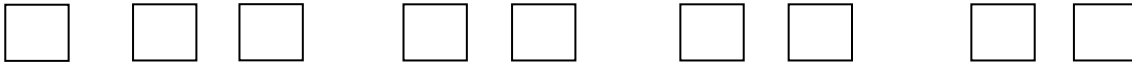
Recording (Hours for a single activity can be added up over time and recorded termly).

<u>Activity name</u>	<u>Date</u>	<u>Hours</u>	<u>Accumulated Hours</u>	<u>Adult Signature</u>
First Aid course	Autumn 2019	12	12	XXXXXXXXXX
Climbing Club	Autumn 2019	14	26	YYYYYYYYYY

(Use an additional sheet and staple it into your planner if necessary)

Record accumulated hours below: (hours can be continued from one school year into the next; tick when you complete a badge)

In Year 7 total hrs	In Year 8 total hrs	Combined 7-8	In Year 9 total hrs	Combined 7-9	In Year 10 total hrs	Combined 7-10	In Year 11 total hrs	Combined 7-11
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Badge 1 (tick) 100 hrs



Badge 2 (250 hrs (tick)



Badge 3 – 400hrs (tick)



Badge 4 550 hrs (tick)



Badge 5 700 hrs (tick)

KEY EXAM AND ASSESSMENT INFORMATION

Art & Design / Photography (Exam Board: EDUQAS)

The coursework deadline for Art and Design / Photography is in December, with the exam project then set in January. The full exam will take place over 2 days, shortly before the Easter Holidays. The exact dates will be confirmed early in the year. Pupils will be off timetable at these times working in the Art/IT rooms on the final outcome for their projects. Art/Photography will have a mock exam on the curriculum extension days at the end of October.

Business (Exam Board: AQA)

Students will be sitting two exam papers at the end of year 11. Each paper is worth 50% of their final GCSE business grade:

- **Paper 1: Influences of operations and HR on business activity**
- **Paper 2: Influences of marketing and finance on business activity**

Taught topics will be business operations, marketing and finance. Students will also be assessed by end of topic examinations. The students will also sit two mock exam papers during year 11 (paper 1 and paper 2). Students are expected to bring a calculator to all of their lessons.

Level 1/2 Constructing the Built Environment

This is a two year course and is equivalent to a GCSE. It consists of three units, of which two are externally set examinations. Unit 1 is a 60 minute exam and was taken in the summer of year 10. If necessary, it can be retaken in year 11. Unit 2 is a portfolio based on practical assignments and spans both years 10 and 11. Unit 3 is a 120 minute exam and is taken in year 11. It's focus is the planning of construction projects. There are no specific text books available at this time, however the following websites are useful; goconstruct.org, citb.org.uk, hse.gov.uk, rospa.co.uk, citb.co.uk/bconstructive.

Cambridge Nationals Level 1/2 Engineering Design

This is a two year course and is equivalent to a GCSE. It consists of four units, of equal weighting, one of which is an externally set examination and is taken in the summer of year 10. If necessary, it can be retaken in year 11. . The other three units are portfolio based and cover product analysis and research, completed in year 10, developing and presenting design ideas, which spans years 10 and 11, and 3D realisation, completed in year 11, where making skills and ability to follow technical drawings are assessed.

Hospitality and Catering

During Yr 2 of this course pupils focus on Unit 2 "Hospitality and Catering in Action." Pupils are required to plan, safely cook and present nutritional dishes in response to a brief and to complete supporting written work in controlled conditions over nine hours. A mock will be undertaken across two days in October with assessment being complete early in the spring term 2020.

Computer Science

At the start of autumn term pupils will complete their second mock controlled assessment, before completing the real assessment which will take place in lessons during October/November. The controlled assessment is worth 20% of the overall mark. The remainder of the year will then be dedicated to learning about the remaining theory topics and revising for their two papers in computer science that are worth the remaining 80% between them.

ECDL

In total pupils complete 4 units over the 2 year course. The 4 units are word processing, spreadsheet, presentation software, and improving productivity (which uses a combination of the three productivity tools). In Year 10 nearly all pupils completed the units on word processing and spreadsheets. For those who did not there will be an opportunity to re-sit the tests in Year 11. Students will complete the remaining two units on presentation software and improving productivity.

GCSE Dance

Practical assessments worth 60% of the GCSE take place during an examination week held between February and May. This is component one which is performance and choreography. Students have to perform two set phrases as a solo and have to dance in a performance in a duet/trio which is approx. 4mins long. Students also will create a choreography piece from a stimulus which can be a solo or group dance. These are internally marked during the examination week and sent away to be externally moderated.

Component 2 is a written paper worth 40% which is sat between May and June. This is externally marked.

Mock exams will be completed during year 11 for all units.

GCSE English Language and GCSE English Literature

Both GCSE courses are assessed through two exams each at the end of Year 11. However, there will be half-termly assessments based on individual exam questions as well as mock exams, one for English Language and one for English Literature, in February 2021.

Some Revision Sources

Cambridge University Press Books

[GCSE English Language for AQA Progress Student Book](#)

[GCSE English Language for AQA Progress Plus Student Book](#)

[GCSE English Literature for AQA A Christmas Carol Student Book](#)

[GCSE English Literature for AQA Romeo and Juliet Student Book](#)

[GCSE English Literature for AQA An Inspector Calls Student Book](#)

[GCSE English Literature for AQA Poetry Student Book](#)

Oxford University Press Books

[AQA GCSE English Language: Targeting Grades 6-9: Revision Workbook](#)

[AQA GCSE English Language: Targeting Grade 5](#)

[AQA GCSE English Language: Student Book 2: Assessment preparation for Paper 1 and Paper 2](#)

[AQA GCSE English Literature: Student Book](#)

Other course books (from other publishers) that look good

[English Language and Literature Revision and Exam Practice Book](#)

[English Language and Literature Exam Practice Book for AQA](#)

[AQA GCSE English Language and English Literature All-in-One Revision and Practice](#)

[AQA GCSE Poetry Anthology: Power and Conflict Revision Guide](#)

English Literature Study Guides

York Notes are by far the most popular study guides available – this in itself might recommend them to you but, remember, it also means that the “unique insights” that they seem to offer you are going to be same “unique insights” they’ve offered a lot of other students too... The “Study and Revise” books, published by Hodder Education, also look good.

A selection of both series is set out below:

[Lord of the Flies: York Notes for GCSE \(9-1\)](#)

[Dr Jekyll and Mr Hyde: York Notes for GCSE \(9-1\)](#)

[Romeo and Juliet: York Notes for GCSE \(9-1\)](#)

[Power and Conflict: York Notes for GCSE \(9-1\)](#)

[Study and Revise for GCSE: AQA Poetry Anthology: Power and Conflict](#)

[Study and Revise for GCSE: Dr Jekyll and Mr Hyde](#)

GCSE Drama

Throughout the Drama GCSE course in Year 11 there is continual schedule of practical assessment of the students accompanied by coursework and the summer written exam – these are provisionally set out as outlined below:

Devised Performance Piece – practical exam – November 2020

Devised Performance Portfolio (2000 words Max) – written coursework – January 2021

Extract Performances – practical exam – March 2021

Written examination – both set text (‘DNA’ by Dennis Kelly) and Live Theatre Review – May/June 2021

GCSE French

Examination Board: AQA

Pupils will complete their studies of all of the following themes:

Theme 1: Identity and Culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The GCSE French qualification is linear and pupils are assessed by four examinations at the end of the course in Year 11.

GCSE French has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each). Decisions regarding which tier pupils will be entered for will be finalised during the course of Year 11.

Pupils take an active role in three lessons of French each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (school, healthy living; work and future plans and social and global issues). They will also be able to practise their spoken French with the Foreign Language Assistant.

Pupils receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils should also continue to bring their own copy of the course book (*Studio* published by Pearson) to every lesson.

Further support, consolidation or extension is offered by teachers and details will be communicated in due course. After-school revision sessions will also be offered in the lead up to the exams.

GCSE German

Examination Board: AQA

Pupils will study all of the following themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The new GCSE German qualification is linear and pupils will be assessed by four examinations at the end of the course in Year 11. GCSE German has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each). In Year 10 pupils will take an active role in three lessons of German each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (free time, relationships, lifestyle, travel). Pupils will receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils will be also be issued with their own copy of the course book (*Stimmt!* published by Pearson) and this should be brought to every lesson.

Further support, consolidation or extension for Key Stage 4 pupils will be offered on Wednesdays from 12:30-13:00 in MFL3 and again after school from 15:00-16:00 in MFL3.

Geography

Exam Board: AQA

Student will complete three exam papers at the end of year 11

Unit 1: Living with the Physical Environment (35%) with topics on natural hazards, the living world and the geography of the UK through coasts and rivers

Unit 2: Challenges in the human environment. (35%) with topics on urban environments, the economic world and resources.

Unit 3: Geographical Applications (30%) – a synoptic paper which assesses students understanding of geographical fieldwork and decision making skills with a pre-release paper which will be examined in lessons 12 weeks prior to the exam.

Student will have an end of topic test at the end of the teaching for each unit. Students will also have a mock exam for Unit 1 at the end of year 10 and Unit 2 at the end of year 11 and Unit 3. Students must undertake two pieces of fieldwork for the GCSE in both human and physical geography. Students will go on fieldtrip to Sheringham in September of Year 11 for one night to undertake fieldwork on rivers and tourism in a coastal area. Homework will be set on average once a week with a practice exam paper once a week from the spring term.

Graphic Design

The assessment structure is 60 % Controlled Assessment and 40 % Examination.

The Coursework deadline for Graphic Design is Easter. Students are required to do two hours of homework every week in order to meet this final deadline. The coursework (60%) consists of at least one full A3 folder of work (four coursework projects) and a separate 'Graphics' portfolio. Students will take a mock exam in the Autumn term, in preparation for the real exam in February.

GCSE History

Exam board: OCR B (SHP)

Paper 1: 'Migrants to Britain 1250-present day' and 'The Elizabethans 1580-1603' (Year 10)

Paper 2: History Around Us; local history study (Year 10)

Paper 3: 'The Making of America, 1789-1900' and 'Living Under Nazi Rule, 1933-45' (Year 11)

Students will be given exam practice questions to do throughout the year, focusing on different topics of each unit. These will usually be given as homework tasks, but it will become increasingly important for students to these under timed conditions, to ensure they are gaining a realistic expectation of what to expect in the end of year exam. Students will spend the summer term revising all five topics they have studied over the two years, each topic make up 20% of their final GCSE grade. There will also be one after school revision workshop for students each term, which will go over the necessary content to revise, and encourage students to start their revision as early as possible. There is the opportunity for students to visit Nuremberg and Munich in October, which is organised to tie in closely with their 'Living Under Nazi Rule' unit. All examinations will take place at the end of Year 11.

1. Recommended textbooks: the following unit textbooks are produced by Hodder Education and are all within the OCR SHP specification. *OCR SHP GCSE Migrants to Britain, 1250-present day*; *OCR SHP GCSE The Elizabethans 1580-1603*; *OCR SHP GCSE The Making of America 1789-1900*; *OCR SHP GCSE Living Under Nazi Rule 1933-45*.
2. Revision guides: we create our own departmental revision guides that are available to students when they start revising. These cover the necessary topics and help with exam structure and timing advice as well. There will be a small charge for these, which will cover the printing costs. Other revision guides are available, but don't cover the specific units that we teach, so if you are looking to buy another revision guide, please check that these cover the necessary topics.

For suggestions about further reading, please ask your history teacher for a reading list, which is available for each topic throughout KS4

GCSE Mathematics

Examination board: AQA

At the end of year 11, students sit three exam papers. One is non-calculator and two are calculator papers.

Throughout the year, students continue to learn the four different strands of maths within each of the three terms. The strands are number, algebra, geometry and data. In preparation for the final exams students will sit an interim mock test in term 1 and a further mock in term 2. Students will also follow a past paper schedule to ensure there is plenty of exam question practice as well as on-going revision throughout the year.

Students should use the following resources to support their learning and understanding:

- Class notes
- Hegarty Maths
- Revision Guide and Workbook (available to purchase from the school via wisePAY and collected from Mrs Stringer in the maths office)
- Past Papers (to be purchased via wisePAY and then distributed by class teachers as per the schedule)

Further mathematics qualifications

Level 2 Further Maths is routinely offered to our most able students. This will often involve after school sessions. More recently a Level 3 Algebra qualification has been offered as well. This is particularly suited to students not completing Level 2 Further Maths but who are considering A-Level Maths or who just want to take their maths that bit further.

GCSE Music

In year 11, the Integrated Portfolio composition plus performances suitable for submission as part of both the Integrated Portfolio and Practical Component will be assessed by the end of the first Autumn half term across the two curriculum extension days. Students will sit a mock listening exam in the first week in November. Final coursework moderation of all coursework takes place in March. The listening exam, testing aural skills and knowledge of course content (40%) follows during the summer exam period.

GCSE PE

Pupils will sit a mock exam during the mock exam week. This exam will be both a practical and theory exam. Practical assessments will continue to take place at the end of each activity block and students will be selecting their final three activities for assessment. Pupils will be expected to provide video evidence for all of their practical activities. Pupil's theory exams will take place in May and this will consist of two papers. Paper one will be 1hr 45mins and will be worth 36% of the

overall grade. Paper two will be 1hr15mins and will be worth 24% of the overall grade. Both exams will consist of a combination of multiple choice, short and long answer questions.

Core Physical Education

All students, including students that study BTEC, GCSE or Dance take part in Core Physical Education. These lessons are essential to ensure students develop life skills such as resilience and co-operation, participate in physical activity during the school week to relieve stress and have a healthy lifestyle. Lessons develop participation and attitude, leadership and teamwork, health and wellbeing and excellence for all. Through PE lessons we build and promote a legacy of lifelong activity, enjoyment and employability skills. Students are assessed at the end of each half term in 3 strands which are linked to their pathway choice.

Jewellery

The only jewellery allowed for school is one small stud in each pierced ear. Nose studs and other facial piercings are not allowed. All jewellery and piercings must be completely removed for PE. Earrings and other piercings cannot be taped for PE. ***Please ensure that new piercings are only done at the beginning of the school summer holiday and not done within the academic year.***

Students require: CVC polo top, CVC rugby top (if participating in a rugby module), CVC PE shorts or CVC Skort CVC, navy CVC tracksuit bottoms (optional), navy CVC hoody (optional), CVC blue socks (or white sport socks during the summer term), suitable sports trainers (not plimsolls, pumps, vans or converse type trainers and separate to school footwear), football boots (if participating in a rugby or football module), shin pads (essential for football and hockey) and gum shield (recommended for hockey and rugby). Students also require moulded football boots or astro trainers to access the astro. All items of clothing must have the CVC logo, with the exception of baselayer tops, which should be black or navy.

GCSE Psychology

Exams: The psychology GCSE course is 100% exam based. Students sit two exams at the end of year 11, one will cover the year 10 content and one covers the year 11 content. Students will have end of unit tests throughout the course, as well as an end of year 10 exam, and mock exams during year 11. We study the OCR specification.

Textbooks and revision guides: All students will be provided with a textbook as part of the course. In addition to this a revision guide is available, details can be found on Amazon here: https://www.amazon.co.uk/My-Revision-Notes-GCSE-Psychology/dp/1510423222/ref=sr_1_2?keywords=psychology+GCSE+ocr&qid=1558007290&s=beauty&sr=8-2

Additional learning: The school library has a range of interesting psychology books which students may want to read if they are keen to extend their knowledge. The school also has access to Psychology Review, a journal aimed at school psychology students. Additionally there are a number of psychology related documentaries on television and through streaming services, as well as relevant TED talks.

GCSE RPE

Students will complete practice exam questions throughout the first term (these will recap knowledge from Year 10) alongside this students will be sitting regular end of unit tests. Students will also sit mock exams during the mock exam period. Additional revision and support sessions are offered after the first term to help students prepare for the mock and final exams. The final exams take the form of three exam papers. One will be Religion, Philosophy and Ethics covering 4 themes and this exam will last two hours. The other exams will be one hour each back to back and will look at the beliefs, teachings and practices of Christianity and Islam. More information on this will be given to students in their lessons.

SCIENCE

GCSE Trilogy Science (all students not doing triple):

Students are studying the AQA scheme of work "Trilogy Science". This is a two year course and so all exams will be in the summer of year 11. Students will continue to work through various "Required Practical" lessons, similar to those in year 10. These skills will be examined in their terminal external exams. There is no controlled assessment (coursework) for science. The year 11 grade will be comprised of two grades averaging their overall attainment. There are two papers for biology, chemistry and physics. Each paper is 1 hour and 15 minutes long and makes up 16.7% of their GCSE. The papers will comprise of multiple choice, structured, closed short answer, and open response questions.

GCSE Separate Science:

Students are studying the three sciences using the AQA scheme of work. This is a two year course and so all exams will be in the summer of year 11. Students will continue to work through various "Required Practical" lessons, similar to those in year 10. These skills will be examined in their terminal external exams. There is no controlled assessment (coursework) for science.

Students will get one grade for each science (Biology, Chemistry and Physics). Students will sit 2 papers for each science. Each exam in 1 hour and 45 minutes long and counts for 50% of that subject's grade. The papers will comprise of multiple choice, structured, closed short answer, and open response questions.

To revise for mock and final exams (as well as ongoingly) students can use the following resources.

- Revision guide and workbook questions (available to purchase from the school via wisePAY or by paying at finance. Students collect these with proof of purchase from room Sc5)
- Class notes.
- Seneca learning website - <https://www.senecalearning.com/> - this is an excellent online interactive revision resource.
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- AQA website for specification (list of all content) and specimen exam papers: <http://www.aqa.org.uk/subjects/science/gcse>.
- Physics and Maths tutor website for exam question practice:
 - <http://www.physicsandmathstutor.com/physics-revision/gcse-aqa/> - Physics
 - <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/> - Biology
 - <https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/> - Chemistry

MFL

GCSE Spanish

Examination Board: AQA

Pupils will complete their studies of all of the following themes:

Theme 1: Identity and Culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The GCSE Spanish qualification is linear and pupils are assessed by four examinations at the end of the course in Year 11. GCSE Spanish has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each). Decisions regarding which tier pupils will be entered for will be finalised during the course of Year 11.

Pupils take an active role in three lessons of Spanish each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (food, customs and festivals; part-time jobs, work experience and future plans; home and environment; social and global issues). They will also be able to practise their spoken Spanish with the Foreign Language Assistant.

Pupils receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils should also continue to bring their own copy of the course book (*iViva!* Published by Pearson) to every lesson.

Further support, consolidation or extension is offered by a number of teachers and details will be communicated in due course. After-school revision sessions will also be offered at both Foundation and Higher level in the lead up to the exams.

Recommended revision guides are as follows: Revise AQA GCSE Spanish – Revision guide and revision workbook (Pearson publishing)

It is recommended that pupils regularly revisit and test themselves on previous topics through Yr 11, using Quizlet. It can also be helpful to practise listening skills by watching videos etc on YouTube and by regularly engaging with authentic reading material. Try BBC Mundo for news headlines or lingua.com for short texts with comprehension questions.

BTEC Sport

Throughout Year 11 you will be completing two units from the BTEC course: Unit 3 – Applying the Principles of Personal training and Unit 6 – Leading Sports Activities.

Unit 3 will predominantly be taught through practical sessions. You will be applying your knowledge of training methods and principles of training in designing and carrying out a personal fitness programme. You will be testing your own fitness levels and tailoring your programme to your individual needs. You will also learn about the musculoskeletal and cardiorespiratory

systems and the effects of short term exercise. After carrying out your programme you will then review how successful your programme was in improving your levels of fitness.

Unit 6 will assess your knowledge of and your abilities as a sports leader. You will be required to identify the characteristics and abilities of successful sports leaders as well as plan and independently deliver a Sports session to a group of participants. After delivering your session you will then review your abilities as a sports leader and set targets for your development through an action plan.

You can receive additional support for BTEC Sport through the Thursday lunchtime study session, in SS1 or the Thursday after-school session, 3-4pm in SS1. Having access to a USB stick or online saving platform is also recommended for saving and accessing work from home and backing up written assignments.