



Sawston Village College

Parent Handbook

Year 11 2021¹



Sawston
Village College

Sawston Village College

Safeguarding statement for parents

Safeguarding children

The College is committed to safeguarding all young people. It achieves this through high quality pastoral care; a PSHE programme that provides appropriate guidance to being safe as a young adult; signposting to agencies and adults who can provide appropriate support; being vigilant for signs that a young person may be experiencing difficulties that may require further help and support.

There are occasions when members of the Designated Safeguarding team may be required to discuss concerns with parents that may be related to safeguarding and child protection. The College has a legal requirement to ensure the safety of all its pupils and communication between the College and parents is a key part of this process.

If you have any concerns about any young person then please do contact a member of the Designated Safeguarding team, however, if you feel a young person is at immediate risk of harm then please do contact the Multi-Agency Safeguarding Hub (MASH) on **0345 045 5203**

One area of focus for the College under the safeguarding remit is to promote positive mental health in all our young people. We have a team consisting of both trained staff and outside agencies that help support the day to day issues around young people's mental health. We also work very closely with the Child and Adolescent Mental Health service (CAMH) in supporting those young people who present with more long term mental health concerns that require specialist intervention. Please see below for some useful sites and potential support if you have any concerns regarding your child's mental health.

keep-your-head.com

Kooth

mind.org.uk

centre33.org.uk

[Emotional Wellbeing Services](#)

[Chums](#)

Parent Information Booklet

The aim of this booklet is to provide you with the information you need to help your child achieve independence, whilst supporting them to make the progress they are capable of. The booklet contains a mixture of information and tips to guide you and your child through the academic year.

Message from Mrs Fink

Dear Parent/Guardian

I am delighted to welcome your child into Year 11. As in previous years, your child will remain in the same House and will return to their mentor group for morning registration. Your child's mentor will remain their first port of call for both academic and any other support they may require in and out of the classroom. This partnership work also extends, of course, to parents at home, and I would encourage you to get in touch with your child's mentor should you have a query or comment. We all share a common commitment to seeing each individual pupil reach their potential and to be happy in their learning and personal development.

The return to mentor time will be a great opportunity for Year 11 pupils to receive a high level of support during this significant year in their education. Through mentor time, they will have important messages shared, as well as opportunities for learning and pastoral conversations with their mentors. Page 6 lists key dates that will be of interest to pupils and parents. We hope that events will be able to run as planned, however some events may be subject to change dependent on Covid restrictions. Whatever the format of events this year, it is our intention to provide as rich and as varied an educational experience as possible.

As pupils embark on their final year at the College, Year 11's continue to take responsibility for independent study alongside their lessons as well as acting as role models to younger pupils. We recognise the significant pressure that GCSEs bring and will provide tailored academic and pastoral support for all pupils, to ensure the best possible outcomes.

A key element of Year 11, of course, is the chance for pupils to decide on their future study and possible career pathways. The process for pupils engaging in this Post 16 application process will be outlined in further depth at the start of Autumn term. As always, there will be plenty of opportunity for individual consultation and support, both for pupils and parents.

The past two years have been challenging for all pupils and I sincerely hope that 2021-22 will provide some sense of normality and will be both successful and rewarding for Year 11 pupils.

Mrs Fink

Year 11 Lead/Head of House

How to contact school:

Email contact for school office: office@sawstonvc.org

Telephone contact via the school reception: 01223 712777

We endeavour to provide an initial response to emails within 24 working hours, with more detailed responses within 5 working days.

To report your child's absence from school, please contact Mrs Chapman on 01223 712623 or by email attendance@sawstonvc.org ; or school reception on 01223 712777 reception

MENTOR GROUPS 2021 – 22

DA VINCI

HEAD OF HOUSE: Miss L HUNT

Group	Base	Mentors	Group	Base	Mentors
DH01	T1	Mr N Dawson	DH07	HSC	Mrs S Shaw
DH02	S6	Mrs E Philpott	DH08	A2	Mrs S Faux
DH03	S4	Miss M Rhodes	DH09	L6	Mrs N Andersen
DH04	M5	Mrs C Shearn	DH10	L5	Miss A Hobourn
DH05	D1	Ms J Russ	DH11	S8	Mrs J Friesner / Mr P Korja
DH06	E4	Miss L Berrisford	DH12	S9	Ms N Page / Mr P Korja

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

EARHART

Head of House: Mr J STUART

Group	Base	Mentors	Group	Base	Mentors
EH01	M6	Miss C Cook	EH07	E1	Mrs J Carman
EH02	L1	Mrs J Harvey	EH08	T3	Mr J Bannister
EH03	S7	Mr R Barnett	EH09	CS1	Mr A Phoenix Holland
EH04	S1	Miss J Grogan	EH10	H1	Miss J Phillips
EH05	M7	Mr C Mannall	EH11	CS2	Miss T Field
EH06	G1	Ms L Folan	EH12	E2	Miss C Harriss

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

MANDELA

Head of HOUSE: Mrs C WOMBWELL

Group	Base	Mentors	Group	Base	Mentors
MH01	G4	Mr F Walsh	MH07	S2	Mrs C Lloyd
MH02	SC2	Mrs H Meikle	MH08	L3	Ms A McIntyre
MH03	E7	Mr M Gaw	MH09	E5	Mrs C Anderson
MH04	S3	Miss S Armsby	MH10	A1	Mrs H Day
MH05	S5	Mrs V Kerr	MH11	M3	Mr M Slade
MH06	M4	Dr L Tunna	MH12	E3	Miss M Tuckwood

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

TURING

HEAD OF HOUSE: Mrs J FINK

Group	Base	Mentors	Group	Base	Mentors
TH01	H2	Miss S Jackson	TH07	AD1	Miss C Irwin
TH02	SC1	Mrs N Morris	TH08	M2	Mrs E Wagstaff
TH03	L4	Mr J Bailey	TH09	RS1	Miss A Harvey
TH04	G2	Mr M Cragg	TH10	E6	Ms L Farrow
TH05	G5	Miss N Evans	TH11	RS2	Mrs V Clover
TH06	L2	Mrs A Deleplanque	TH12	H3	Mr J Reed

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

School Terms and Holiday Dates

2021

Voluntary Covid-19 testing for Year 7 pupils	Thursday 2 September
Autumn term begins for Year 7 and 11	Friday 3 September
Autumn term begins for Years 8, 9 and 10	Monday 6 September
Staff Training days (school closed to pupils)	Thursday 7 and Friday 8 October
Half Term	Monday 25 – Friday 29 October
Staff Training Day (school closed to pupils)	Friday 19 November
Autumn Term ends	Wednesday 17 December

2022

Staff Training day (school closed to pupils)	Tuesday 4 January
Spring Term begins	Wednesday 5 January
Half Term	Monday 14 – Friday 18 February
Spring Term ends	Friday 1 April
Summer Term begins	Tuesday 19 April
May Day Bank Holiday	Monday 2 May
Half Term	Monday 30 May – Friday 3 June
Summer Term ends	Thursday 21 July

Other Key Dates for Year 11 Parents

28 September 2021	Year 11 Information Evening for parents
15 November 2021	Year 11 Report 1 issued to parents
01 - 12 November	Year 11 Mock Examinations
03 December 2021	Year 11 Report 2 issued to parents
09 December 2021	Year 11 Parent Consultation Evening (by appointment: 4pm to 7.30pm)
16 December 2021	Great St Mary's Carol Service (evening event)
10 January 2022	Year 11 Individual Photos
12 - 25 January 2022	MFL Speaking Mock Examinations
23 - 24 February 2022	Additional English and Maths Mock Examinations
09 March 2022	Year 11 Exams Information Evening for parents
15 March 2022	West Road Music Concert (evening event)
25 March 2022	Year 11 Report 3 issued to parents
29 April 2022	GCSE Art Exam & MFL Speaking Exams begin
24 June 2022	Year 11 Leavers' Ball



Getting organised

Timetables, equipment and homework

Following the school timetable

Your child will receive their timetable and a school planner on the first day. They should keep these safe and bring them to school each day.

Tips for parents:

- the school timetable runs on a fortnightly cycle (week A and week B); if in doubt, use the calendar on the school website to confirm which week it is;
- display a copy of your child's timetable at home so that you and your child can refer to it;
- Make a note of key dates including examination periods
- encourage your child to check the timetable and Satchel:one (see section on homework below) each evening to prepare for the next day. It is also a good idea to check the timetable at the weekend to plan ahead for equipment etc;
- provide your child with a watch.

Bringing the right equipment

Your child is responsible for bringing the correct equipment each day. This will include their planner, relevant exercise books and textbooks, homework tasks that are due, appropriate PE kit on days when they have PE and a well stocked pencil case*.

**As a bare minimum, your child must have a working blue or black pen with them each day. Beyond this, other useful equipment in approximate order of importance would include: spare blue or black pens; a glue stick; a green pen; a calculator; highlighters; a dictionary; pencils, sharpener and a rubber; maths equipment (protractor, compass, set square); colouring pens or pencils.*

Tips for parents

- encourage your child to empty their school bag each evening and repack it for the next day;
- designate a box or undisturbed space where they can store all of their exercise books and textbooks when not in use;
- remind them to double check the equipment needed against the timetable, their planner and on satchel:**one**.

Managing homework and revision

The homework expectations are on the next page. We regard homework as an essential part of the planned learning and an important part of pupils' development as an independent learner. You can keep informed about the homework that your child has to complete by accessing the satchel:one system. Please email office@sawstonvc.org if you are unsure of how to do this.

Suggestions on how to help your child prepare for homework:

- check satchel:one with your child every day after school;
- agree a routine for homework with your child. e.g. You might agree to start homework after a short break on return from school so that the evening is left free or you might agree the other activities/TV that will need to be planned around homework;
- support them to develop and stick to a realistic revision timetable in the build up to exam periods;
- be available to help establish routines and to support but don't 'do it for them';
- try to ensure that homework is done on the night it is set to prevent build up;
- look at the planner / satchel:one each week to check homework and messages;
- know how long your child should be spending on homework each night (see below).
-

Homework frequency

There is no set homework timetable. Instead, the typical duration and frequency information below will give you a sense of the volume of homework your child can expect to receive.

Duration: Homework is typically expected to take approximately the following amount of time, per subject, per homework:

- Year 7: 15-45 minutes
- Year 8 and 9: 30-60 minutes
- Years 10 and 11: 30-90 minutes

Frequency: Your child should expect to receive homework from subjects as follows:

Years 7, 8 and 9:

- English & Maths: weekly
- PE and ASPIRE: no homework
- Art, Music, Drama and Computer Science: at the teacher's discretion
- All other subjects: fortnightly (KS3 Science counts as one single subject).

Years 10 and 11:

- English & Maths: weekly
- Science: one Physics, Chemistry and Biology homework a fortnight (so 3 science homeworks per fortnight in total)

- CEIAG (Careers and Post-16 guidance) and Core PE: no homework
- All other subjects: fortnightly

Pupils will typically be given at least two clear school days between the day homework is set and the day it is due in.

Unless pupils with good reason request an extension before the deadline, no extensions for homework will be permitted without a legitimate note from a parent.

Teachers may refuse to accept sub-standard homework that shows a lack of effort – e.g. work that is brief, incomplete or messy. Such unsatisfactory homework may be treated the same as though a pupil had not done the work at all.

Absence from the lesson when homework was set is not an excuse for non-submission on time, unless pupils genuinely could not do the work without having been in the lesson. Pupils are expected to check satchel: **one**, speak with peers and speak with their teachers to catch-up.

What you need to know about attendance and punctuality

Research has found out that pupils who attend school regularly and are on time have a much higher chance of doing well at school. So what is 'good' attendance?

Would you be satisfied with your child attending school for 90% of the time? What would this mean?

That your child might miss school for: 1 day every two weeks – would that be ok?

This is the same as half a day every week or **4 WHOLE WEEKS** in a school year!

Sometimes we miss school because we are ill, this can't be helped. However it is very important that your child attends school as regularly as possible.

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If your child is ill and/or unable to attend school:

- **contact Mrs Chapman, Attendance Officer, on each day of your child's non-attendance by email: attendance@sawstonvc.org ; or on 01223 712623 or school reception on 01223 712777;**
- **once your child is able to return to school ensure they have a note to explain the reason for absence. This is given to their mentor. A phone call is not sufficient; we need to receive written confirmation of reason for absence;**
- **absence without an explanation is regarded as unauthorised absence and is followed up by the attendance officer.**

Term time holidays:

We are increasingly concerned by the rate of pupil absence due to holidays being taken during term as this disrupts the educational progress of individual children. Parents do not have any entitlement to expect term time leave for their child. All leave is granted at the discretion of the Principal and will only be granted in exceptional circumstances. The school's attendance policy explains the criteria in greater detail.

Requests for absence:

- Should parents have to take their children away from school during term time, a request for absence form must be completed in advance and forwarded to the Year Lead. The Year Lead will inform the parents whether their request has been authorised or not.
- The pupil must complete an absence form (KS3 or KS4) so that their teachers are aware and can identify work to be done during the absence.
- The request for absence form is available on the school web site under the sector attendance within the parents' section, or from your child's Year Lead.
- Should you take your child on term time holiday when a request has not been granted it will be recorded as unauthorised absence and referred to the Educational Welfare Officer.

ART AND DESIGN

CONTENT

Pupils will be following the AQA GCSE Art, Craft and Design specification. This is a broad based course which offers many opportunities to explore a wide range of working processes in both two and/or three-dimensional media, materials and techniques.

In order to meet the course requirements, pupils have to complete a portfolio which demonstrates they have worked in two different areas of study. They will, therefore, be working on a Fine Art project in Year 11, having completed a 3D Ceramics project in Year 10.

CURRICULUM

SUBJECT - ART		KEY STAGE - 4	
Yr	Autumn term	Spring Term	Summer Term
1 1	<u>Autumn 1</u> Continue Research and Investigation for project 2. Developing ideas	<u>Spring 1</u> <u>Exam Component</u> Research and investigation	<u>Summer 1</u> 10 hr Exam - creating concluding artwork
	<u>Autumn 2</u> Concluding artwork created in Mock Exam (10hrs) Completing component 1 and 2 based on feedback.	<u>Spring 2</u> Exam - Developing and refining ideas	Summer 2 GCSE Exam leave

EQUIPMENT

It is recommended that all pupils purchase an A3 portfolio and a basic starter set consisting of a selection of Art materials. These items will be available to purchase from the art department. Other specialist items of equipment will be provided for them by the College.

ASSESSMENT

In Year 11 pupils will complete the second of two projects. The project will require pupils to complete research before developing and producing an original piece of artwork based on their chosen theme. A portfolio is generated using Project 1 work from Year 10 and the project completed at the start of year 11. This counts for 60% of the overall grade. The remaining project is the terminal examination. The exam paper will be issued in January. Pupils will have approximately 13 weeks to create a folio of work in response to their chosen exam question. This folio will make up the remaining 40% of the grade.

VISITS / EXTRA CURRICULAR ACTIVITIES

The Art and Design department currently runs an 'open door' policy and pupils are encouraged to come into the studios in their own time to work on new or current work.

Pupils will be encouraged to visit local galleries and museums to help build and evidence the research and analytical requirements of the assessment criteria.

BUSINESS

CONTENT

Business is one of the optional subjects available in Key Stage 4. Pupils currently follow the Pearson Edexcel Level 1/Level 2 GCSE 1-9 Business Studies course (1BS0). The course uses case study examples from the business community to develop pupils as commercially minded and enterprising individuals.

This GCSE course in Business Studies aims to develop knowledge and understanding of a wide range of business concepts concerning setting up and operating a business. Pupils will be encouraged to apply the knowledge they gain to various business scenarios before making informed judgements and recommendations. The course is divided into two main themes; Investigating small business and Building a business.

Theme 1: Investigating small businesses (Year 10)

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practise
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2: Building a business (Year 11)

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

In each theme pupils must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Pupils must understand how these interdependencies and relationships underpin business decisions. This is often where family contacts prove invaluable.

EQUIPMENT

All pupils will be supplied with an exercise book and revision guide. In addition, pupils should have a calculator, well stocked pencil case and access to the school network. Access to the internet at home is useful for research purposes, but not essential.

ASSESSMENT

Pupils' knowledge and understanding of the syllabus is assessed through two exam papers each lasting 1 hour and 30 minutes, Exam Paper One examines pupils' knowledge and understanding of Theme 1, Investigating Small Business, and is worth 50% of the final mark. Exam Paper Two covers Theme 2, Building a Business. This is also worth 50% of the final grade. Both exams are taken at the end of Year 11.

Throughout the course, pupils will also be given 'milestone' pieces of work and tested on their subject knowledge for internal monitoring purposes.

CAREERS EDUCATION INFORMATION AND GUIDANCE (CEIAG) Years 10 and 11

CONTENT

Young people need high quality, impartial information, advice and guidance to enable them to make decisions that will take them on the path to success. Our aim is to inspire all of our pupils to make the best use of their knowledge and skills to help them achieve their ambitions by choosing the pathways that are right for them.

In Year 10 we will investigate the world of work and the different routes that pupils can take to the work place. This will include exploring Apprenticeships, being involved in Enterprise days and visiting the Skills Fair at the NEC. All pupils will then be prepared for work experience: writing CVs and letters, focusing on interview techniques, employability skills, and health and safety at work. After their work experience placement, they will reflect on what they have learnt and achieved, helping them to understand how this might inform future decisions about careers and education at post-16.

During Year 11 pupils have dedicated fortnightly lessons, as well as substantial time in a post-16 conference day, focused on CEIAG. During this time, pupils will complete the applications process to post-16 providers using the website www.mychoice16.co.uk. This will include completing a personal statement, a reference, bookmarking courses and making applications for appropriate courses. During the year, pupils will also be given comprehensive guidance to prepare them for the next few years of education, as well as the world of work beyond. This will include local labour market information, professional interviews, careers fairs, higher education days and much more.

Wherever possible we will be making the most of the relationships we have with local, national and international companies, with guest speakers from the world of work, higher education and further education establishments and workshops to underpin the fundamental principles and outcomes.

COMPUTER SCIENCE

At KS4, we teach the AQA Computer Science 9-1 GCSE, with this year's Year 11 being the first cohort to study the updated 8525 specification.

This qualification consists of two written exams, each worth 50% of the final grade. The first, **Paper 1: Computational thinking and programming skills**, is two hours long and covers computational thinking, algorithms and programming concepts, including databases, binary/hexadecimal, logic gates and circuits and coding analysis.

The second, **Paper 2: Computing concepts** is 1 hour 45 minutes and covers computer systems and the physical elements of computer science and associated theory such as systems hardware, the CPU, memory, devices and networking, cyber security and legal, ethical and environmental issues.

During Years 7-9, pupils will have used the C# and JavaScript coding languages; in Years 10 and 11, we have added Python 3 to this mix, and pupils will spend a significant amount of lesson time designing, writing, testing and refining computer programs. Pupils will be assessed in a language that needs to be specified in advance, and for most pupils, this will be Python, although C# is also possible.

Pupils are again invited to install Python at home (for example, using the excellent Thonny coding environment) and spend time solving coding problems, such as those available here: <http://cs.sawstonvc.org/coding>

EXAMS

The two exams are 2:00 and 1:45 hours respectively, and each contributes 50% of the final grade. They are both taken at the end of Year 11. It is expected that pupils will opt to use one of Python or C# as their coding language in the final exams and this needs to be decided with the Head of Department and the Exams Officer.

EQUIPMENT

For Computer Science lessons all pupils will have access to a PC. They will be expected to have standard school equipment: pens, pencil, ruler and rubber. Pupils will be required to use their Google Suite for Education account, which is based upon their school email address. Materials, tests and revision content are published to the <http://cs.sawstonvc.org> website which is available to access from home as well as in school (after logging on). Although there is no formal requirement for pupils to have a computer at home to complete homework, the coding experience and enjoyment will be much better if pupils have access to a Windows, Mac or Linux PC. Coding support clubs run a couple of lunchtimes each week (days to be decided) and offer pupils an opportunity for more informal learning and discussion of programming structures and algorithms, as well as opportunities to engage in their own projects.

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

CREATIVE iMEDIA

OCR's Level 1/2 Cambridge National Certificate in Creative iMedia (J817).

This qualification consists of four units, two are mandatory, two are optional. The two mandatory units are Pre-Production Skills (R081) and Creating Digital Graphics (R082) and, prior to lockdown, pupils have studied work towards both units as well as completing most of the coursework for R082.

ASSESSMENT

Pupils have spent Year 10 working on two units: R081, the exam unit, and R082, the Digital Graphics unit. Covid has forced both of these to become Teacher Assessed Grade (TAG) units and OCR will provide information in September about what is required to submit grades for these two entries. We will keep you informed of this process when we know more about it.

The Year 11 plan is still to offer a choice for the two remaining units, and for most pupils this will be from the following choices. (Other units may be substituted after agreement with the iMedia teachers):

Semester 1: R091 Creating a Digital Games Concept **or** R090 Digital Photography

Semester 2: R087 Creating an Interactive Multimedia Product **or** R092 Developing a Digital Game

SOFTWARE

Pupils will have individual access to a computer during every lesson and we have school licenses for Serif's Affinity range of products. For the duration of the course, we are also able to provide pupils with a license to install this software on a **single** Windows or Mac PC at home, and this software also works on iPads, although we do not recommend this as a substitute for a "real" PC.

EQUIPMENT

There is no expectation that pupils will have a computer, tablet or laptop at home and all coursework **must** be done in school, however, there will be homework which requires access to the internet. – It is possible to do this homework during lunchtimes if IT access is not possible at home.

In class, pupils will have individual access to a Windows PC with all the software required to complete the coursework as well as Google accounts for using email, docs, sheets and slides and other GSuite for Education apps.

We also have a suite of graphics tablets which pupils may use, with permission, during lessons to create content. If you are interested in purchasing a tablet for home/homework the model we have is the XP-PEN Star G640 tablet which does not require batteries and costs around £40.

DESIGN & TECHNOLOGY

CONTENT

In Year 11 pupils studying Design & Technology will respond to a design context set by the exam board.

The DT specification covers designing skills, making skills, materials, smart materials, electronic systems, mechanical devices and programmable components.

The course will help develop the pupils' skills required to be able to identify needs, research and analyse results. They should be able to use the results to produce and develop creative responses to a brief or context. They should develop an excellent Technical Knowledge which shows an understanding and appropriate selection of materials and equipment. An appreciation of environmental impact within all aspects of DT and the importance within a global context. Methods of production and accurate assembly of products. Evaluative skills are paramount with ongoing analysis of all skills and processes in order to develop/improve products. Developing the ability to effectively evaluate iterations or prototypes against original design brief.

ASSESSMENT

The specification has no tiers of entry and covers all of the ability range from 9-1

Pupils will undertake:

- a 2 hour written paper worth 50% of the final GCSE grade, based on design materials of components
- a design and make assignment from a task set by the examination board worth 50% of the final grade.

Teachers will regularly monitor pupils' work commenting on both content and quality of design and presentation. Deadlines for each unit of work will be set and pupils receive marks for the work completed together with comments which will highlight areas for development and improvement.

Regular homework will be set as appropriate. Pupils will be aware of the requirements and it is expected that work will be completed in their own time, to the best of their ability.

EQUIPMENT

At this level of study, pupils are expected to have their own basic items of stationery such as pencils, erasers, a sharpener and it is helpful if they also have coloured pencils and/or pens. All specialist tools/equipment will be provided by the department.

GCSE work is carried out on either A3 or A4 size paper and each area of study will require pupils to complete a well presented folder. Presentation folders can be purchased from the department for the work which is to be submitted to the examination board.

DRAMA

AQA GCSE Drama

(Texts in Practice production, March, 20% of overall grade)
(Two extracts in performance with marks out of 20 for each)
(Maximum mark 40)
(80 marks for Written Paper, 40% of grade)

CONTENT

The Year Eleven curriculum is practical and academic and aims to introduce individual and group confidence in addition to the introduction of much more challenging performing tasks in order to open up the group and the pupils to the prospect of creating their own scripted production which contributes 20% to the eventual GCSE Drama grade.

ASSESSMENT

The component 3 assessment objective being assessed is AO2: *Apply theatrical skills to realise artistic intentions in live performance.*

Component 3 is marked by a visiting AQA assessor using an assessment grid
Two extracts will be performed to the AQA assessor, each marked out of 20 marks.
Mark scheme for the Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

Pupils are expected to attend after school rehearsals leading up to their performance exam. This will be on a day of their choice and until 4:30. We will also notify parents of a technical rehearsal the weekend before the performance exam, which will be in front of a live audience of family and friends.

Pupils will sit a mock written paper in November in preparation for the real written exam in the summer of the following year. The written paper is 40% of the eventual GCSE Drama grade:

Component 1: Understanding drama

This component is a written exam in which pupils are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.

Pupils have 1 hour and 45 minutes to answer the paper.

The paper is divided into three compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production.

EQUIPMENT

Pupils should provide light-soled, clean trainers for Drama lessons or participate in bare feet. Wearing socks is dangerous in the Drama Studio because the floor is slippery. Pupils must bring black tops and loose fitted trousers or track bottoms. They will have books for recording evidence and are required to bring writing equipment with them to every lesson. For theory lessons, they must bring their copy of the set text.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

The Drama Department aims to run at least 6 trips a year for GCSE pupils to national and local theatres. Our GCSE pupils are also given the opportunity to attend any NT Live streamed productions at the Marven Centre. It is essential that pupils take advantage of some of these opportunities in order to increase and develop their knowledge of Theatre in preparation for the written paper. There may also be other school plays outside the syllabus for which GCSE pupils may audition.

ENGINEERING BTEC TECH AWARD LEVEL 1/2

CONTENT

The core focus will be understanding materials, components and processes; examination of products and disassembly techniques; planning, manufacturing and inspection techniques. This will culminate in a test of their understanding through application of recording and evaluating engineering data, analysing a component and developing alternative solutions, and interpreting engineering drawings and recorded data.

It follows the Pearson BTEC Tech Award Level 1/2 in Engineering.

Internally Assessed Components:

Component 1: Exploring Engineering Sectors and Design Applications

Pupils will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Component 2: Investigating an Engineered Project

Pupils will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

Externally Assessed Components:

Component 3: Responding to an Engineering Brief

This component is designed to build on the knowledge and skills learned in components 1 and 2. Pupils will investigate and create solutions to problems in response to given engineering briefs. The objectives of this component will enable pupils to understand how to respond to an engineering brief, select and apply skills and techniques, and evaluate and review the outcomes.

ASSESSMENT

Components 1 and 2 will be assessed internally through assignments set throughout the course.

Component 3 will be assessed in two parts. Part 1 is two hours and Part 2 is one and a half hours. This will be set externally and will be worth 40% of the final grade. This will be taken in Year 11 of the course.

On completion of the course, pupils will receive a BTEC Level 1/2 Award in Engineering. This will be awarded at Level 1 Pass, Merit or Distinction or Level 2 Pass, Merit, Distinction or Distinction*.

EQUIPMENT

Pupils are expected to have their own basic items of stationery, such as pencils, erasers and a sharpener and it is helpful if they also have coloured pencils and/or pens. All special tools will be provided by the department.

It is expected that pupils will contribute towards the cost of materials for their practical pieces. It is hoped that all practical pieces will be high-quality items that pupils will complete and take home.

ENGLISH AND ENGLISH LITERATURE

CONTENT

Year 11 forms the second year of study of the AQA GCSE Specification for English Language and Literature. This is accredited as two separate GCSEs. There is no tiered entry and all pupils will sit the same exams.

English Language

The English Language course tests a variety of reading skills including the ability to analyse a writer's use of language and structure and to evaluate texts critically. It also invites pupils to write for a range of different purposes and audiences and to attain a high level of technical accuracy in their written responses. The Language course culminates in two final examinations which make up 100% of the overall grade.

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives

English Literature

Pupils study a wide variety of texts from a selection of prescribed plays, poems and novels for two final examinations. These two examinations make up 100% of the Literature course.

Paper 1: Shakespeare and the 19th century novel

Paper 2: Modern texts and poetry

The choice of texts studied is at the teacher's discretion, selected from a prescribed list issued by the exam board.

In addition, pupils complete a Spoken Language presentation that has been prepared and rehearsed. These tasks will not contribute to their overall GCSE grades, but will be published on their final GCSE certificates for future reference.

ASSESSMENT

Pupils will be assessed half-termly using example exam questions. These will be both summative and formative, giving pupils an understanding of where their skills are at that time in relation to the GCSE grading system and how they can be developed. In-class assessments are taken from both the Language and Literature exams.

Pupils will sit a practice Paper 1 (Language) exam in the Spring term of Year 10 followed by a practice Paper 2 (Language) and Paper 1 (Literature) exam in the Autumn Term of Year 11. Paper 1 (Language) and Paper 2 (Literature) are sat as additional mock exams in the Spring term of Year 11.

EQUIPMENT

Pupils complete notes and extended writing in two A4 exercise books, one for Language and one for Literature. All pupils must come to lessons equipped with their books, a black / blue pen, a pencil and a ruler. Pupils may also wish to bring a dictionary and /or thesaurus to lessons. While copies of the set texts are available, pupils should bring their own copies so that they may make their own annotations.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

We actively encourage pupils to enjoy 'English' beyond the classroom; we organise theatre trips to relevant productions and provide opportunities for entry to a large number of writing competitions (often with remarkable success). In school, pupils are encouraged to read widely. Sawston pupils also enter the national 'Youth Speaks' debating competition – again with extraordinary success.

There are close links with the school library and the department actively encourages pupils to read for pleasure.

GCSE FOOD PREPARATION AND NUTRITION

CONTENT

This is a creative course focusing on developing practical skills but aims to ensure that pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The specification covers:

- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

ASSESSMENT

This specification has no tiers of entry and covers all of the ability range from 1-9.

Controlled Assessments – worth 50%

Pupils will complete two pieces of coursework, both in year 11.

Task 1 This will be a food investigation. The pupils will be required to plan, carry out and evaluate a series of food experiments. This task will be worth 15% of the final grade.

Task 2 This will be a food preparation task. The pupils will be required to plan, cook and evaluate a series of dishes. This task will be worth 35% of the final mark.

Examination – worth 50%

A written paper worth 50% of the final grade to be taken in June 2020. This will cover the whole specification. It will consist of 20 multiple choice questions as well as 5 longer answer questions each with a number of sub sections.

Teachers will regularly monitor pupils' work commenting on both content and quality of presentation. Deadlines for each piece of work will be set and pupils receive marks, together with comments which will highlight areas for development and improvement.

Regular homework will be set as appropriate. Pupils will be aware of the requirements and it is expected that work will be completed in their own time, to the best of their ability.

EQUIPMENT

At this level of study, pupils are expected to have their own basic items of stationery such as pencils, erasers, a sharpener and it is helpful if they also have coloured pencils and/or pens. All specialist tools/equipment will be provided by the department.

In Year 10 and 11 pupils are likely to be cooking once a week, they are expected to bring in some ingredients from home. A charge will be made for ingredients provided by the department. They will also require tins to carry home the completed products.

It is also advisable to have a washable cotton apron to wear during practical sessions.

GCSE work is carried out on A4 size paper and in exercise books.

Further information on the specification can be found at

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

FOUNDATION LEARNING

CONTENT

ASDAN is a nationally recognised exam awarding body specialising in the accreditation of personal skills development. PSD (Personal and Social Development) are Key Skills courses designed to develop independent learning and to cover a wide range of topics.

Modules

The courses have a choice of the following modules made up of short challenges:

Bronze, Silver and Gold Award - Communication; Citizenship and Community; Sport and Leisure; Independent Living; the Environment; Vocational Preparation; Health and Fitness; Work Related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values.

PSD – Social Relationship, Budgeting, Parenting, Healthy Eating, Cultural Diversity, Work Experience

ASSESSMENT

The course is 100% coursework which is moderated externally and can be entered during the year as pupils complete their work.

The PSD course is 100% coursework which is moderated externally and can be entered during the year as pupils complete their work.

PSD level 1 requires 12 credits from the modules above achieved by completing sort challenges.

EQUIPMENT

Pupils will be provided with a course book, course paperwork and a ring binder.

GEOGRAPHY – AQA

Pupils studying Geography at Sawston Village College will gain an understanding of the key concepts and processes in the ever changing world around them. Pupils will learn about the interactions between human and physical/natural processes. A main theme within Geography looks at current issues e.g. climate change and the impact of these issues on society, the economy, the environment and current/future political policy. They will engage with the latest academic thinking, learn about geographical processes first hand and have the opportunity to engage with fieldwork on a local, national and international scale.

CONTENT

Over the two years, pupils will study a number of Physical and Human Geography units that will contain a range of geographical and mathematical skills.

Paper 1 - Living with the Physical Environment:

- **The Challenge of Natural Hazards** - pupils will learn about tectonic activity, tropical storms and extreme weather hazards in the UK.
- **The Living World** – which looks at tropical rainforests, the causes and effects of deforestation and hot deserts.
- **Physical Landscapes in the UK** – pupils study the processes involved in creating and changing coastal and glacial landscapes.

Paper 2 - Challenges in the Human Environment:

- **Urban Issues and Challenges** - pupils will learn about population distribution, squatter settlements and issues relating to the world that we live in.
- **The Changing Economic World** – which looks at world development, the UK's place in the world and newly emerging economies.
- **The Challenge of Resource Management** – pupils will look at essential resources such as water, food and energy.

Paper 3 – Geographical Applications:

- **Issue evaluation** - This section includes a critical thinking and problem-solving element. The assessment will provide pupils with the opportunity to demonstrate geographical skills, applied knowledge and understanding by looking at a particular issue(s). A resource booklet will be available before the exam so that pupils have the opportunity to work through the resources, enabling them to become familiar with the material. Pupils will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. The resource booklet will be released to pupils 12 weeks prior to the exam. The resource booklet will be released to pupils 12 weeks prior to the exam.
- **Fieldwork** - Pupils need to undertake two geographical enquiries (1 Physical and 1 Human), each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork will be carried out in the Spring term of Year 11.

ASSESSMENT

This two year course includes three examinations:

Paper 1: Living with the physical environment. This includes: The challenge of natural hazards, The living world, and Physical landscapes in the UK. There will be a written exam which lasts 1 hour 30 minutes. It will be marked out of 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)). This accounts for 35% of GCSE.

Paper 2: Urban issues and challenges, The changing economic world, The challenge of resource management. There will be a written exam which lasts 1 hour 30 minutes. It will be marked out of 88

marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPa)). This accounts for 35% of GCSE.

Paper 3: Issue evaluation (Decision Making), Fieldwork and Geographical Skills. There will be a written exam which lasts 1 hour 15 minutes. It will be marked out of 76 marks (including 6 marks for SPaG). This accounts for 30% of GCSE. Pre-release resources booklet will be made available 12 weeks before Paper 3 examination.

Pupils will be assessed regularly, completing end of unit assessments as well as a mock examination in Year 11.

EQUIPMENT

- Pupils will need a blue or black writing pen, an HB pencil and a 30cm ruler, these are basic requirements at all times.
- Coloured pencils (felt tip pens are not suitable for use on maps and diagrams) and a calculator are very useful.

There will be another opportunity for pupils to purchase revision guides to help them with their studies and revision of all the subject content.

VISITS AND EXTRA-CURRICULAR OPPORTUNITIES

The fieldwork element of the course will take place during the Spring term of Year 11. Pupils will be required to plan a method, collect primary data, interpret and analyse their data and evaluate their fieldwork. To allow pupils to achieve this there will be a field trip, most probably to Hunstanton. Pupils will be asked to contribute to the transportation and parking costs of the trip.

PARENTAL SUPPORT OPPORTUNITIES

From the outset it would be invaluable to your child if you could encourage them to revise topic information as soon as they have studied it. Ideally they should present this information in a format of their choice using their individual strengths e.g. revision cards, mind maps etc. This should enable them to revisit the key concepts, case studies and geographical processes easily and provide a useful revision guide in the lead up to their final examinations.

USEFUL RESOURCES (including websites)

- <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- <https://www.coolgeography.co.uk/>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography>
- Ordnancesurvey.co.uk
- Google Earth
- GCSE Bitesize - <https://www.bbc.com/bitesize/examspecs/zy3ptyc>
- Pupildrive.sawstonvc.org OR pd.sawstonvc.org

USEFUL CONTACTS

Miss N Evans, Head of Geography: nevans@sawstonvc.org

Mrs J Custins: jcustins@sawstonvc.org

Ms L Folan: lfolan@sawstonvc.org

City and Guilds Level 1 HAIRDRESSING

CONTENT

The City & Guilds Level 1 Certificate in an Introduction to the Hair and Beauty Sector is designed to build on your interest and passion for the hair and beauty industry. The course gives you an opportunity to gain a range of professional skills which will be a valuable preparation for further learning or training in such programmes as Level 2 Hairdressing or Level 2 Beauty. The course is delivered through a combination of the following:

- Practical workshops
- Theory classes
- Real salon environment at the College
- Demonstrations
- Role play exercises
- Group work
- Opportunity to undertake work experience placement

The course is weighted more towards practical application with some theory to support practical skills learned. The course is continually assessed and pupils compile a portfolio of evidence of their work as the course progresses.

ASSESSMENT

Both theoretical knowledge and practical ability will be assessed through an assignment. Each assignment is divided into a series of tasks. Typically there will be a:

- task which requires a demonstration of subject knowledge
- task which requires research and report on hairdressing and beauty treatments, products and fashions, or the industry
- task which requires demonstration of the practical skills acquired

All units must be passed to achieve the full qualification, The City & Guilds Level 1 Certificate in an Introduction to the Hair and Beauty Sector.

BTEC HEALTH AND SOCIAL CARE

CONTENT

Three million people are working in the Health and Social Care sector in Britain. This vocational course aims to make pupils aware of the range of vocational opportunities in the sector. It will also give pupils the opportunity to acquire skills and knowledge required for future study or vocational progression in this sector. It follows the BTEC Tech Award in Health and Social Care

The course is divided into three components:

Component 1 – Human Lifespan and Development

This component aims to develop understanding of how we grow and change throughout the human lifespan. This includes physical, intellectual, emotional and social development. It also highlights how development can be affected by many factors including life events such as marriage, parenthood and moving house.

Component 2 – Health and Social Care Services and Values.

In this component, pupils will explore the Health and Social Care services available in the UK. They will learn how these services aim to meet the needs of their clients. Pupils will also be given the opportunity to develop the skills required to apply care values, these values are required when working in all job roles across the care sector.

Component 3 - Health and Well Being.

Pupils will explore the factors that can affect an individual's health and wellbeing positively and negatively. They will also learn how to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Pupils will learn how to use this information to produce a health plan incorporating short and long term goals. Additionally they will explore the difficulties an individual may face when trying to make changes to their health and well-being.

ASSESSMENT

This course is a BTEC qualification.

	Component title	Method of Assessment	% of Final Grade
Component 1	Human Lifespan and Development	Controlled assignments	30%
Component 2	Health and Social Care Services and Values.	Controlled assignments	30%
Component 3	Health and Well Being.	External synoptic assessment	40%

Pupils will complete component 2 and 3 during Year 11.

On completion of the course, pupils will receive a BTEC Level 1/2 First Award in Health and Social Care. This will be awarded at Pass, Merit, Distinction or Distinction* Levels.

EQUIPMENT

The pupils will need a pen, pencil, rubber and ruler for their lessons. Coloured pencils, scissors, glue and a calculator are very useful. Most class work and homework will be completed on A4 paper. This will be supplied by the department along with a class work and homework folder.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

There will be opportunities to visit local care establishments such as Sawston Nursery and Orchard House.

Further information can be found at <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

HISTORY (OCR B – SHP GCSE) YEARS 10 AND 11

SETTING

Pupils are not set according to ability. There will be a variety of abilities in each class. Each class will, where possible, have the same teacher for the two year GCSE course.

EQUIPMENT

The pupils will need a pen, pencil, rubber and ruler for their lessons. They should bring exercise books to every lesson. Ideally they should also have some glue, coloured pencils and a highlighter. We would encourage parents to purchase a copy of our course revision guide early in the year (My Revision Notes: OCR GCSE (9-1) History B: Schools History Project by Richard Kennett). Miss Jackson will order copies directly from the publisher at a heavily discounted rate early on in the academic year. You will be informed of when this is happening by letter.

COURSE CONTENT

The course considers a wide range of historical topics which have shaped the world today. We are following the SHP GCSE History B (Schools History Project) (9-1) syllabus. The pupils will be studying the following topics:

Paper 1 – British History (40% of the final GCSE grade) – 1 hour 45 minutes paper

- Thematic Study: Crime and Punishment, c.1250 to present
- Depth Study: Normans

Paper 2 – History Around Us (20% of the final GCSE grade) – 1 hour paper

- Study of the local area – Sawston Village College

Paper 3 – World History (40% of the final GCSE grade) - 1 hour 45 minutes paper

- Period study: The Making of America, 1789–1900
- World Depth Study: Living under Nazi Rule, 1933–1945

ASSESSMENT

The final assessment of the GCSE paper is 100% exam based (there is no controlled assessment). Pupils, therefore, will be required throughout the two years to complete a substantial number of past practice questions to support them to answer papers under exam conditions. Some of these practice questions will be set at home and it is vital that pupils, therefore, complete these practice questions to ensure they improve their skills. Homework is an essential part of the course and should be seen as just as important as class work. Other practice questions will be completed in class and under timed conditions to give pupils a chance to practice writing to time. Some of these will be open book assessments and some will be closed book.

Alongside past practice questions, pupils will also be expected to complete knowledge tests in class and at home to help pupils improve their memory of key factual detail. Both the practice questions and knowledge test marks will factor into the predicted grade that pupils received.

The final type of assessment that will factor into the predicted grades of pupils is mock exams. Pupils will complete both a Year 10 and 11 mock exam as part of the Sawston mock exam programme. History will also expect pupils to complete an additional mini-mock in Year 10 and 11 to assess pupils' progress in timed conditions across all papers.

MATHEMATICS

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1)

SETTING

In Year 11, pupils continue to be set by ability within each band. Pupils are set on the basis of their previous assessments in Year 10 and progress towards their minimum grade. Pupils in sets 1 to 3 continue through the higher course covering GCSE content up to grade 9. Sets 4 and 5 complete the foundation course including content to grade 5. Borderline grade 6 pupils are given the opportunity to sit the higher tier papers for their Year 11 Mock Exams in the Autumn term. Final decisions regarding tier of entry are made by February at the very latest.

CONTENT

The maths curriculum is designed to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, so that they develop **conceptual understanding** and the ability to recall and apply knowledge;
- can **reason mathematically** by following a line of enquiry, conjecturing relationships, and developing an argument or proof using mathematical language;
- are able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

It is our aim that pupils will leave the College with a high level of numeracy, forming a secure platform to use maths in all aspects of their lives. Pupils normally finish learning new content by February half term and have plenty of opportunity to refine their skills, practise exam style questions and improve exam technique. Pupils are encouraged to take responsibility for their revision from the outset using www.vle.mathswatch.com. We recommend pupils use the Mathswatch 6 week revision timetable to structure their revision for the mock exams, starting in September. This can be found on the pupil drive, along with exam papers and other revision resources.

ASSESSMENT

GCSE maths consists of three terminal papers sat in the summer of year 11. Each paper is 1hr 30 minutes in length. The first paper is a non-calculator exam, papers 2 and 3 require a scientific calculator.

In preparation for their GCSE exams, pupils sit mock exams in November and February. Unlike in the real exams, they only sit 2 papers, a non-calculator and a calculator exam.

Pupils are encouraged to take a proactive approach to their learning and revision. Following the mock exams, teachers will identify topics that need further development and integrate these into their planning. Pupils are expected to record key targets which they need to focus on independently, to improve their understanding of a particular topic. We recommend pupils use the Mathswatch 6 week revision timetable to structure their revision for the mock exams, starting in September. Again, this is on the pupil drive, along with exam papers and other revision resources.

EQUIPMENT

In addition to basic equipment, pupils are required to bring a scientific calculator (CASIO fx-83GT) to all lessons. A Maths Shop operates within the Department, selling rulers, protractors and compasses. Calculators, KS3/GCSE revision guides and workbooks are available to purchase through WisePay.

MODERN LANGUAGES Years 10 and 11

FRENCH, GERMAN, SPANISH

CONTENT

At GCSE, pupils prepare for the AQA GCSE examination. The curriculum is structured around three overriding themes through which grammar and a range of topic vocabulary is studied. These are set out in the list below and the full GCSE syllabus can be found on www.aqa.org.uk.

Pupils develop the four language skills of Listening, Reading, Writing and Speaking every lesson through a variety of pair and independent work. Learning activities in class will reflect the tasks they will be expected to complete in the GCSE exam. These include reading and listening comprehension, translation, conversational tasks and extended writing. Pupils are also introduced to the culture and customs of French, German or Spanish speaking countries, through a range of texts, including those produced for native speakers. The main language of instruction is the target language. Pupils will increasingly be encouraged to use it throughout lessons. Pupils follow a GCSE course and will use the following textbooks:

French	Studio 4 for AQA GCSE
German	Stimmt for AQA GCSE
Spanish	Viva for AQA GCSE

THEMES AND TOPICS

1. Identity and culture:
 - Me, my family and friends
 - Technology in everyday life
 - Free-time activities
 - Customs and festivals in French/Spanish-speaking countries/communities
2. Local, national, international and global areas of interest:
 - Home, town, neighbourhood and region
 - Social issues
 - Global issues
 - Travel and tourism
3. Current and future study and employment:
 - My studies
 - Life at school/college
 - Education post-16
 - Jobs, career choices and ambitions

ASSESSMENT

Pupils will sit 4 papers in the Summer of Year 11. Pupils will be entered for either Foundation or Higher Tier. A pupil taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. A pupil taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

Pupils will be assessed at the end of Year 11.

- Paper 1: Listening (25% of GCSE) – 2 sections: one with questions in English to be answered in English, one with questions in Target Language, to be answered in Target Language.

- Paper 2: Reading (25% of GCSE) – 3 sections: one with questions in English to be answered in English, one with questions in Target Language, to be answered in Target Language, one translation from Target Language into English.
- Paper 3: Speaking (25% of GCSE): Recorded spoken exam. 3 sections: Role-play, Photocard, General conversation
- Paper 4: Writing (25% of GCSE): 4 tasks at Foundation level, 3 tasks at Higher level. Pupils are expected to answer open-ended writing tasks on the topics covered and translate sentences from English into the target language.

EQUIPMENT

Pupils have one exercise book and a vocabulary booklet, which include topic vocabulary, core language and grammar. Pupils must bring these to every lesson and they should be kept in good order in order to aid with revision and independent study throughout the course. Pupils are also encouraged to expose themselves as much as possible to the target language (through reading, watching foreign films and listening to music for example). Pupils will be directed to resources on the 'Pupil Drive' as well as internet based programmes to support independent work. We would recommend that each pupil has a bilingual dictionary.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Italian – there are two weekly twilight classes (beginners and intermediate/advanced) for those who wish to study this language. Pupils can be entered for Italian GCSE.

MUSIC

CONTENT

Pupils work towards the GCSE examination in Music set by OCR. There are 3 components:

CHANGE FOR 2022

Please note that OCR have removed the Practical Component (30%) from the exam for 2022 and thus the Integrated Portfolio will now be double weighted.

Integrated portfolio (60%)

This element includes a **performance (30%)** on the candidate's choice of instrument or voice (solo OR ensemble performance) and a **composition (30%)** to a brief devised by the candidate.

It is our hope that pupils will still all be given the opportunity to complete 2 compositions and a solo and ensemble performance where at all possible.

Listening exam (40%)

This is a single 90 minute terminal examination which tests listening, appraising and notation skills. This exam is based on 4 Areas of Study:

- The concerto through time
- Rhythms of the world
- Film music
- Conventions of pop

ASSESSMENT

Performances and compositions are marked in school and moderated by the Examination Board. This work is completed under supervised conditions during Year 11. The Listening exam is externally marked. The performance will be in November, with a second opportunity to perform in the Easter term. Composition 1 is due in September and Composition 2 will be handed in before Christmas.

EQUIPMENT

Pupils are encouraged to make use of their own instruments for practical work. They continue to make use of Department instruments and, in addition, have access to electronic equipment and music software packages.

EXTRA-CURRICULAR OPPORTUNITIES AND VISITS

Pupils are encouraged to take advantage of the wide range of music-making opportunities available for both singers and instrumentalists in school and to audition for County ensembles when appropriate. Listening to live music is an important part of a musician's development. The Department keeps pupils informed about local events and runs a number of concert trips each year, both locally and further afield.

PHYSICAL EDUCATION (CORE)

CONTENT

Physical Education provides opportunity for all pupils to develop the physical skills, knowledge and character required to enable them to lead a healthy, active lifestyle, both now and in the future.

Pupils will:

- Experience a range of activities to develop their physical skill and areas of personal interest.
 - Be able to understand the technical, tactical and conceptual content across the range of activities.
 - Know how to participate safely in their learning environment.
 - Understand how physical activity impacts on their health and wellbeing.
 - Develop confidence in their ability and resilience to challenge.
 - Be exposed to situations which require a broad range of social skills.
 - Have the knowledge and confidence to further study PE at an examination level.
-
- In year 11 we introduce an element of choice into the curriculum. Our aim is to prepare pupils' for their leisure time, developing good habits and taking more responsibility for their health and fitness. Choices will include: use of the Fitness Suite, Games (invasion games, net games, strike and field games), Trampolining, Yoga and Zumba.

ASSESSMENT

Assessment of pupils is undertaken in line with the school assessment policy.

- At KS4 the department assesses pupils' personal skills.

SETTING

In year 11, groupings vary to reflect pupil choice.

CLOTHING AND EQUIPMENT

Pupils are expected to change into the correct kit for PE, as stated in the Pupil Planner:

- Maroon polo shirt.
- Maroon Rugby shirt or fleece (advisable for colder weather).
- Black shorts / black skort / black sports leggings or black tracksuit bottoms. (Leg wear should be suitable and conventional for the particular sport being undertaken).
- Long rugby socks / white ankle socks.
- Trainers / studded footwear for activities on the field (Rugby and Football).
- One piece Swimming costume / trunks or shorts and a towel for Swimming activities.

SAFETY

- Shin pads and gum shields are **very strongly recommended** for Hockey and Rugby.
- Hair tie to tie back long hair for safety reasons; not to be worn as bracelets when not in hair.
- All jewellery will need to be removed.
- If a pupil is unable to participate in a lesson for whatever reason, we ask for a parental note of explanation to be sent in with the pupil to their lesson. If the issue is a persistent problem, then an official doctor's note may be required.

EXAMINED PHYSICAL EDUCATION (GCSE PE / BTEC SPORT)

CONTENT

Within the examined PE option, we offer two courses: GCSE Physical Education or BTEC First Award in Sport. Both examined courses provide an opportunity for pupils to pursue PE further at an advanced level.

Pupils will gain a unique chance to study a number of theoretical issues relating to performance and participation in sport. Key topics will include:

- Applied anatomy and physiology
- Physical training
- Health, fitness and well-being.

Pupils will experience a range of practical opportunities which may include: Athletics, Dance, Fitness, Games (invasion games, net games, strike and field games), Gymnastics and Swimming. Further activities can be assessed during extra-curricular clubs. It is also possible to use video footage for pupils wishing to be assessed in off-site activities such as horse riding and skiing.

ASSESSMENT

Both courses have practical and theoretical aspects but differ in the methods of assessment.

GCSE PE		BTEC First Award in Sport	
Paper 1: Physical Factors Affecting Performance	60% Exam	Unit 1: Fitness for Sport and Exercise	25% Exam
Paper 2: Socio-cultural issues and sports psychology		Unit 2: Practical Sports Performance	25% Coursework with Practical
Practical performance: - Team sport - Individual sport - Optional other	30% Practical	Unit 3: Training for Personal Fitness	25% Coursework with Practical
Coursework: Analysis and Evaluation of Performance	10% Coursework	Unit 6: Sports Leadership	25% Coursework with Practical

- GCSE PE is graded on a 9-1 scale.
- BTEC Sport is graded on a Pass - Distinction* scale.

SETTING

Pupils are taught in mixed ability, mixed gendered groups.

CLOTHING AND EQUIPMENT

Pupils are expected to change into the correct kit for PE, as stated in the Pupil Planner:

- Maroon polo shirt.
- Maroon Rugby shirt or fleece (advisable for colder weather).
- Black shorts / black skort / black sports leggings or black tracksuit bottoms. (Leg wear should be suitable and conventional for the particular sport being undertaken).
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Personal, Social, Health and Economic Education

PSHE fosters the awareness, ability and agency required to be part of an evolving world. It equips pupils with skills and knowledge to thrive in school, in the work environment and in their unique ambitions. For all pupils this will involve building their resilience, enabling them to assess and manage opportunity and risk, as well as encouraging them to explore all that they could be and do.

Through this subject they will develop a deeper understanding of their own emotional, physical and economic wellbeing; enabling them to identify and deal with risks in a wide range of situations. They will understand the importance of effective communication in developing successful relationships with others, both personally and professionally. Pupils will be prepared for the world of work, and have an awareness of the opportunities available to them in education and employment.

Our PSHE curriculum is delivered through a combination of curriculum enrichment days, targeted assemblies, structured mentor time activities and themes picked up by subject areas. There are currently four curriculum enrichment days each year. Three which focus on PSHE specifically and one focusing on careers. On these days, normal lessons are suspended. This allows pupils time to focus in depth on a particular issue or topic. Typically, pupils are taught in mixed ability groups with the content delivered by teachers in combination with visiting guest speakers.

CONTENT

There are three core strands to the programme: Relationships Education and Relationships & Sex education (RSE), Health and Wellbeing and Citizenship. On each PSHE day pupils will have a least 1 lesson in each of the core strands.

- 1. RSE – Menopause, Fertility, Options around pregnancy**
- 2. Health and Wellbeing – Health screening and self checking, Coping with exam stress, Revision skills**
- 3. Citizenship – Voting systems, Alternative political systems**

ASSESSMENT

In keeping with the personalised nature of this course, pupils are encouraged to reflect on their learning and understanding and to identify next steps and areas of particular interest. Pupils will also have PSHE books, kept by their mentor, in which lesson notes can be recorded. Pupils will also be expected to complete a PSHE quiz at the end of the day to demonstrate their understanding or topics covered.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Pupils are encouraged to explore the issues raised in their own time. Appropriate guidance and support will always be signposted and there is a careers library open to pupils seeking careers guidance and advice.

RELIGIOUS EDUCATION FULL COURSE GCSE

CONTENT

GCSE Religious Studies Edexcel/ Pearson B:

Paper 1 based on a study of Christianity	Paper 2 based on the study of Islam
1. Beliefs	1. Beliefs
2. Marriage and the family	2. Crime and punishment
3. Living the religious life	3. Living the religious life
4. Matters of life and death	4. Peace and conflict

ASSESSMENT

Two exams at end of Year 11:

Paper 1 = 50% of final grade

Paper 2 = (Year 11 learning) = 50% of final grade

We begin to use the exam criteria during the first lesson and build on them each lesson to develop understanding of exam technique. We use a variety of assessment tasks throughout each unit based on practice questions in class and for homework. At the end of each unit we have a mock test to assess pupil progress in that unit - to improve confidence and to identify how to develop. This approach, including use of self- assessment, has proven to be both very valuable and empowering for pupils.

EQUIPMENT

Pupils will be expected to bring to each lesson their RE exercise book and basic equipment including a pen, pencil, rubber and ruler.

AQA SEPARATE SCIENCES

SETTING

Pupils in Year 11 will be set into ability groups, based upon potential, performance and attitude to learning throughout Year 10. Typically, pupils will continue Year 11 in their Year 10 groups. The top set only in each of the East and West bands will follow the Separate Sciences course (aka Triple Science) – leading to GCSEs in Physics, Chemistry and Biology. All other groups will complete the Combined Science: Trilogy course, which leads to two GCSEs in Science (see next section). Setting is reviewed each term.

CONTENT

For some pupils, studying Science at KS4 will be their last formal experience of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society. Whilst for others, it provides a platform for more advanced studies, establishing the basis for a wide range of careers, where demand for skilled technicians, engineers and scientists is accelerating.

Pupils will be taught units that are outlined in the table below. Pupils will have three different subject-specialist teachers. Note that there is some content within each unit which is only taught to the Separate Science pupils.

Term	Biology	Chemistry	Physics
Autumn	Inheritance, Variation & Evolution	Organic Chemistry	Waves
Spring	Ecology	Chemistry of the Atmosphere	Magnetism & Electromagnetism
Summer	Revision	Chemical Analysis and Using Resources	Space Physics (Triple only) or Revision

Further information about the exact content being taught can be found at <https://www.aqa.org.uk/subjects/science/gcse>

ASSESSMENT

There are no controlled assessments or coursework which contribute to the GCSE grade. Pupils will, instead, complete a series of required practical experiments provided by the exam board, which will enable them to develop and demonstrate mastery of particular scientific techniques. The knowledge of these skills will be examined in the GCSE examinations in Year 11.

Pupils will be formally assessed at half-term intervals. Their performance in assessments will be available on the Go4Schools website. The grades obtained in tests are combined to produce a current grade in Go4schools. Termly tests have a higher weighting than any other assessments. Pupils will complete a formal Year 11 mock exam (Paper 1) in November and an additional Year 11 mock exam (Paper 2) in the Spring term.

Final GCSE Exams (Summer 2021)

- There are six exams, two for each of Biology, Chemistry and Physics
- Each exam lasts 1 hr 45 mins and contains 100 marks
- Each exam accounts for 50% of the GCSE

EQUIPMENT

Basic school equipment, a highlighter, a glue stick and a scientific calculator should be brought to each lesson. It is recommended the pupils purchase a revision guide for their course. The CGP revision guides and a workbook with answers can be purchased from the department via WisePay.

AQA COMBINED SCIENCE: TRILOGY Year 11

SETTING

Pupils in Year 11 will be set into ability groups, based upon potential, performance and attitude to learning throughout Year 10. Typically, pupils will continue Year 11 in their Year 10 groups. The top set only in each of the East and West bands will follow the Separate Sciences course. All other groups will complete the Combined Science: Trilogy course, which leads to two GCSEs in Science. In each band, there will be two parallel higher sets and two parallel foundation sets. Setting is reviewed each term.

CONTENT

For some pupils, studying Science at KS4 will be their last formal experience of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society. Whilst for others, it provides a platform for more advanced studies, establishing the basis for a wide range of careers, where demand for skilled technicians, engineers and scientists is accelerating.

The pupils will be taught units that are outlined in the table below. Pupils will have three different subject specialist teachers. Although the unit names are the same as for Separate Sciences, not all the content from each unit will be delivered to Trilogy Science pupils, so there will be less material to revise and pupils will also not be taught the most demanding topics within those units.

Term	Biology	Chemistry	Physics
Autumn	Inheritance, Variation & Evolution	Organic Chemistry	Waves
Spring	Ecology	Chemistry of the Atmosphere	Magnetism & Electromagnetism
Summer	Revision	Chemical Analysis and Using Resources	Revision

Further information about the exact content being taught can be found at <https://www.aqa.org.uk/subjects/science/gcse>

ASSESSMENT

There are no controlled assessments or coursework which contribute to the GCSE grade. Pupils will, instead, complete a series of required practical experiments provided by the exam board, which will enable them to develop and demonstrate mastery of particular scientific techniques. The knowledge of these skills will be examined in the GCSE examinations in Year 11.

Pupils will be formally assessed at half-term intervals. Their performance in assessments will be available on the Go4Schools website. The grades obtained in tests are combined to produce a current grade in Go4schools. Termly tests have a higher weighting than any other assessments. Pupils will complete a formal Year 11 mock exam (Paper 1) in November and an additional Year 11 mock exam (Paper 2) in the Spring term.

GCSE entry tiers are not confirmed until the Spring term of Year 11 and will be informed by the Year 10 mock exam and Year 11 mock exams. In the final exam, pupils will be awarded two GCSE grades, on a 17 point scale which runs from 9/9, then 9/8, 8/8, 7/8, etc. to 1/1. Higher tier pupils can achieve a grade from 9/9 to 4/4. Pupils performing below 4/4 on the higher tier paper may be ungraded, which means they will receive no credit for studying the course. It is important, therefore, that all pupils

entered for higher tier are performing consistently at grade 6 or higher following the Year 11 mocks. Foundation tier pupils can achieve a grade from 5/5 to 1/1. Pupils will be entered for the foundation tier if their performance does not reach a grade 6 following the Year 11 mocks.

Final GCSE Exams (Summer 2021)

- There are six exams in total, two each for Biology, Chemistry and Physics
- There are two tiers of entry: Foundation and Higher tier
- Each exam is 1 hr 15 mins long and contains 70 marks
- Each exam contributes 16.7% towards the final GCSE
- Question types: multiple Choice, structured, closed short answer, and open response (foundation tier features low and standard demand questions, higher tier features standard and high demand questions).

EQUIPMENT

Basic school equipment, a highlighter, a glue stick and a scientific calculator should be brought to each lesson. It is recommended the pupils purchase a revision guide for their course. The CGP revision guides and a workbook (either Higher or Foundation tier) with answers can be purchased from the department via WisePay.

SEPARATE vs TRILOGY Science Summary

- In Separate Sciences, pupils will obtain three GCSE grades, one each for Biology, Chemistry and Physics. In Trilogy Science, pupils will obtain two GCSE grades in Science.
- In most units, there is some content reserved only for Separate Science pupils. This is usually the more demanding content.
- Pupils studying Separate Sciences will have a greater amount of content to learn, taught in the same number of lessons. They will, therefore, move at a faster pace and be expected to take on some learning entirely independently.
- Separate Science pupils have an extra Physics unit in Year 11: Space Physics.
- Separate Science has longer exams: 1 hr 45 mins, compared to 1 hr 15 mins for Trilogy. Overall, this will result in three exam hours of examinations (6 x 30 mins) for Separate Science pupils.
- Please note that Trilogy Science is accepted by local Colleges for entry onto Science A Levels.

LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE

The SENCo (Mrs Morris) and Teaching Assistants (TAs) are based in the Student Centre.

The role of the TA is to support the work of the teacher and pupils in the classroom, suggest teaching and learning strategies and liaise with the SENCo.

The TAs also support literacy groups, work with individual pupils and read and scribe for exams. Paired reading and spelling club are also run during form time.

Every lunchtime the Student Centre has a homework club supervised by TAs and Boys' and Girls' clubs. There are specialist Maths and Science homework clubs run at lunchtimes supervised by TAs.

The aim of the Student Centre team is to enable all pupils to reach their potential by meeting their individual needs.

Mrs Morris (SENCo) and Mrs Page (Deputy SENCo) are always happy to meet with parents and pupils to discuss their needs.