

MELBOURN
VILLAGE COLLEGE

KS4 Parental Handbook

2021-2

Please use this handbook as a guide to the curriculum that your child will study during the current school year.

A contents table has been included that will allow you to click and move swiftly to the required pages.

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	<i>School Reception</i>	

Please note that all the staff named in the above table are teachers and may not be able to respond immediately. If you have an urgent matter, please contact the School Reception who can put you through to the most suitable available member of staff.

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Welcome from The Heads of Year 10 and 11

During the pandemic, unfortunately pupils have had to deal with lots of challenges which have severely disrupted their education. The resilience they have shown throughout this period has been truly remarkable and inspiring to us all. Whilst hopefully this disruption fades from our memory, now is the time for the pupils in KS4 to focus all of their attention to their studies and renew their commitment to their learning. At the end of KS4 they will reap the rewards of their hard labours and progress onto the next stage in their educational or vocational careers. We know that with this hard work they can fulfil their future dreams and ambitions.

The KS4 team is dedicated to working with pupils, parents and carers to guide them through their GCSEs and are grateful for the support you provide for them at home. We will continue to work in collaboration with you to ensure that all pupils have a positive experience in KS4 and are happy and therefore able to fulfil their academic potential.

We will continue to recognise and reward pupil's successes throughout the year and there are plenty of end of term reward trips planned, and of course the Prom and Yearbook for year 11 too. It is so nice to organise these events and for pupils to take part in them to celebrate their hard work and commitment to their studies.

We look forward to welcoming the pupils into KS4 and we know that if we all work together towards that same common goal of "success for everyone", then the next two years will be the best of your school careers so far!

Helpful Information

Attendance:

Please help us to maximise your child's progress at school by ensuring that they attend 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 8.45am on each morning of the absence, by phone 01763 223400 or by email MEL-Absence@melbournvc.org.

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 see the school website, www.melbournvc.org.

Communication:

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 at www.melbournvc.org. This includes the school term dates and a live calendar on the HomePage.

The school 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, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to teaching and other commitments.

Our receptionists will attempt to connect your **telephone calls** for you and will pass a message to the relevant staff member if they are not immediately available. The staff member will try to respond as soon as 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 school email address is: office@melbournvc.org

The school uses the **SchoolPost** system to send all standard forms of communication home via email. Please ensure that any response forms required are filled out by the deadline stated.

Parents are encouraged to sign up to **Go4Schools** where they can access information about their child such as their timetable, their behaviour, their homework and their academic progress. Parents may go to Go4Schools and click on 'First Time User' to create an account.

How to help with Homework

Teachers will set homework for pupils, using Go4Schools to communicate the task to pupils and parents.

The tasks themselves may make use of other of the school IT systems such as the CATalogue (SharePoint) and Teams.

Homework will normally be set with at least two nights before it is due in again, to enable families to arrange their own homework schedules around other aspects of family life and childhood activities.

Please provide your child with a calm and quiet place to complete homework; sitting at a table is best. Creating a regular pattern of completing homework can be beneficial so that a habit is established.

Please ensure that your child is provided with a school bag to transport their work to and from school. Pupils will also need a range of equipment including several writing pens (blue or black ink), pencils, coloured pencils, a ruler, a protractor and a calculator. Tippex or similar correcting fluid should not be used in school – mistakes should be simply crossed through with a single line.

IT Systems for Pupils

All pupils will receive a logon to the school IT systems that also enables them access outside of school. Pupils will be issued with an email address in the format of 123456@melbournvc.org – this is then their username to access the CATalogue: [Melbourn - Welcome \(sharepoint.com\)](https://melbourn.sharepoint.com).

From here pupils can access all the subject resources available from the 'burger' icon:



And pupils can access all the programs and apps of Office 365 from the 'waffle' icon:



This includes Outlook (for email), Word, PowerPoint, OneNote and Teams. Teams provides videoconferencing for the delivery of live lessons, as well as access to Assignments and Class Notebook (OneNote).

Pupils can also access Go4Schools to see their timetable and homework: [Login : GO 4 Pupils](#)

Their Go4Schools password is separate from their in-school/Office 365 one.

SEND – Pupil Support Centre and The Cabin

The Pupil Support Centre, known as the SSC provides support for pupils identified as having special educational needs and/or disability (SEND). These pupils have an Education Health and Care plan (EHCP) and receive some additional adult support in the classroom. Our team of TAs also try to support other pupils in lesson when they can.

We provide a supervised social space at break and lunch time where we encourage and facilitate social interaction and conversation. The outside space in front of the SSC is also reserved for pupils who have SEND and need a quieter area to be in. Our sensory room also provides a calm space for pupils to self-regulate when needed.

Pupils with a high level of needs have an allocated keyworker who will meet up with them once a week and check on their wellbeing and help solve any concerns or difficulties.

The SSC team also assess and apply for exam access arrangements and reasonable adjustments as defined by the Joint Council for Qualifications “ *Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’.*”

We also lend out scanning reader pens and a small number of i-pads for pupils to use as part of their reasonable adjustments and provide coloured paper exercise books and overlays for those pupils who have some level of visual stress.

A very small number of pupils access more bespoke programmes of study which are tailored to their individual needs and are part of our Skills Base provision.

Our wider work encompasses providing small group intervention for emotional and social skills, careers guidance for the children who access our support and continuing professional development and guidance for our school staff on all matters SEND.

The Cabin is a specialist unit for pupils with Autistic Spectrum Conditions where we provide a safe, secure and inclusive environment to enable them to integrate into mainstream school and get a holistic education.

We promote specialist support to help our pupils to achieve their full academic potential and we also provide social experiences to expand their boundaries and develop their confidence, helping them to become more independent.

We help them work towards their future by developing life skills and empowering pupils to achieve economic well-being and independent living on leaving school.

We have a dedicated team of professionals offering outstanding facilities for learning.

English

Course followed:

GCSE English Language

AQA syllabus 8700

GCSE English Literature

AQA syllabus 8702

<https://www.aqa.org.uk/subjects/english>

Overview of content:

Pupils embark on their GCSE English Language and English Literature courses at the beginning of Year 10. The majority of the GCSE modules are studied during Year 10, which leaves time for revision of all of the modules in Year 11. At KS3, pupils have been introduced to the skills and types of questions they will experience for their GCSE examinations and are therefore familiar with what is expected of them by the time they start in Year 10. This approach at KS3 enables us to focus on developing pupils' competence of reading and writing.

GCSE English Language: pupils will learn how to read, understand and interpret meanings of both fiction and non-fiction texts; they will learn how to analyse a writer's use of methods; critically evaluate texts they read; and compare writers' views and perspectives. Pupils will be taught how to write creatively and how to write for a specific form, purpose and audience. Accuracy skills are regularly visited within the course, particularly when we are focusing on writing skills.

GCSE English Literature: pupils will study a Shakespeare play, 'Macbeth' and a 19th Century novel, 'A Christmas Carol'. They will be taught how to approach the exam questions for these modules, which require them to analyse a given extract and refer to other areas within the play/novel. Poetry is a heavy focus of the Literature course; pupils will need to know and learn a set of 15 poems from the Power & Conflict anthology and they will also be taught how to analyse poems they have not seen before, which is the focus of the 'Unseen Poetry' section of the Literature exam. In Year 11, pupils will study a modern play, 'An Inspector Calls' and they will be taught how to approach the exam question, which consists of two questions to choose from. These are usually separated into a character or a theme question.

Programme of Study:

Year 10		
Period of time	Area of study	Method of Assessment
Sept – Nov (8 weeks)	Literature Paper 1- section A: Macbeth	In class assessment
Nov – Dec (4 weeks)	Language paper 2-Section A (Non-Fiction)	In class assessment

Dec – Feb (7.5 weeks)	Literature paper 1 – section B: A Christmas Carol	In class assessment
Feb – Mar (4 weeks)	Language paper 2 – Section B (Transactional writing)	In class assessment
Mar – May (4 weeks)	Language paper 1 – Section A (Fiction)	In class assessment
May-May (3 weeks)	Language paper 1 – Section B (Creative writing)	In class assessment
June – June (1 week)	Cluster poetry (Power & Conflict)	
June – June (1 week)	Revision for Language paper 1 mock	Yr10 exams (June) – Language paper 1 & Literature paper 1
June –July (5 weeks)	Cluster poetry (Power & Conflict)	In class assessment
Year 11		
Sept – Oct (5 weeks)	An Inspector Calls	In class assessment
1-2 weeks	Spoken Language	Spoken Language assessments
Oct – Dec (2 weeks)	Unseen poetry	In class assessment
Nov – (2 weeks)	Revision for Language paper 2 mock	Yr11 mock (Nov) – language paper 2 & Literature paper 2
Jan – Feb	Revision Literature papers 1 & 2	In class mock
Feb – Mar	Revision Language papers 1 & 2	In class mock
Apr – May	Revision for key areas identified from in class mocks.	
June – July	GCSE Exams	

Homework:

Homework will be set once a week and the time pupils are expected to spend on it is sixty minutes. The types of homework set can include: wider reading around a topic/subject we are studying, research in connection with a topic, literacy, or the class teacher may set something specific in connection with the tasks being completed in lessons. At GCSE level, we expect pupils to be revising key modules and areas of study straight away from the beginning of Year 10.

How it is assessed:

English Language is assessed by means of two written exams sat at the end of the course. Each paper is 1 hour and 45 minutes long. Each paper is worth half of the total marks for the course.

English Literature is assessed by means of two written exams sat at the end of the course. Paper 1 is 1 hour and 45 minutes long. This paper is worth 40% of the total marks for the course. Paper 2 is 2 hours and 15 minutes long. This paper is worth 60% of the total marks for the course.

Spoken Language is assessed as part of the English Language course, but it does not contribute to the overall level. Pupils will deliver a talk, which is assessed by their teacher. The results will be recorded separately on the GCSE certificate as a Pass, Merit, Distinction or Not Classified.

Learning outside the classroom:

Pupils are strongly encouraged to read around the subject in English Literature, investigating different ways of understanding character, plot and context for each of the set texts. Furthermore, using film and drama, pupils can find new ways to enjoy the presentation of these literary works in a more rounded manner. Teachers offer a range of links and opportunities to build pupils' understanding of these texts as cultural artefacts and to broaden their experience of them in the context in which they are written as well as from the perspective of a modern reader or audience.

Parental support and extension:

There are a range of films or theatre productions of the texts we study at GCSE. It will be very helpful for the pupils to see these prior to starting their GCSEs in Year 10. (A Christmas Carol, An Inspector Calls and Macbeth.)

More information:

In terms of additional help that parents and carers can provide, please make sure that if you are able to, you ensure that your child uses a local public library to access as wide a range of reading material as possible. This is, of course, free. A dictionary and thesaurus are also excellent resources for pupils to have and to become accustomed to using when completing independent written tasks.

Mathematics

Course followed:

AQA GCSE Mathematics 8300

Overview of content:

The course is studied at either Higher tier or Foundation tier level.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Calculations, expressions (algebra), angles and polygons	
	Autumn - 2	Handling data, fractions, decimals and percentages	Termly assessment
	Spring - 1	Formula and functions, 2D shapes	
	Spring - 2	Probability, Measures and accuracy	Termly assessment
	Summer - 1	Equations and inequalities, circles and construction	
	Summer - 2	Ratio and proportion, factors powers and roots.	End of Year assessment
11	Autumn - 1	Graphs, working in 3D. handling data 2,	
	Autumn - 2	Calculations 2, Graphs 2, Pythagoras and Trigonometry,	Mock Examination
	Spring - 1	Vectors, Probability 2	
	Spring - 2	Sequences, units and proportionality	Termly assessment
	Summer - 1	Revision	
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

There are weekly homeworks consisting of either online work set on platforms such as www.HegartyMaths.com and www.DrFrostMaths.com, or written homeworks such as completing a past paper.

How it is assessed:

GCSE Mathematics is assessed in both tiers using 3 papers each out of 80 marks and each lasting 90 minutes. One paper is non calculator and two calculator papers. Grades are awarded on the basis of the total score of the three papers. Each paper has equal weighting.

Learning outside the classroom:

During the course of year 11, there are weekly support enrichment sessions targeted at both Foundation and Higher tier papers. We also encourage our pupils to do further work around taught topics using resources such as www.hegartymaths.com.

Parental support and extension:

The most efficient way of revising for Mathematics is to work through past papers. Many past papers and their solutions can be found on the internet and I would recommend pupils attempt as many as possible, researching topics which they found difficult.

More information:

Pupils need to have a set of mathematical equipment including a scientific calculator. We recommend a Casio FX-83 or FX-85 which has all the necessary functions required for this level of mathematics. Pupils should also have a ruler, protractor and set of compasses.

We also offer the AQA Further Maths Level 2 qualification (8365) as a weekly afterschool enrichment. This gives pupils the opportunity to sample a little A level material before 6th form.

Science

Pupils will study either three separate Science GCSEs, or a combined Science course. Both are detailed below:

Combined Science

Course followed:

Combined Science: Trilogy

AQA syllabus 8464

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Overview of content:

This course is taught over the course of three years (starting in Year 9) and ends with a terminal examination of six exam papers (two for each Science). The course is designed to give pupils a broad understanding of how science works, by building on previous knowledge, utilising scientific methodology. Pupils learn how they can apply their learning to real world examples, for instance, dealing with the causes of climate change. Pupils will carry out set required practicals that they must remember (method, results and conclusions)

Programme of Study:

Year	Timescale	Topics studied; skills and knowledge	How this will be assessed	
9	Autumn – Feb half-term	B1 Cell Biology, C4 Chemical Changes, P3 Particle Model of Matter	Formal end of topic tests (Teacher marked, feedback to pupils, pupil improvement)	
	Feb half-term – End of year	B2 Organisation, C1 Atomic Structure and the Periodic Table , P2 Electricity		
10	Autumn	B3 Infection & Response, C2 Bonding, Structure and the Properties of Matter, C3 Quantitative Chemistry, P1 Energy, P4 Atomic Structure		Online knowledge checks (Seneca Learning)
	Spring	B4 Bioenergetics, B5 Homeostasis and Response, C5 Energy Changes, C6 Rates of Reaction, P6 Waves MOCK PAPER 1 – all topics covered so far		
	Summer	B6 Inheritance, Variation and Evolution, C7 Organic Chemistry, C8 Chemical Analysis, P5 Forces and Motion (in part)		

11	Autumn	B7 Ecology (in part), C9 Chemistry of the Atmosphere, C10 Using Resources (in part), P5 Forces and Motion (complete), P7 Magnetism and Electromagnetism	Teachers and their pupils gain insights into areas of strength and further areas to develop
	Spring - 1	B7 Ecology (complete), C10 Using Resources (complete) MOCK PAPER2 – B5,B6,B7,C6,C7,C8,C9,C10, P5,P6,P7	
	Spring - 2	Pre-exam consolidation (review, revisit Required Practicals, Exam Technique and Question practice)	
	Summer	<i>Period of Formal Examinations</i>	6x Papers (2x Biology, 2x Chemistry, 2x Physics), marked by AQA examiners.

How it is assessed:

Pupils on this course can sit Higher or Foundation tiers. The pupils will sit six exams, lasting 75 minutes a piece, 2x Biology, 2x Chemistry and 2x Physics. Each exam is out of 70 marks, making 420 possible marks. The marks for all exams are added together and a grade awarded. Pupils are then awarded two GCSEs for this subject. Higher tier pupils can reach a maximum of 9/9 down to 4/4, whereas Foundation tier have a maximum of 5/5 but going down to 1/1.

Use of Collins Connect resources:

Science has now fully integrated a new system of resources that are not only used by class teachers during each lesson, but are also available for all pupils when at home. This not only helps to support all learners but helps to augment class learning and, more importantly, helps those that are off school with illness. Pupils navigate to <https://connect.collins.co.uk/school/portal.aspx>, and click on Pupil Sign in. Upon entering the school name, pupils follow the instruction for identifying themselves. A series of online resources are then shown. The left two courses (“books”) are for year7 and year8, the three books on the right are for triple pupils, studying separate sciences. For those on the Combined Trilogy course, they press the “2” icon at the bottom right of the page, which then has the three courses (“books”) for their use.

Separate Sciences

Overview of content:

This course is taught over the course of three years (starting in Year9) and ends with a terminal examination of two exam papers. This course is designed to give pupils a deep understanding of the sciences, including how science works, building on previous knowledge in KS3, and honing scientific methodology. Separate Sciences are harder than Combined Science as pupils will cover all the content contained in Combined Science, plus more, and with additional and deeper learning. Pupils will carry out a greater set of required practicals that they must remember (method, results and conclusions).

Separate Biology

Course followed:

GCSE Biology

AQA syllabus 8461

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Programme of Study:

Year	Timescale	Topics studied; skills and knowledge	How this will be assessed	
9	Autumn – Feb half-term	B1 Cell Biology	Formal end of topic tests (Teacher marked, feedback to pupils, pupil improvement)	
	Feb half-term – End of year	B2 Organisation		
10	Autumn	B3 Infection & Response		Online knowledge checks (Seneca Learning)
	Spring	B4 Bioenergetics, B5 Homeostasis and Response MOCK PAPER 1 – B1,B2,B3,B4		
	Summer	B6 Inheritance, Variation and Evolution		
11	Autumn	B7 Ecology (in part)		Mock papers are used to secure knowledge and gain skills in answering longer answer formats.
	Spring - 1	B7 Ecology (complete) MOCK PAPER2 – B5,B6,B7		
	Spring - 2	Pre-exam consolidation (review, revisit Required Practicals, Exam Technique and Question practice)	Teachers and their pupils gain insights into areas of strength and further areas to develop	
	Summer	<i>Period of Formal Examinations</i>	2x Papers marked by AQA examiners.	

Separate Chemistry

Course followed:

GCSE Chemistry

AQA syllabus 8462

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Programme of Study:

Year	Timescale	Topics studied; skills and knowledge	How this will be assessed	
9	Autumn – Feb half-term	C4 Chemical Changes	Formal end of topic tests (Teacher marked, feedback to pupils, pupil improvement)	
	Feb half-term – End of year	C1 Atomic Structure and the Periodic Table		
10	Autumn	C2 Bonding, Structure and the Properties of Matter, C3 Quantitative Chemistry		Online knowledge checks (Seneca Learning)
	Spring	C5 Energy Changes, C6 Rates of Reaction MOCK PAPER 1 – C1,C2,C3,C4,C5		Mock papers are used to secure knowledge and gain skills in answering longer answer formats.
	Summer	C7 Organic Chemistry, C8 Chemical Analysis		
11	Autumn	C9 Chemistry of the Atmosphere, C10 Using Resources (in part)	Teachers and their pupils gain insights into areas of strength and further areas to develop	
	Spring - 1	C10 Using Resources (complete) MOCK PAPER2 – C6,C7,C8,C9,C10		
	Spring - 2	Pre-exam consolidation (review, revisit Required Practicals, Exam Technique and Question practice)		
	Summer	<i>Period of Formal Examinations</i>	2x Papers marked by AQA examiners.	

Separate Physics

Course followed:

GCSE Physics

AQA syllabus 8463

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Programme of Study:

Year	Timescale	Topics studied; skills and knowledge	How this will be assessed
9	Autumn – Feb half-term	P3 Particle Model of Matter	Formal end of topic tests (Teacher marked, feedback to pupils, pupil improvement)
	Feb half-term – End of year	P2 Electricity	
10	Autumn	P1 Energy, P4 Atomic Structure	Online knowledge checks (Seneca Learning)
	Spring	P6 Waves MOCK PAPER 1 – P1,P2,P3,P4	
	Summer	P5 Forces and Motion (in part)	
11	Autumn	P5 Forces and Motion (complete), P7 Magnetism and Electromagnetism, P8 Space Physics (in part)	Mock papers are used to secure knowledge and gain skills in answering longer answer formats.
	Spring - 1	P8 Space Physics (complete) MOCK PAPER2 – P5,P6,P7,P8	Teachers and their pupils gain insights into areas of strength and further areas to develop
	Spring - 2	Pre-exam consolidation (review, revisit Required Practicals, Exam Technique and Question practice)	
	Summer	<i>Period of Formal Examinations</i>	2x Papers marked by AQA examiners.

Use of Collins Connect resources:

Science has now fully integrated a new system of resources that are not only used by class teachers during each lesson, but are also available for all pupils when at home. This not only helps to support all learners but helps to augment class learning and, more importantly, helps those that are off school with illness. Pupils navigate to <https://connect.collins.co.uk/school/portal.aspx>, and click on Pupil Sign in. Upon entering the school name, pupils follow the instruction for identifying themselves. A series of online resources are then shown. The left two courses (“books”) are for year7 and year8, the three books on the right are for triple pupils, studying separate sciences.

Homework:

At GCSE level, pupils are expected to take more responsibility for their learning (developing outside interests in Science documentaries etc) at home. This is especially important for Triple pupils – deeper learning requires self-discipline, organisation and determination to succeed. Pupils will be set tasks, using a mixture of online learning, and hardcopy worksheets to strengthen their knowledge gained in the classroom. This will be self marked, peer marked or teacher marked, depending on the task complexity.

How it is assessed:

Pupils on this course sit Higher tier. The pupils will sit two exams, lasting 105 minutes a piece. Each exam is out of 100 marks. Pupils are awarded a GCSE grade from a maximum of 9/9 down to 4/4. Pupils achieving less well than a 4/4 may be offered the combined science course, or the separate science course at foundation level.

Learning outside the classroom:

Pupils in Year11 are invited to Booster sessions throughout the course of the year, to help with any knowledge deficits or to help with any skills.

Pupils in Year9 and Year10 are invited to apply to go to CERN – the Large Hadron Collider – in Geneva, Switzerland. This international trip lasts 4 days and we get the opportunity to see the place where the world’s premiere High Energy Physics takes place! We sometimes even see Nobel Prize winning Physicists walking about.

Parental support and extension:

It is important to realise that Triple is not the correct course for all pupils, due to its academic rigour. Starting their GCSE earlier than other subjects has certain advantages and disadvantages. Pupils enjoy being taught in a more adult fashion while learning new concepts. Sometimes however, this can be a daunting experience, as they are not quite mature enough to cope with the increased workload. We encourage parents and guardians to talk regularly to their children to find out what they are learning in Science – it may spark some conversations from when they were young!

More information:

Science depends very heavily on Maths, and therefore we encourage all of our pupils to ensure that they really pay attention in Maths lessons to hone their skills in numeracy and in rearranging equations. Pupils will need a good Scientific calculator (Casio fx-85GTX ones are good as they are also solar powered). Online learning support for pupils is a very useful tool to help strengthen neurons for factual recall, and we recommend not only using Seneca Learning (www.senecalearning.com) but also BBCBitesize (<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>)

Physical Education (core)

At KS4 pupils will have 2 hours of Physical Education a week, pupils will be given more of a voice as to what they would like to take part in. The aim of PE in Year 10 & 11 is for pupils to take part in a stress-free environment where they have the opportunity to do physical activity and not to worry about their examination subjects. Pupils are encouraged to try new activities and find a sport/activity that they would like to continue once they have left school.

We offer a range of traditional sports such as Football, Hockey, Netball, Rugby, Badminton, Cricket and Rounders. We also offer non-traditional sports such as Dodgeball, Bench ball, Unihoc, Softball, Walking and use of the Fitness suite. Pupils are given the opportunity to be competitive or to take part more recreationally, this allows everyone to participate within their comfort zone and to get as much as possible from the lessons and to look after their physical and mental health.

There are lots of sports enrichment activities available after school as well as fixtures and tournaments against other schools, and pupils are able to use the fitness suite after school for a small fee. The Sports Leaders programme is also run throughout KS4, pupils are able to apply to become a sports leader and are given numerous opportunities to go on courses, help at enrichment clubs at Melbourn VC and in the primary schools and lead sports festivals.

GCSE PE

Course followed:

OCR GCSE (9-1) Physical Education J587

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Overview of content:

In GCSE Physical Education we aim to equip pupils with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Muscular and Skeletal knowledge	Two unit tests
	Autumn - 2	Cardiovascular and Respiratory systems	Two unit tests
	Spring - 1	Components of Fitness, Principles and Methods of Training	Three unit tests
	Spring - 2	Warm up / Cool down, Risks and Hazards, Movement Analysis	Three unit tests
	Summer - 1	Analysing and Evaluating Performance coursework	Word processed coursework
	Summer - 2	Analysing and Evaluating Performance coursework, Paper 1 mock	Word processed coursework and paper 1 end of year test
11	Autumn - 1	Completion of AEP coursework, Engagement patterns of different social groups in physical activities and sports	One unit test
	Autumn - 2	Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport	Two unit tests
	Spring - 1		
	Spring - 2	Sports psychology, Health, fitness and well-being	Two unit tests, Paper 2 mock
	Summer - 1	Practical moderataions	Personal and video moderations
	Summer - 2	<i>Period of Formal Examinations</i>	Two x 1 hour theory papers

Homework:

Homework will be set once a week and instructions will be on Go 4 Schools. Resources are also accessible on Microsoft Teams / CATalogue. We recommend pupils use a revision guide / bitesize in order to assist them with homework.

How it is assessed:

Two theory papers both out of 60 marks and lasting an hour each are externally assessed (this represents 60% of the course). A written piece of coursework is also completed under controlled conditions at school (10%) then the final 30% of the course is the marking of practical performances in three sports which is videoed and moderated.

Learning outside the classroom:

Pupils taking this course are expected to play competitive sport for the school and externally. They are required to keep a log of participation throughout the course and engage in PE enrichments, particularly those which they wish to be assessed in.

Parental support and extension:

We recommend parents encourage their child to watch and participate in sport frequently. Maintaining a healthy and active lifestyle is essential for the practical section of the course. Tracking the above programme of study for theory is also recommended and ensuring pupils revise productively for unit tests. All resources used in lessons are available on the CATalogue so in the event of children being absent they will be expected to catch up. Revision guides are available to purchase through the school and pupils should ensure they are reading up on each theory section and using bitesize regularly.

Sports Studies

Course followed

Sport Studies Level 1/2 Award/Certificate - J803, J813

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

Overview of content:

Our Cambridge National in Sport Studies enables pupils to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	R051 Contemporary Issues in Sport: LO1 Issues which affect participation in sport & LO2 Role of Sport in Promoting Values.	External Exam
	Autumn - 2	R051 Contemporary Issues in Sport: LO3 Importance of hosting major sporting events & LO4 Role of NGB's in Sport.	External Exam
	Spring - 1	R052 Developing sports Skills: LO1 Individual Performer	Centre Assessed Task, OCR Moderated
	Spring - 2	R052 Developing sports Skills: LO2 Team Performer	Centre Assessed Task, OCR Moderated
	Summer - 1	R052 Developing sports Skills: LO4 Applying Practice Methods to Improve Performance.	Centre Assessed Task, OCR Moderated
	Summer - 2	R052 Developing sports Skills: LO3 Officiation of a Sporting Activity.	Centre Assessed Task, OCR Moderated
11	Autumn - 1	R054 Sport in the Media: LO1 Know how sport is covered across the Media, LO2 Understand positive effects that the media can have on sport & LO3 Understand negative effects that the media can have on sport.	Centre Assessed Task, OCR Moderated
	Autumn - 2	R054 Sport in the Media: LO4 .Understand the relationship between sport and the media.	Centre Assessed Task, OCR Moderated

		R051 contemporary Issues in Sport: Revision	External Exam (Re-sit)
	Spring - 1	R054 Sport in the Media: LO5 Be able to evaluate media coverage of sport. R053 Sports Leadership: LO1 qualities, styles, roles & responsibilities of effective leaders & LO2 Planning sport activity sessions.	Centre Assessed Task, OCR Moderated
	Spring - 2	R053 Sports Leadership: LO3 Delivering sessions & LO4 Evaluating own performance of sessions.	Centre Assessed Task, OCR Moderated
	Summer - 1	Opportunity to improve coursework grades for R052, 53 and 54.	Centre Assessed Task, OCR Moderated
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework will be set once a week and instructions will be on Go4schools. Resources are also accessible on Microsoft Teams/CATalogue. We recommend pupils use a revision guide/bitesize in order to assist them with homework.

How it is assessed:

The course comprises of 4 units with each unit worth 25% of the total.

- R051 is on contemporary issues and is assessed through a one hour written exam paper and is marked externally by the exam board. This exam is normally sat in the January of Year 10. Pupils are also given the opportunity to re-sit the exam in January of Year 11 to improve their final grade.
- R052 is about developing pupils' sports skills, pupils perform in an individual sport & team sport. From their performances they must identify their strengths and weaknesses and devise a plan to help them improve in their chosen sport.
- R053 is based around sports leadership, pupils will learn the qualities needed to be a good sports leader and will devise a practical session that they then deliver to a small group of pupils. Once they have led their session, they will have to evaluate it.
- R054 looks at the impact that the media has on sport, pupils will look at different types of media and the positive and negative impacts that they can have on sport.
- R052, R053 and R054 are all coursework-based units and are assessed internally by teaching staff and externally moderated by the examining body. There are only practical elements in R052 and R053, the other units will take place in a classroom.

Learning outside the classroom:

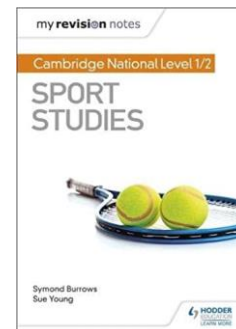
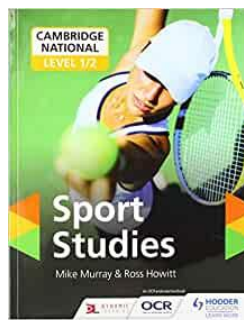
Pupils are expected to take part in competitive sports outside curriculum time. We offer an extensive extracurricular programme updated on a termly basis. After attending clubs, pupils may be selected to represent MVC at fixtures against other schools.

Parental support and extension:

Check your son or daughters exercise book/homework regularly. Support their consolidation of knowledge by purchasing a revision guide.

Encourage your son or daughter to join at least one outside of school club, in order to regularly practice their sports outside of school and increase the opportunity of accessing higher practical grades.

Wider Reading: latest news in the world of sport through Sports Podcasts, Sky Sports, BBC Sports News Articles etc.



Amazon & Netflix Documentaries eg. the All or Nothing Series, Icarus, The Last Dance etc

Keep up to date with major sporting events in the UK and around the world.

Spanish

Course followed:

GCSE Spanish

AQA syllabus 8968

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Overview of content:

In Spanish we aim to build on knowledge from Key Stage 3 to learn listening, reading, writing and speaking skills in Spanish. We also teach pupils about the culture and traditions of Spain and Spanish-speaking countries.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Mi vida en el insti – school subjects and teachers, describing the school day. Grammar: Using adjectives, comparatives and superlatives, justifying opinions, using negatives, imperfect and preterite tenses.	Listening and speaking assessments at end of Module.
	Autumn - 2	School rules and problems, talking about a foreign exchange, talking about activities and achievements. Grammar: Phrases followed by infinitive, near future tense, asking and answering questions, object pronouns, saying how long you have been doing something.	
	Spring - 1	Mi gente – talking about social networks, making arrangements, talking about reading preferences, describing people, friends and family. Grammar: Revision of present tense, using para with infinitives, present continuous tense, using a range of connectives, using ser and estar, using a range of relationship verbs, referring to past and present together.	Reading and writing assessments at end of unit
	Spring - 2	Intereses e influencias – talking about what you usually do, talking about sports, talking about what's trending, discussing different types of entertainment, talking about who inspires you. Grammar: stem-changing verbs, adjectives of nationality, soler + infinitive, using imperfect tense, using perfect tense, using algunos/ciertos/otros/muchos/demasiados/todos	Listening and reading assessments at end of Module

	Summer - 1	Ciudades – talking about places in a town, describing features of a region, planning what to do, shopping, talking about problems in a town, describing a visit in the past. Grammar: se puede/se pueden, future tense, demonstrative adjectives, conditional tense, synonyms and antonyms, idioms	
	Summer - 2	Continue Ciudades module and prepare / take end of year 10 exams	Listening, reading, writing and speaking assessments
11	Autumn - 1	De costumbre – talking about typical foods and mealtimes, daily routines and illness, comparing festivals, describing a special day, ordering in a restaurant, talking about a music festival. Grammar: passive, question words, reflexive verbs in the past tense, absolute superlatives, irregular patterns in the preterite.	Listening and reading assessments at end of Module.
	Autumn - 2	Continue De costumbre Module, then A currar – talking about how you earn money, talking about work experience, the importance of learning languages. Grammar: <i>soler</i> in the imperfect tense, using preterite and imperfect together, present and present continuous	
	Spring - 1	Applying for a summer job, discussing gap years, discussing future plans. Grammar: using indirect object pronouns, conditional tense, 24-hour clock, subjunctive with <i>cuando</i> .	Speaking and writing assessments at end of Module.
	Spring - 2	Hacia un mundo mejor – describing houses, global issues, local actions, discussing healthy lifestyles. Grammar: present subjunctive, commands, tenses revision.	
	Summer - 1	Talking about international sporting events, talking about natural disasters. Grammar: pluperfect tense, imperfect continuous Revision and preparation for speaking examination	
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework will be set twice a week. One homework will always be vocabulary learning using Quizlet. The second homework will be reading, writing or a grammar activity to consolidate learning.

How it is assessed:

Spanish is assessed by means of three written and one spoken exam at the end of the course.

Listening	Foundation	35 minutes	Higher	45 minutes
Reading	Foundation	45 minutes	Higher	1 hour
Writing	Foundation	1 hour	Higher	1 hour 15 minutes
Speaking	Foundation	12 minutes	Higher	15 mins

Each paper is worth 25% of the marks for the course.

Pupils cannot mix tiers, so all papers must be from the same tier.

Learning outside the classroom:

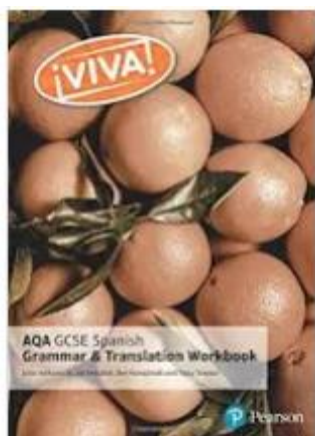
Pupils are encouraged to use Quizlet to revise vocabulary. It may be possible to run a Year 10 Work Experience Trip to Spain. This will depend on the Covid situation and availability of a provider.

Parental support and extension:

Pupils will benefit from help learning vocabulary each week, for example by testing them. Encourage your son/daughter to explain things they have learnt to you, or even to teach you some Spanish. There are online resources available for learning Spanish, such as BBC Bitesize and languagesonline.org.uk, as well as materials in the pupil section of the CATalogue. The online videos made by the Oak National Academy are a good source of revision and practice. Pupils could also use apps such as Duolingo, which are a fun way to learn the language.

More information:

All pupils are provided with a vocabulary booklet but may also benefit from using the Grammar and Translation Workbook for the Viva course. This is available from Amazon at a cost of approximately £6.



Mandarin

Course followed:

GCSE Mandarin

AQA syllabus 8673

<https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673>

Overview of content:

In Mandarin we aim to extend pupils' knowledge from Key Stage 3 to Key Stage 4 on Speaking, listening, reading and writing. We also introduce the culture and traditions of China and its society.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
Year 10	Autumn - 1	<ul style="list-style-type: none"> ➤ Topics: Interests; Sports; My Town; Transportation; My Family ➤ Grammar: Question words; Three modal verbs; The use of 'in addition to'; Means of transportation; Measure words; Frequency words ➤ Knowledge: Express personal opinions; Talk about personal interests and hobbies; How to use directions; 	Four skills (Speaking; Listening; Reading & Writing) assessments in GCSE format
	Autumn - 2	<ul style="list-style-type: none"> ➤ Topics: Jobs; Clothes and Colour; Shopping; Appearance ➤ Grammar: Complement word 'de'; 'Bounce back' questions; Possessive word; future tense; ➤ Knowledge Provide options in a question; How to negotiate the price; How to express positive & negative comparison; How to form a superlative; 	
Year	Half term	Topics studied; skills and knowledge	How this will be assessed

Year 10	Spring - 1	<p>➤ Topic: Personality; Food and drink; Restaurant; Daily Routine; Class; Weather</p> <p>➤ Grammar: The use of 'although...but...'; Measure word; past tense; time words; The use of 'Because... therefore...'; present tense; Days of the week;</p> <p>➤ Knowledge: Express an action has been completed; Explain cause and results; Express 'would like to do something'; Describe the weather; Express two things are done at the same time;</p>	Four skills (Speaking; Listening; Reading & Writing) assessments in GCSE format
	Spring - 2	<p>➤ Topic: Country; Places; Holiday; Scenic spot</p> <p>➤ Grammar: Future tense; starting and finishing point; time duration; past tense</p> <p>➤ Knowledge: Express the distance of two places; Talk about something is just about to happen; Express past experiences</p>	
	Summer - 1	<p>➤ Topic: Body; Healthy; Sports Competition; Education; Plans for the future</p> <p>➤ Grammar: Chinese word order; ordinal numbers; comparison; adverbs; coverbs</p> <p>➤ Knowledge Express personal opinions; Express the meaning of 'apart from...also...'; Know how to compare two things</p>	Four skills (Speaking; Listening; Reading & Writing) assessments in GCSE format
	Summer - 2	<p>➤ Topic: My hometown; Directions; Chinese poems;</p> <p>➤ Grammar: Directional complements; the use of 'come' and 'go'; the use of 'as soon as...then...'; 'every' with question word</p> <p>➤ Knowledge: How to ask and give directions; Decoding information from Chinese poems; Build up writing skills</p>	

Year 11	Autumn - 1	<ul style="list-style-type: none"> ➤ Topic: Chinese traditions; Social media; Go to work; At home ➤ Grammar: Time duration; Time word 'when'; Link word 'both... and...'; Overview of modal verbs; two words for 'or'; the use of progressive word; Overview of time phrases; Over view of complements; Prepositions ➤ Knowledge: Know Chinese culture and festivals; Express personal opinion; Make a conditional sentence; Express some quality or state is increasing with time; Talk about the sequence of a series of action; How to fill the application form 	Four skills (Speaking; Listening; Reading & Writing) assessments in GCSE format
	Autumn - 2	<ul style="list-style-type: none"> ➤ Topic: Global issues; Entertainment and media; Common errors ➤ Grammar: Overview of grammar particle 'le'; The use of 'not only...but also...'; Action measure words; Overview of coverbs; Overview of conjunctions; ➤ Knowledge: Talk about global issues and environment problems; Express the influence of social media; Know different common errors; 	
	Spring - 1	Revision and preparation for examinations	Four skills (Speaking; Listening; Reading & Writing) assessments in GCSE format
	Spring - 2		
Summer	Period of Formal Examinations		

Homework:

Homework will be set once a week including paper homework and online practice through 'Gochinese' platform.

Each pupil has a homework book, a writing book, a speaking conversation book and an online learning account. Electronic copies of homework can be downloaded through the following link:

KS4 Homework book:

https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/KS4%20Homework.pdf?csf=1&web=1&e=f6xf0K

Speaking Conversation Book:

https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/Speaking%20Workbook.pdf?csf=1&web=1&e=vFcPDR

Writing Book (Foundation):

[https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/Writing%20workbook%20\(Foundation\).pdf?csf=1&web=1&e=her093](https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/Writing%20workbook%20(Foundation).pdf?csf=1&web=1&e=her093)

Writing Book (Higher):

[https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/writing%20workbook%20\(higher\).pdf?csf=1&web=1&e=tqeKVx](https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/KS4%20Homework/writing%20workbook%20(higher).pdf?csf=1&web=1&e=tqeKVx)

How it is assessed:

Mandarin is assessed by means of three written and one spoken exam at each term.

Skill	Tier	Time	Tier	Time
Speaking	Foundation	7-9 minutes	Higher	10-12 minutes
Listening	Foundation	35 minutes	Higher	45 minutes
Reading	Foundation	45 minutes	Higher	1 hour
Writing	Foundation	1 hour	Higher	1 hour15 minutes

For speaking, each pupil has 12 minutes' supervised preparation time, either Foundation or Higher.

For Listening, each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Each paper is worth 25% of the marks for the course.

Pupils must take all four question papers at the same tier.

Learning outside the classroom:

Pupils are encouraged to use 'Quizlet' to revise vocabulary and 'Gochinese' to practise listening and reading skills.

Parental support and extension:

Pupils will benefit from your help and support through:

- Encourage your child to practice Chinese characters often with stroke orders.
- Make sure your child finishes his/her weekly homework and hand it on time.
- Encourage your child to use online learning platform such as 'Quizlet' & 'Gochinese'
- Expose your child to Chinese culture such as celebrating traditional Chinese festivals and appreciating Chinese music and songs with him/her.

More information:

All pupils are provided with photocopied booklets which cover all essential vocabulary and grammar. Electronic copies can be downloaded through the following link:

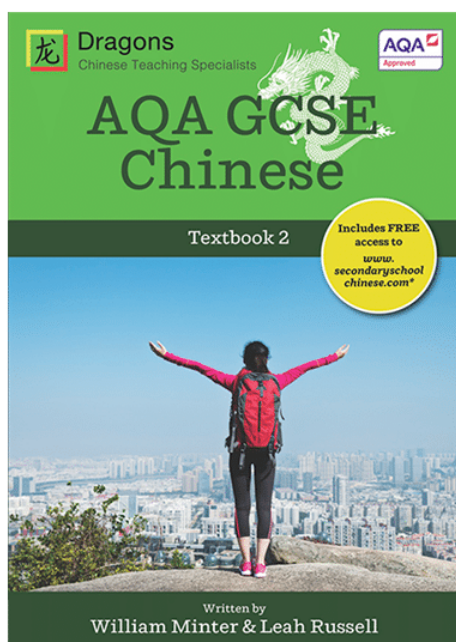
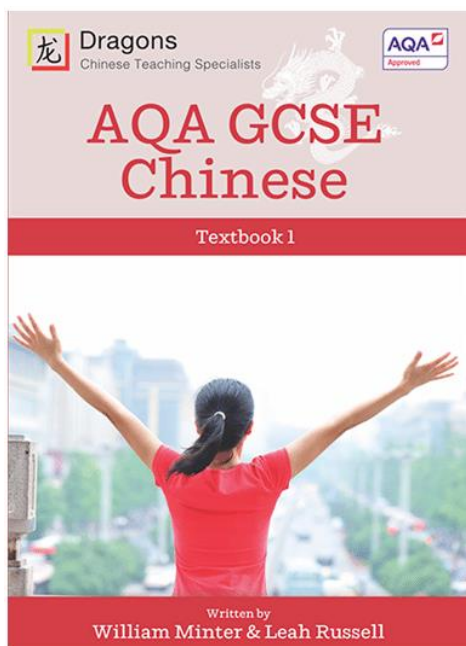
Booklet 1:

https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/GCSE%20Booklet/MVC%20GCSE%20Chinese%201.pdf?csf=1&web=1&e=Y0irTk

Booklet 2:

https://catrustorg.sharepoint.com/:b:/r/sites/MEL_Subjects_MN/Pupil%20Resources/General/GCSE%20Booklet/MVC%20GCSE%20Chinese%202.pdf?csf=1&web=1&e=2ahgcD

Pupils may also benefit from using the AQA GCSE Chinese Textbooks for the course. The books are available from 'Dragon Teaching' website at a cost of £24.99 for textbook1 and £25.99 for textbook 2.



Art

Course followed:

Fine Art GCSE Eduqas

GCSE Art and Design: Fine Art C651QS

Exam Board Eduqas

Link to specification PDF.

Fine Art Section on Page 22

<https://www.eduqas.co.uk/media/ozvlt0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Overview of content:

In GCSE Fine Art pupils are encouraged to become independent thinkers, creative artists and project planners. They are taught transferable skills, such as the ability to think creatively, produce refined skilled artwork, write analytically and evaluate effectively. They gain the ability to create their own artwork, reflect and refine their higher-level art skills, while becoming project managers of their own creative journey. Art GCSE allows pupils to become problem solvers, and artistic creatives. It empowers pupils to value their own ideas, creativity and judgement while understanding the need to work within given exam structures, this makes them ideal employees. A GCSE in Fine Art will enhance all areas of their future lives.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Introduction to GCSE Fine Art Coursework in Sketchbook Artist Research	Teacher assessed, verbal feedback and go4schools through sketchbook review this will also include some peer to peer work
	Autumn - 2	Coursework in Sketchbook Artist Research and Observation	As above
	Spring - 1	Coursework in Sketchbook Experimentation with media and compositional ideas	As Above
	Spring - 2	Further sketchbook and compositional experimentation and analysis	
	Summer - 1	Coursework in Sketchbook plus larger developmental work Planning of year 10 exam piece	Ongoing assessment
	Summer - 2	Coursework in Sketchbook	Year 10 exam marked and standardised by Art department team marking

		Development of compositional ideas cover all assessment objective with planning for year 10 exam piece	
11	Autumn - 1	Continuation of coursework	Evaluated by teacher review of sketchbook development and larger pieces including planning
	Autumn - 2	Year 11 mock	Marked and standardised through Art department team marking
	Spring - 1	2022 Continuation of coursework	Teacher Assessed
	Spring - 2	2022 Continuation of coursework	Teacher Assessed
	Summer - 1	2022 Continuation of coursework Planning and developing of year 11 final composition	Teacher Assessed
	Summer - 2	<i>Period of Formal Examinations</i> <i>2021 All GCSE Fine Artwork is coursework based, future Exam structure for Fine Art GCSE has yet to be confirmed by exam board for the following year.</i>	Coursework marked internally, standardised through team marking Moderated externally by exam moderators

Homework:

Two hours a weeks of sketchbook development work. This will be discussed individually with pupils. HW time allocation will be set on Go 4 Schools, but teachers will personalise work to encourage pupils to progress.

How it is assessed:

The Art and Design Department offers a specialist Course in Fine Art, the grades awarded for this exam are based on:

- The completion of coursework portfolio = 60%
- A final timed test = 40% 10 hours over two days
- NB For 2022 due to Covid the exam board has changed the course into 100% coursework.

Marking Structure: Pupils will cover all the assessment objectives below and work will be marked holistically at the end of their course and exam. They will have a mark allocated for coursework and a mark allocated for the exam and prep. This will be combined together for the pupil's final grade. Grade Boundaries are set by the exam board and change each year.

Assessment Objective 1

Develop their ideas through investigations, demonstrating critical understanding of sources.

- Evaluating and analysing objects and artefacts
- Understanding context

Assessment Objective 2

Refine work by exploring ideas selecting and experimenting with appropriate media, materials techniques and processes.

- Experimenting with a variety of media, ideas and processes, linked to artist's research, observation and composition idea

Assessment Objective 3

Record ideas, observations and insights relevant to intentions as work progresses.

- Observational drawing
- Recording experiences and ideas
- Develop secondary sources ideas and artwork

Assessment Objective 4

Present a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language. Showing imagination.

- Producing a final piece, looking at the work of artists to help influence your work
- Making connections across all areas of research and artwork
- Reviewing and refining work
- Evaluating final piece

All four assessment objectives have equal weighting and should be addressed in both units of coursework and the final examination.

Learning outside the classroom:

Pupils should be developing their use of photography using their own mobile phones photography or I-pad apps. Observational photographs used in their artwork should be their own unless labelled as secondary source photograph.

Visit Museums and Galleries. Look out for art events on local media.

Use social media to find events relevant to research

Use Pinterest.

Visit Galleries web sites

Visits suggestions might include Kettles Yard, Cambridge (free entry) and Fitzwilliam, Cambridge (free entry). Further afield might include London and include places such as National Galleries, Tate Modern/Tate Britain, Courtauld Institute, Royal Academy

Parental support and extension:

Extension work will be given on an individual basis, parents and pupils can email the teacher directly.

More information:

Art Packs are available to purchase and will be organised for pupils at the beginning of their GCSE course. Cost will be approx. £35 but may vary depending on supplier costs.

Sketchbooks – we want all pupils to use the same high-quality Seawhite sketchbook, which will be purchased by the school. We ask for a voluntary contribution of £5.

Drama

Course followed:

GCSE DRAMA

AQA syllabus 8261

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Overview of content:

In GCSE Drama pupils are engaged and encouraged to become confident performers and designers. They are taught transferable skills, such as the ability to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts which can be applied in all areas of their future life, in which ever path they chose to follow. The course includes the study of a set dramatic text, evaluating live theatre, performance of a chosen play text and an in depth look at the devising process leading to performance.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Introduction to GCSE Drama and Component 1 Section A	Section A Assessment
	Autumn - 2	Component 1 Section B: Blood Brothers	Exam style questions
	Spring - 1	Component 1 Section C: Live Theatre Review	Exam style questions
	Spring - 2	Component 3: Texts in Practice	Mock Performance
	Summer - 1	Component 2: Devising – introduction to the process	Ongoing assessment
	Summer - 2	Component 2: Devising – Section 1 Response & Section 2 Development logbook	Response & Development Logbook
11	Autumn - 1	Component 2- Devising Performance Component 2: Section 3 Analysis & Evaluation	Devising Performance Devising Logbook – Section 3
	Autumn - 2	Component 3: Texts in Practice Preparation and rehearsals Component 1: Section C – Live theatre review	Section C- Exam questions
	Spring - 1	Component 3: Texts in Practice	External examiner AQA

	Spring - 2	Component 1: Sections A,B,C revision	Exam Questions
	Summer - 1	Component 1: Sections, A, B, C	Exam Questions
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

The type of homework set will range depending on which unit of study is being taught. It may include completing research tasks, learning lines for their selected text, or completing tasks associated with the set text. These will be set on Go 4 Schools, and will include the use of teams to access appropriate resources.

How it is assessed:

There are three assessed components to GCSE Drama. They are:

Component 1 is the formal written examination. This has three sections, which include the study of a set text and a question on the work of theatre makers in a single live production.

Component 2 is the devising unit. Pupils are assessed on a pupil led devised performance, and on a devising log they create to reflect and record their process.

Component 3 is the texts in practice unit. Pupils are assessed on two extracts they chose to perform from a text they chose. Although they have a free choice, there are certain constrictions that must be adhered to.

Learning outside the classroom:

Pupils will have the opportunity to rehearse afterschool within the allocated KS4 enrichment time. Pupils will also get the opportunity to access live theatre should circumstances be allowed.

Parental support and extension:

Pupils would benefit from wider reading of the practitioners and the playwrights studied. Furthermore, any additional contextual knowledge of time periods, and the impact of the historical, cultural and social decisions made and therefore influenced upon their set text would be helpful.

More information:

Pupils would find having their own copies of AQA GCSE Drama Textbook by Annie Fox (ISBN 9781911208211), Blood Brothers play guide BY Annie Fox (ISBN 978-1-911208-70-9), and Blood Brothers (ISBN 978-0-413-76770-7) beneficial. Any additional reading on or by Willy Russell would also be helpful.

Music

Course followed:

OCR GCSE Music

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

Overview of content:

In OCR GCSE Music, we aim to develop the knowledge and skills needed to excel in the three core areas of the course syllabus. These are Performing, Composing and Listening & Appraising. In lessons, pupils learn about the musical instruments and features belonging to each area of study, including 'The concerto through time, 'Rhythms of the world', 'Film Music' and 'Pop Music.' Pupils learn music theory and harmony skills and develop the ability to compose using Sibelius software. The Performance aspect of the course is mostly covered during one-to-one music instrument or singing lessons.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	The elements of Music The concerto though time, Rhythms of the world, Film music and Pop Music	Quiz's in lesson/ Teacher observation Quiz's in lesson/ Teacher observation
	Autumn - 2	Composing (practice attempt) Solo Performance mock (1)	Graded using official GC's Graded using official GC's
	Spring - 1	The concerto through time	Listening paper marked at end of topic
	Spring - 2	Rhythms of the world Ensemble Performance mock (1)	Listening paper marked at end of topic Graded using official GC's
	Summer - 1	'Free' Composing coursework (1)	Official coursework
	Summer - 2	'Free Composing coursework (1)	Official coursework
11	Autumn - 1	The concerto though time, Rhythms of the world, Film music and Pop Music	Quiz's in lesson/ Teacher observation
	Autumn - 2	Composing coursework (2) (to a brief set by OCR) (2) Solo Performance mock (2)	Official coursework (2) Graded using official GC's

		Listening and Appraising	Full mock exam (90mins)
	Spring - 1	The concerto through time, Rhythms of the world, Film music and Pop Music Ensemble Performance mock (2)	'Write a book' Teacher assessed Graded using official GC's
	Spring - 2	Performance coursework (Solo and Ensemble)	Official coursework (1 & 2)
	Summer - 1	Final coursework amendments Listening and Appraising: Revision	Official coursework (all) Quiz's and Test papers
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

As an ongoing routine, pupils are expected to be completing the following:

- a) Practicing their first study instrument or voice, following guidance from their one-to-one music teacher (2 hours + per week)
- AND
- b) Revisiting the learning (vocabulary/ listening and appraising)) done in lessons, using the OCR GCSE Music Revision Guide issued at the start of the course and BBC Bitesize

Pupils who have access to the software needed from home are also strongly encouraged to practice composition (although the official coursework is completed as guided learning hours in music lessons).

How it is assessed:

Performing – Two music performances (one Solo; one Ensemble) internally assessed and externally moderated (30%)

Composing – Two music compositions (one 'Free'; one 'to a brief) internally assessed and externally moderated (30%)

Listening and Appraising – Summative Listening exam paper (90 mins) externally marked and moderated (40%)

Learning outside the classroom:

GCSE Music pupils (in both Year 10 and 11) are strongly encouraged to take part and in some cases take a lead in either or both Choir and Show Band cocurricular clubs, both held at college.

Pupils are also encouraged to take part in various college and external performance events, including the Christmas Concert and Spring Concert events (large performances held at MVC).

Parental support and extension:

Parents and carers can help pupils by encouraging them to practice their first study instrument or singing voice regularly, following guidance as instructed by their one-to-one music teacher.

Access to a laptop or desktop computer with some music composing software e.g. Sibelius is a plus but not essential for the completion of coursework requirements.

More information:

A large part of music education is the listening and exposure to music from a wide range of geographical and historical contexts.

Giving young people access to live music is an inspirational and stimulating but also highly educational experience – so the attending of as many live performance events, gigs, concerts, theatre musicals, festivals and/or workshops outside of college is always a big plus!

For further information about KS4 Music provision at MVC, please contact –

jthomson@melbournvc.org

Food Preparation and Nutrition

Course followed:

[AQA Food, Preparation and Nutrition \(8585\)](#)

Overview of content:

In this creative and varied Food and Nutrition course, pupils will demonstrate effective and safe high-level cooking skills by planning and preparing dishes using a variety of cooking techniques, technical skills and equipment.

Pupils will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Pupils are also taught the relationship between diet, nutrition and health, the essential steps to ensure food is safe to eat, the origin of food commodities and why people choose the food they consume.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	<p>Eatwell Guide and the 8 healthy eating guidelines – how to apply these to everyday life.</p> <p>Macronutrients and micronutrients – functions, sources, deficiencies and excess</p> <p>Nutrition and life stages – how nutrition requirements change throughout life</p> <p>Practical unit: Introduction to GCSE food skills. Example of practical dishes: Chocolate and fruit torte, raspberry roulade and homemade mayonnaise</p>	End of term nutrition test & practical exam
	Autumn - 2	<p>Exploring diet related illness – type two diabetes, obesity, rickets, osteoporosis, coronary heart disease, anaemia, dental caries and eating disorders</p> <p>Antioxidants – the important role they play for the body</p> <p>Practical unit: Exploring raising agents – the science. Example of dishes: Soda bread & homemade butter, focaccia bread, Paris-brest</p>	End of term nutrition and health test & practical exam

	Spring - 1	<p>Food safety principles – ensuring food is safe to eat through purchase, storage, preparation, cooking</p> <p>Food poisoning bacteria – symptoms and types</p> <p>Microorganisms used in food production – cheese, yogurt, bread</p> <p>Global cuisine project practical task. Example of dishes: Sweet and sour chicken, cottage pie, roasted vegetable lasagne</p>	End of term food safety test & practical exam
	Spring - 2	<p>Food choice – physiological and psychological reasons. Religion and food choice</p> <p>Food labels – how to read the information and mandatory information</p> <p>Global cuisine project practical task. Example of dishes: Korma, naan bread, samosa, Greek salad</p>	End of term food choice test & practical exam
	Summer - 1	<p>Food provenance – where food comes from and how climate affects food security</p> <p>Exploring a wide range of ethical and moral issues relating to food production and choice</p> <p>Exploring dough. Example of dishes: Pizza, pasta and sauce, fruit tart.</p>	End of term food provenance test & practical exam
	Summer - 2	<p>Food science and exam technique – pupils will recap on food science terms used in practical lessons and working through a range of past paper questions</p> <p>Pushing skills: Custard tarts, honeycomb, Strawberry mousse</p>	<p>End of term food science test & practical exam</p> <p>End of Year 10 assessment</p>
11	Autumn - 1	Non-examined assessment (NEA) 1 – Food investigation	End of term test to cover nutrition, food safety, food provenance, food choice and food science
	Autumn - 2	NEA 2 – food preparation assessment	Year 11 mock – past paper

	Spring - 1	NEA 2	End of term test to cover Nutrition, food safety, food provenance, food choice and food science
	Spring - 2	PRACTICAL EXAMS – 3-hour practical exam (NEA 2)	End of term test to cover Nutrition, food safety, food provenance, food choice and food science
	Summer - 1	Preparing for the exam – revision, past paper questions	End of term test to cover Nutrition, food safety, food provenance, food choice and food science
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Pupils are expected to research and read recipes prior to the lesson; recipes used in lesson are found on the CATalogue. Pupils will be asked to complete a wide range of tasks for homework, such as research projects, recipe ideas, worksheets and engage with the Seneca learning platform. The aim is to set a formal homework every two weeks, although the expectation is that pupils read and check recipes once a week.

How it is assessed:

A 1 hour 45-minute written exam, worth 100 marks, makes up 50% of the GCSE. 50% of the GCSE is made up of two non-examined assessments:

Task 1: Food investigation (30 marks)

Pupils' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks)

Pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning how this will be achieved.

Learning outside the classroom:

Pupils are encouraged to cook at home to enhance practical skills, time management and confidence. Pupils are also encouraged to keep-up-to date with latest food trends, health news and to engage with the many food programmes available; pupils are directed towards relevant content in lesson. In year 11, a food club will be offered to pupils to enhance practical skills. It is also encouraged that pupils read food labels to further understand nutrition, food choice and ingredients. In addition, following celebrity chefs on social media platforms can inspire pupils.

Parental support and extension:

Parents can ensure they print/have access to the ingredient plan for Year 10, located on the CATalogue, to ensure pupils understand the recipe requirements and any additional ingredients required for the lesson. In year 11, pupils will have a three-hour practical exam; parents can support this by allowing pupils to practise key skills and dishes at home.

Nutrition is a complex field and pupils are advised to only use credible website sources to gather information for research tasks. In addition, using the resources and encouraging pupils to use this will extend knowledge. Some websites that are extremely helpful are:

<https://www.nutrition.org.uk/>

<https://www.foodafactoflife.org.uk/>

<https://www.nhs.uk/live-well/eat-well/>

<https://thecookeryteacher.com/>

<https://www.youtube.com/channel/UCswAs3zvKlGKrpRIsfvOOAQ>

<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/2>

<https://www.bbc.co.uk/food>

Also, parents should encourage cooking and baking at home. All families are welcome to borrow any of the recipe books available in the Food and Nutrition library. Recipe books range from slow cooker type meals to 'fakeaway' ideas.

More information:

It is helpful for parents to support pupils by providing the relevant size containers, additional ingredients and baking dishes. Please note that due to 1-hour lesson, some recipes may have to be scaled down, therefore, reducing portion size down is key in ensuring a successful practical. Some practical dishes take longer than 1 hour; therefore, this practical dish may be spilt over two lessons.

Pasta machines and other specialist equipment may be borrowed from the food room.

A technician is also available during practical lessons as an additional level of support.

Design & Technology

Course followed:

GCSE Design & Technology

EDUQAS 603/1121/6

[https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab overview](https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab%20overview)

Overview of content:

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Electronic systems and programmable components / Materials (Thermosetting & thermoforming plastics)	Project 1, Class & HW Assessments
	Autumn - 2	Electronic systems and programmable components / Materials (Natural & manufactured timber)	Project 1, Class & HW Assessments
	Spring - 1	Smart materials / Materials (Ferrous & non-ferrous metals)	Project 2, Class & HW Assessments
	Spring - 2	Design and technology and our world / Materials (Fibres & textiles)	Project 3, Class & HW Assessments
	Summer - 1	Mechanical components and devices / Electronic systems, programmable components & mechanical devices	Project 4, Class & HW Assessments
	Summer - 2	Mechanical components and devices / Electronic systems, programmable components & mechanical devices	Project 4, Class & HW Assessments
11	Autumn - 1	Final Year Project start - (Research) Theory recap - Papers & boards / Design and technology and our world	Class & HW Assessments

	Autumn - 2	Final Year Project - (Ideas) Theory recap - Electronic systems, programmable components & mechanical devices	Class & HW Assessments
	Spring - 1	Final Year Project - (Final development / Make) Theory recap - . Natural & manufactured timber / Ferrous & non-ferrous metals	Class & HW Assessments
	Spring - 2	Final Year Project - (Make) Theory recap - . Thermosetting & thermoforming plastics / Fibres & textiles	Class & HW Assessments
	Summer - 1	Final Year Project - (Evaluate) Revision – Past papers	Coursework and Practical Final Marking
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework will be set weekly until Year 11 where it is block HW (Research, Investigations, Design Specification, Initial Ideas, Design Development etc.). Further HW will be set but based on when certain revision topics are covered.

How it is assessed:

Component 1: Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: • technical principles • designing and making principles along with their ability to • analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and make task Non-exam assessment: approximately 35 hours 50% of qualification A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: • identify, investigate and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology.

Learning outside the classroom:

The workshop is available to practice skills and test construction techniques and electronic circuits.

Parental support and extension:

Daydream Education support material

<https://apps.daydreameducation.com/pocket-poster-revision-guides/gcse-dt/>

Pupils will have their own login for this

More information:

Software that would be off use and can be downloaded are:

Prodesktop

Techsoft Design v3

Circuit Wizard v3.5

Construction

Course followed:

WJEC Level 1/2 Vocational Award in Constructing the Built Environment
603/3068/5

https://www.educas.co.uk/qualifications/constructing-the-built-environment-level-1-2/#tab_overview

Overview of content:

WJEC Level 1/2 Vocational Award in Constructing the Built Environment offers a learning experience that focuses learning for 14-19 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The course provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Safety and security in construction. LO1 Know health and safety legal requirements for working in the construction industry LO2 Understand risks to health and safety in different situations Developing construction projects (intro to practical work - Electrical, Plumbing and Joinery)	Classroom and Homework based assessments, done weekly to actively reinforce work done in class. Observations of practical tasks and marked on construction grade scheme
	Autumn - 2	Safety and security in construction LO4 Know how risks to security are minimised in construction	Classroom and Homework based assessments, done weekly to actively reinforce work done in class.

		<p>LO3 Understand how to minimise risks to health and safety</p> <p>Developing construction projects (practice elements of practical work - Electrical, Plumbing and Joinery)</p>	<p>Observations of practical tasks and marked on construction grade scheme</p>
Spring - 1	<p>Planning construction projects</p> <p>LO1 Know job roles involved in realising construction and built environment projects</p> <p>Developing construction projects (practice elements of practical work - Electrical, Plumbing and Joinery)</p>	<p>Classroom and Homework based assessments, done weekly to actively reinforce work done in class.</p> <p>Observations of practical tasks and marked on construction grade scheme</p>	
Spring - 2	<p>Planning construction projects</p> <p>LO2 Understand how built environment development projects are realised</p> <p>Develop write ups of practical work (Complete assignment sheets - Practice). Developing construction projects (practical work in a vocational context - Electrical, Plumbing and Joinery)</p>	<p>Classroom and Homework based assessments, done weekly to actively reinforce work done in class.</p> <p>Observations of practical tasks and marked on construction grade scheme</p>	
Summer - 1	<p>Planning construction projects</p> <p>LO3 Be able to plan built environment development projects</p> <p>Develop write ups of practical work (Complete assignment sheets - Practice). Developing construction projects (practical work in a vocational context - Electrical, Plumbing and Joinery)</p>	<p>Classroom and Homework based assessments, done weekly to actively reinforce work done in class.</p> <p>Observations of practical tasks and marked on construction grade scheme</p>	
Summer - 2	<p>Start write up on first assignment. Complete practical assessment</p> <p>Revise Safety and Security, Past paper exam style questions.</p>	<p>Graded in accordance with WJEC Marking and Grading</p> <p>Marks Feedback and corrections given</p>	

11	Autumn - 1	Start write up on second assignment. Complete practical assessment Revise Planning Construction projects, Past paper exam style questions.	Graded in accordance with WJEC Marking and Grading Marks Feedback and corrections given
	Autumn - 2	Revision for Mocks and extensive preparation for January exams for Unit 1 and 2	Past papers marked and feedback given
	Spring - 1	Start write up on third assignment. Complete practical assessment If required do first assignment again. Complete practical assessment for assignment.	Graded in accordance with WJEC Marking and Grading Graded in accordance with WJEC Marking and Grading
	Spring - 2	If required do second assignment again. Complete practical assessment for assignment. If required do third assignment again. Complete practical assessment for assignment	Graded in accordance with WJEC Marking and Grading. Graded in accordance with WJEC Marking and Grading
	Summer - 1	Revision for Mocks and extensive preparation for January exams for Unit 1 and 2 If able do any of the assignments again. Complete practical assessment for assignment.	Past papers marked and feedback given Graded in accordance with WJEC Marking and Grading
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework will be set weekly regarding Unit 1 and Unit 3.

How it is assessed:

Unit 1: Safety and security in construction is externally assessed. Details of the external assessment are as follows:

Unit 3: Planning construction projects is externally assessed. Details of the external assessment are as follows:

- 60 minute (unit 1), 120 minutes (unit 3) examination
- total of 60 marks
- online assessment (audio enabled version available on request)
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem solving scenario
- each paper will assess all learning outcomes. Assessment criteria will be sampled in each series
- available in the summer of each year
- learners are allowed one re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers

Graded as Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Unit 2: Developing construction projects

Internally assessed through summative controlled assessments, graded the same as unit 1 and 3

Learning outside the classroom:

The workshop is available every Wednesday after school for pupils to practice construction skills

Parental support and extension:

information for unit 1 and 3 can be found at www.mvctech.co.uk/construction

More information:

Practical activities are undertaken in accordance with relevant regulations that cover construction work. Pupils must display strict adherence to health & safety regulations (H&S Act) when undertaking practical assessments.

History

Course followed:
Edexcel GCSE History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Overview of content:

In History pupils will study a British thematic study covering a thousand year history of Crime and Punishment, a period study covering the making of the American West, a British depth study covering early part of Elizabeth I's reign, as well as a modern depth study which is a study of Weimar and Nazi Germany.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Early Elizabethan England 1558-1588	16 mark exam question 20 mark recall test
	Autumn - 2	Early Elizabethan England 1558-1588	Exam Paper 2 – Early Elizabethan England, 55 minutes.
	Spring - 1	Weimar and Nazi Germany 1919-1939	20 mark recall test
	Spring - 2	Weimar and Nazi Germany 1919-1939	Exam Paper 3 – Weimar and Nazi Germany source paper, 80 minutes.
	Summer - 1	The American West 1835-1895	20 mark recall test
	Summer - 2	The American West 1835-1895	Exam Paper 2 – American West, including sources, 55 minutes.
11	Autumn - 1	Crime and Punishment Through Time c1000-Present Day	20 mark recall test
	Autumn - 2	Crime and Punishment Through Time c1000-Present Day	Exam Paper 1 - Crime Section B, general Crime and Punishment focus (not Whitechapel), 50 minutes.
	Spring - 1	Whitechapel, c.1870-c.1900: crime, policing and the inner city.	Exam Paper 1 – Crime Section A, focus on Whitechapel with sources, 25 minutes.

	Spring - 2	Revision for Papers 1, 2 & 3	
	Summer - 1	Revision for Papers 1, 2 & 3	
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Each month pupils will be set an assignment on Seneca Learning, pupils will complete this over the course of the month and will also be required to revise fully for each examination as they come up. Pupils will be required to join the appropriate Seneca Learning class at the start of each academic year. <https://senecalearning.com/en-GB/>

How it is assessed:

In this section tell parents about the external assessment (not our internal ones).

e.g.

History is assessed via three external examinations as follows at the end of Year 11.

Paper 1 – Crime and Punishment through Time, c1000-Present, including a study of Whitechapel 1870-1900, 75 minutes. 30% of the course.

Paper 2 – Early Elizabethan England 1558-1588 and the American West 1835-95, 105 minutes. 40% of the course.

Paper 3 – Weimar and Nazi Germany 1918-1939, 80 minutes. 30% of the course.

Learning outside the classroom:

GCSE Revision classes will run.

Parental support and extension:

History involves good use of memory, using data and constructing coherent arguments under timed conditions, good note taking, organisation, routinely revising key aspects of the course and completing the online Seneca Learning assignments are all central to gaining a good grade. Parents are best placed to ensure homework is fully completed on time and to a high standard. Instant feedback is provided on all assignments including areas to focus on and areas of particular success.

More information:

GCSE History links to the GCSE English and Language course as core skills are related to those subjects, including essay writing, analysis, creating and sustaining a coherent argument, use of evidence.

Geography

Course followed:

WJEC Eduqas GCSE (9-1) in GEOGRAPHY B

WJEC Eduqas GCSE Geography B: C112QS

[GCSE B Geography | Eduqas](#)

Overview of content:

WJEC Eduqas GCSE Geography B aims to enable learners to think 'like a geographer'. That is to say, learners will develop the skills necessary to develop their understanding of specialised geographical concepts and current geographical issues.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Urbanisation and the growth of global cities	Past paper end of unit test
	Autumn - 2	How are urban and rural areas changing in the UK?	Past paper end of unit test
		What changes are occurring in retail in the UK?	Past paper end of unit test
		What issues are associated with leisure use in urban and rural areas in the UK?	Past paper end of unit test
	Spring - 1	What are the global patterns of development and the advantages and disadvantages of different types of aid?	Past paper end of unit test
		What is globalisation?	Past paper end of unit test
	Spring - 2	What are different types of coastal environments and how are they managed?	Past paper end of unit test
Summer - 1	How do rivers shape the landscape and how can they be managed to reduce the risk of flooding?	Past paper end of unit test	
Summer - 2	What is the difference between weather and climate and how can we best prepare for different weather hazards?	Past paper end of unit test	

		What are the causes of climate change and how can we reduce the risks of it?	Past paper end of unit test
11	Autumn - 1	What are ecosystems and how can they be managed sustainably?	Past paper end of unit test
	Autumn - 2	Why does the supply and demand for water vary over time and space?	Past paper end of unit test
	Spring - 1	What is desertification and how can it be best prevented?	Past paper end of unit test
	Spring - 2	What mathematical and statistical skills do we use in geography?	Past paper end of unit test
	Summer - 1	How do you conduct a geographical investigation?	Fieldwork investigation write up
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework is set once every few weeks and consists of the extension of class work to carry out independent research on topics studied in class.

How it is assessed:

Component 1: Investigating Geographical Issues Written Examination: 1 hour 45 minutes 40% of qualification

Component 2: Problem Solving Geography Written Examination: 1 hour 30 minutes 30% of qualification

Component 3: Applied Fieldwork Enquiry Written Examination: 1 hour 30 minutes 30% of qualification

Learning outside the classroom:

There are two compulsory trips. One will be based on investigating an issue related to human geography, whilst the other trip will focus on a physical geography issue. Both trips will be free and in the local area, but the pupils must attend.

Parental support and extension:

In order to develop their understanding in geography it is essential that they take a keen interest in the world around them and what is happening in the news.

More information:

Geography is the perfect choice for pupils who want to leave their options open for the next steps after MVC. Geography compliments the widest array of other subjects and careers imaginable!

Psychology

Course followed:

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Psychology (1PS0)

Specification URL:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Psychology/2017/Specification%20and%20sample%20assessments/GCSE-Psychology-draft-specification.pdf>

Overview of content:

In Psychology we are looking to explore how our brains and responses have developed, considering the roles of other groups and society. To do this, we approach the subject from biological, cognitive, behavioural, and psychodynamic standpoints. Strong connections are made with other subject areas such as Biology and Mathematics, whilst pupils are encouraged to assess and evaluate the various theories covered.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Research Methods	Series of mini tests and a formal end of unit assessment
	Autumn - 2		
	Spring - 1	Unit 1 Development	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Spring - 2	Unit 4 Neuropsychology	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Summer - 1	Unit 2 Memory	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Summer - 2	Revision	Year 10 Exam encompassing all units
11	Autumn - 1	Unit 9 Sleep and Dreaming	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Autumn - 2	Unit 3 Psychological Problems	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment

	Spring - 1	Unit 5 Social Influence	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Spring - 2	Unit 6 Criminal Psychology	Mid Unit Assessment 9 and 12 mark extended writing practise Formal End of Unit Assessment
	Summer - 1	Revision	
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Homework is set as and when required, with written tasks and online formative quizzes. Research to develop understanding of the topics covered may also be required.

How it is assessed:

Psychology is assessed by means of 2 written exams that are sat in the exam series at the end of the course.

Paper 1 covers the compulsory units 1-5 as well as discussion of various issues connected to the course. This paper is 1 hour 45 minutes long and comprises of 55% of the overall grade.

Paper 2 encompasses Unit 11 (Research Methods) and the 2 optional units which are Unit 6 Criminal Psychology and Unit 9 Sleep and Dreaming. The paper is 1 hour 20 minutes long and comprises of the remaining 45% of the overall grade.

Learning outside the classroom:

Revision is a key player in the success of a pupil. Sessions will be available for members of the class from January of Year 11.

Parental support and extension:

Pupils often learn and demonstrate their learning best through explaining ideas and concepts, I hope that pupils will be able to discuss the different areas we have covered with you.

There are many areas on the internet that pupils can go for support. These are listed in the preparation documents that are given at the start of Year 10 and 11, however a sample of these are listed below:

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

<https://www.tutor2u.net/psychology>

<https://www.youtube.com/watch?v=eal4-A89IWY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU68> (Crash Course Psychology)

From BBC Sounds:

<https://www.bbc.co.uk/programmes/b008cy1j/episodes/guide> - Mind Changers (excellent resource, looks at most of the key studies covered in the course)

<https://www.bbc.co.uk/sounds/brand/p03ghlhq> - Stages of the Mind

More information:

Psychology is a new area of science; therefore, pupils do need to approach it in a scientific manner rather than providing subjective answers. Exam practice will be completed to help in these matters.

There is also an element of analysis of numerical information involved in the work and strong connections are made with Mathematics. A calculator is an item of equipment that pupils may find useful.

We do cover a variety of topics including psychological problems and social influence and this maybe triggering for some pupils. I strongly recommend that pupils look carefully at the syllabus to be aware of areas covered and bear in mind that support is available in relation to these issues if required.

Health and Social Care

Course followed:

Health and Social Care, Level 1/2 OCR Cambridge Nationals, J811

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/>

Overview of content:

In Health and Social Care pupils complete four modules over the two years. In their first piece of coursework, R022, pupils will explore how different types of communication can be used to share information with individuals in a range of settings. They then look at the cycle of life developing an understanding of the physical, intellectual, language, emotional and social changes made from childhood to older adulthood in R025 and R028. To put this knowledge into practice pupils, look at risk assessments and how to create a safe and nurturing environment for children in an early year setting. In the final module (R021) pupils acquire a knowledge of the rights, laws and values of care that are to be upheld in Health and Social Care settings.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	R021	OCR external exam
	Autumn - 2	R022- Communication skills	Coursework task 1 & 2 due
	Spring - 1	R022	Coursework task 3 & 4 due
	Spring - 2	R022	Verbal exam
	Summer - 1	R021 recap	OCR exam resit opportunity
	Summer - 2	R025- Life cycle	Coursework task 1 & 2 due
11	Autumn - 1	R025	Coursework task 3 & 4 due
	Autumn - 2	R025	Verbal exam
	Spring - 1	R028- Early years development	Coursework task 1 & 2 due
	Spring - 2	R028	Coursework task 3 & 4 due
	Summer - 1	R028	Verbal exam
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

Pupils are set work to research topics to support the detail in their coursework, to edit ahead of deadlines and to complete revision activities ahead of the exam periods.

How it is assessed:

Pupils are assessed throughout year 10 and 11 with each piece of coursework being sent off for external moderation. Coursework makes up 75% of the final grade. There is one exam that pupils will sit in January of year 10 and can request to resit in year 11 if necessary. The exam is 1 hour long and is worth 25% of the final grade.

Learning outside the classroom:

Once a week each pupil has the opportunity to get support with their coursework during enrichment time. Additionally, we look to visit a local nursery to develop an understanding of how to create a safe environment and support development of young people.

Parental support and extension:

In order to access a level 2 grade pupils need to ensure that they have an understanding of a range of birth defects and the impacts they can have on development. In order to develop knowledge beyond the conditions that are covered in class pupils may wish to use the NHS website <https://www.nhs.uk/conditions/>. Additionally pupils need to have a detailed understanding of legislation that protects individuals in health and social care settings with some key aspects shown on <https://www.england.nhs.uk/about/equality/equality-hub/resources/legislation/>.

Computer Science GCSE

Course followed:

GCSE Computer Science

AQA syllabus 8525

[AQA | Computer Science and IT | GCSE | Computer Science](#)

Overview of content:

In Computer Science we aim to teach pupils an understanding of how computers work, from the functioning of the major hardware components, through computational thinking concepts and into using coding to write programs that perform specific functions. We also teach about the role of computers and technology in the world of work and in society, including how they have changed our world, and how to ensure that they keep themselves safe.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Theory: Data types, binary numbers and addition, real world computing, reliability, environmental issues. Practical: Introduction to python, maths and string operations, selection, iteration (FOR and WHILE).	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class.
	Autumn - 2	Theory: Legal considerations, algorithms, flowcharts, intro to pseudocode. Practical: consolidation of python through a series of challenges	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class.
	Spring - 1	Theory: Structure charts, software development cycle Practical: use of functions and procedures for efficient coding	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class.
	Spring - 2	Theory: More on pseudocode and algorithms, hexadecimal and ASCII Practical: embedding more complex maths operations, coding of complex solutions using functions and procedures	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class.

	Summer - 1	Theory: Sound and image representation, dictionaries Practical: External codes sources and their uses, databases	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class.
	Summer - 2	Theory: Testing, types of testing Practical: use of text files as data stores (read/write)	Weekly homework tasks, some of which will be coding. Pupils can download python for free at home (available for PC and Mac). Quick quizzes in class. Year 10 exam (date tbc)
11* <i>Please note this year 11 (2021-22) is different, due to Covid lockdowns.</i>	Autumn - 1	Theory: ordering (sorting) and arrays, validation, error handling, structure charts, flowcharts, pseudocode, revision of topics covered in year 10 Practical: consolidation of programming skills in python	Weekly homework tasks related to the in-class learning. Quick quizzes in class.
	Autumn - 2	Theory: revision of topics covered in year 10 Practical: building larger programs using functions and procedures, text files etc.	All material covered in year 10 and up to this point may be included in the mock GCSE exam in November.
	Spring - 1	Theory: Computer structure and components: CPU, memory. Networks – types and protocols. Client-server relationships.	Weekly homework tasks related to the in-class learning. Quick quizzes in class.
	Spring - 2	Theory: web applications, databases, external code sources, logic gates.	Weekly homework tasks related to the in-class learning. These are likely to be old exam questions in order to practise answering. Quick quizzes in class.
	Summer - 1	Consolidation of all topics of the syllabus, exam technique	Weekly homework tasks related to the in-class learning. These are likely to be old exam questions in order to practise answering. Quick quizzes in class.
	Summer - 2	<i>Period of Formal Examinations</i>	

Homework:

We aim to set weekly homework tasks. These may be in the style of question-answer, or the completion of research prior to a lesson on a specific topic, or a practical programming task. Our programming (coding) is undertaken in python, a free piece of software available for pupils to download at home: [Download Python | Python.org](#).

While the homework may be an hour of set work, we expect pupils to be exploring the world of coding for themselves as well. Regular practice of python coding will very strongly assist your child in their learning of computer science; coding can be likened to throwing and catching a ball when younger – we all ‘drop the ball’ (make coding mistakes) but we need to become resilient and try throwing again (find the error and fix it). The more pupils practise, the better they become at coding.

How it is assessed:

Computer Science is assessed by means of two written exams sat at the end of the course. Each paper is 1 hour and 30 minutes long. Each paper is worth half of the total marks for the course.

Learning outside the classroom:

Pupils learn best by practising their skills; please encourage them to download python and ‘fiddle’ with it. In this way they learn resilience, as well as lots of skills related to the coding itself.

Parental support and extension:

Please encourage your child to complete all their homework, as this is an integral part of the learning.

Business Studies

Course followed:

GCSE Business

AQA syllabus 8132

[AQA Business Studies](#)

Overview of content:

Pupils apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Pupils develop an understanding of how these contexts impact on business behaviour.

Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	Business in the Real World	Mid-term test
	Autumn - 2		End of topic exam-style paper
	Spring - 1	Influences on Business	Mid-term test
	Spring - 2		End of topic exam-style paper
	Summer - 1	Business Operations	Mid-term test
	Summer - 2		End of topic exam-style paper
11	Autumn - 1	Human Resources/Marketing	Mid-term test
	Autumn - 2	Human Resources/Marketing	End of topic exam-style paper
	Spring - 1	Finance	Mid-term test
	Spring - 2	Finance	End of topic exam-style paper
	Summer - 1	Revision	
	Summer - 2	<i>Period of Formal Examinations</i>	As below

Homework:

Homework will be set regularly and involve researching lesson topics with the emphasis on real-world and current affairs. It will increasingly involve writing skills and essay planning in preparation for the exams.

How it is assessed:

There are two papers each lasting 1hr and 45mins.

Questions:

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 1 & 2

Written exam: 1 hour 45 minutes

90 marks

Each is 50% of GCSE

Paper 1

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2

- Business in the real world
- Influences on business
- Marketing
- Finance

Learning outside the classroom:

External visits by businesspeople and entrepreneurs in 'informal' Q & A sessions after school.

Visits to various business premises to experience and investigate genuine business issues and solutions.

Parental support and extension:

Pupils can be encouraged to notice and understand relevant current affairs news concerning the business and economic environment locally, nationally and globally. Pupils should take an interest in the news and read a newspaper or current affairs website. Encourage an involvement in domestic financial choices such as fuel prices, the cost of living and how money is earned and spent.

More information:

Access to a personal computer or laptop will enable pupils to participate interactively with learning material and collaborate in class activities outside the classroom.

Business studies includes financial management exercises and tasks and promotes mathematical, logical and analytical thinking. It links with Mathematics, and Computer Science as well as introducing elements of Economics

Ofsted Parent View

Ofsted is the body responsible for inspecting schools and determining their standard.

As part of their role Ofsted like to collect the views of parents.

We would welcome all parents to give their views of Melbourn Village College to Ofsted.

You can register here: [Give your views | Ofsted Parent View](#) and then complete a short survey; it takes about 5 minutes of your time.

Thank you for reading the Parental Handbook.