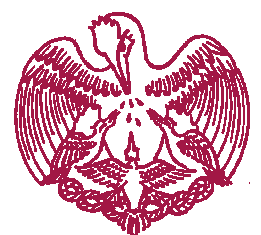




Sawston Village College
Parent **H**andbook
Year 11 2009



Parent Information Booklet

Dear Parent

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.

Personal Message from Year Manager

I am delighted that Year 10 pupils have responded enthusiastically and positively to the challenges that study in Key Stage 4 presents. They have all worked very hard to develop their time management and organisation skills so that they could meet their coursework achievements. I was particularly pleased with their enthusiasm for Work Experience and without exception the employers who hosted our pupils reported that they were reliable, presentable, enthusiastic and a credit to both themselves and the College.

I am confident that they will once again rise to the challenges that await them in Year 11. We will be embarking on preparation for sixth form applications as soon as we return in the Autumn term; this is a very important time for our boys and girls and it is vital that we offer them maximum support to develop the best possible application for their next steps, be that A levels, vocational training or employment. Once again, they will be working very hard on their coursework and, of course, preparation for their final examinations next Summer.

This time next year I will have said my very tearful goodbyes to your son or daughter and I very much hope that they will continue to enjoy the successes they have enjoyed here at Sawston.

Introducing the Year 11 team:

Year Manager: Mrs J Bucklow

Assistant Headteacher: Mrs F Street

North Band

11HP tutor Miss H Purnell
11JP tutor Dr J Peak
11SM tutor Mr S Mastin

South Band

11AL tutor Mr A Lockwood
11CB tutor Miss C Brown
11EF tutor Miss E Froment
11GH tutor Mr G Holloway

How to contact school:

Email contact for school office: office@sawstonvc.org

Email contact for Mrs Bucklow: jbucklow@sawstonvc.org

Telephone contact via the school reception: 01223 712777

We endeavour to respond within 24 hours of receipt of parental contact.

To report your child's absence from school, please contact Mrs Chapman on 01223 712623 or school reception on 01223 712777

School Terms and Holiday Dates

2009

Staff Training day (school closed to pupils)	2 September
Autumn term begins for Year 7	3 September
Autumn term begins for all other pupils	4 September
Staff Training day (school closed to pupils)	1 October
Half Term	26 - 30 October
Staff Training day (school closed to pupils)	2 November
Autumn Term ends	18 December

2010

Staff Training day (school closed to pupils)	4 and 5 January
Spring Term begins	6 January
Half Term	15 – 19 February
Spring Term ends	1 April
Summer Term begins	19 April
May Day	3 May
Half Term	31 May – 4 June
Summer Term ends	22 July

Key dates for Year 11:

4 September 2009	Year 11 start of term
22 September 2009	Parent Information Evening
1 October 2009	Open Evening
8 October 2009	Post 16 Evening
13 October 2009	Year 10/11 Careers/Skills Event
24 – 27 October 2009	Year 11 Paris visit
3 November 2009	Impington Village College Open Evening
6 November 2009	Year 11 Reports issued
6 and 7 November 2009	CRC Open Evening/Morning
10 November 2009	Netherhall Sixth Form Centre Open Evening
11 and 12 November 2009	Long Road Sixth Form Open Evening
15 November 2009	College of West Anglia (Milton) Information Morning
18 and 19 November 2009	Hills Road Open Evening
20 November 2009	Revision Day
23 – 27 November 2009	Year 11 Mock Examinations
30 November 2009	Cambridge Area Partnership (CAP) Application Assembly
1 – 4 December 2009	Year 11 Art GCSE Mock Examinations
14 December 2009	Year 11 Parent Evening letters issued
6 – 8 January 2010	Draft CAP application forms and final personal statement given to form tutor for checking
15 January 2010	Pupil deadline for CAP applications
15 January 2010	Year 11 Reports issued
21 January 2010	Year 11 Parents' Evening
22 January 2010	CAP applications sent home for parental signature
26 January 2010	Signed CAP application forms returned to tutors
1 February 2010	Year 11 Reports issued to Collegiate Board
9 and 16 March 2010	Year 11 Scripted Performance
16 March 2010	Year 11 Interviews for Hills Road and Long Road
1 April 2010	Year 11 reports issued
21 – 23 April 2010	Year 11 GCSE Art Examinations
26 – 30 April 2010	Year 11 GCSE MFL Oral Examinations
19 May – 25 June 2010	Main Year 11 exam period
3 July 2010	Year 11 Leavers' Ball

Year 11 Exam Timetable 2009 -2010

Year 11 exam timetable is PROVISIONAL and dates are currently subject to change.

Date	Start Time	Exam	Duration
14 th January 2010	AM	Biology A: Unit 1 Triple retake	40 minutes
18 th January 2010	AM	Chemistry A:Unit 1 Triple retake	40 minutes
20 th January 2010	AM	Physics A: Unit 1 Triple retake	40 minutes
25 th January 2010	PM	Additional Science A: Unit 1	40 minutes
25 th January 2010	PM	Biology A: Unit 2 Triple	40 minutes
26 th January 2010	PM	Health & Social Care	1 hour 30 minutes
27 th January 2010	PM	Chemistry A: Unit 2 Triple	40 minutes
1 st February 2010	PM	Physics A: Unit 2 Triple	40 minutes
19 th May 2010	AM	Performing Arts: Dance	2 hours
20 th May 2010	AM	Business Studies	2 hour
21 st May 2010	PM	Physical Education	1 hour 45 minutes
24 th May 2010	AM	Religious Studies	1 hour 30 minutes
24 th May 2010	PM	Spanish Listening	30 minutes
24 th May 2010	AM	English Literature	2 hour 15 minutes
26 th May 2010	AM	Design & Technology: Textiles/ Resistant Materials/electronics	1 hour 15 minutes
26 th May 2010	PM	Biology A: Unit 2 Triple retake	40 minutes
26 th May 2010	PM	Additional Science A: Unit 1 retake	40 minutes
27 th May 2010	AM	Spanish B: Writing Spanish B: Reading	50 minutes 30 minutes
28 th May 2010	AM	Chemistry A: Unit 3 Triple	1 hour
7 th June 2010	PM	Mathematics Unit Test 3	1 hour 10 minutes
8 th June 2010	AM	English B: Paper 1	1 hour 30 minutes
9 th June 2010	AM	History B: Paper 1	2 hours
10 th June 2010	AM	Geography A: Paper 1	1 hour 45 minutes
10 th June 2010	PM	French B Listening	30 minutes

Date	Start Time	Exam	Duration
11 th June 2010	AM	Mathematics Unit Test 3	1 hour 10 minutes
11 th June 2010	PM	Design & Technology: Graphics/ Food Technology/	1 hour 15 minutes
14 th June 2010	AM	French B: Writing French B: Reading	40 minutes 30 minutes
14 th June 2010	PM	English B: Paper 2	1 hour 30 minutes
15 th June 2010	PM	History B: Paper 2	1 hour 30 minutes
16 th June 2010	AM	Physics A: Unit 3 Triple	1 hour
16 th June 2010	AM	Additional Science A: Unit 4	45 minutes
16 th June 2010	PM	German B Listening	30 minutes
17 th June 2010	AM	Health & Social Care retake	1 hour 30 minutes
17 th June 2010	PM	Geography: Paper 2	1 hour 30 minutes
18 th June 2010	PM	Biology A: Unit 3 Triple	1 hour
18 th June 2010	PM	Music Listening	1 hour 30 minutes
18 th June 2010	PM	Additional Applied Science	45 minutes
22 nd June 2010	AM	Chemistry A: Unit 2 Triple retake	40 minutes
22 nd June 2010	AM	Additional Science A: Unit 2	40 minutes
22 nd June 2010	AM	Design & Technology: RM textiles/ electronics	1 hour 15 minutes 1 hour
22 nd June 2010	AM	Drama	2 hours
22 nd June 2010	AM	Additional Applied Science	45 minutes
23 rd June 2010	AM	German B: Writing German B: Reading	40 minutes 30 minutes
23 rd June 2010	PM	Design & Technology: Food technology/ Graphics	1 hour 15 minutes
24 th June 2010	PM	Physics A: Unit 2 Triple retake	40 minutes
24 th June 2010	PM	Additional Applied Science	45 minutes
24 th June 2010	PM	Additional Science A: Unit 3	40 mins
25 th June 2010	AM	Statistics	2 hour 30 minutes



If they tell you they've got no homework in Year 11 ...they're fooling you!!!

Getting off to a good start with GCSEs and managing homework and coursework!

Your child will be given their timetable on the first day of term. It will be written into their planner. Year 11 pupils are taken through the school day and the location of the rooms by their form tutor. These are some tips to help to ease your child into this routine:

- Make a copy of your child's timetable, keep it on display so that you and your child can refer to it
- Make a note of the internal, external exams and coursework deadlines. Year 11 has internal exams in November. There are also external Year 11 modular exams in science and languages. The dates are on pages 2, 3 and 4.
- Agree regular 'check in' points where you are allowed to discuss with your child where they are in relation to deadlines, areas they are enjoying and having difficulty with.
- Help your child organise their work area, making sure they have all the materials and resources they need.
- Talk about routines, workload expectations, working with music/TV, social time etc. Be clear about the agreement on all these areas, if necessary agree a trial period and review point.
- Make a note of the coursework deadlines (which will be issued in September) so that you can help your child keep to the deadlines. Putting coursework and exam dates on a wall planner or similar is helpful.

Tips for pupils:

- have a good system for organising books and equipment;
- know what lessons you have each day and what equipment is needed for each lesson;
- use your planner to write down all homework and important messages;
- make a note of the coursework deadlines (which will be issued in September so that you can help your child keep to the deadlines. Putting coursework and exam dates on a wall planner or similar is helpful;
- agree regular 'check ins' with your parents to look at where you are and what work you need to complete;
- agree the rules for homework and work routines – this will save nagging later!

Further support:

- 'Getting involved' a short film you can watch over the internet starring James Nesbitt (of 'Cold Feet' fame) by logging onto www.parentscentre.gov.uk/webchatsinterviewsvideos/gettinginvolvedshortfilm
- Or visit www.projecteducation.co.uk/gcse for a list of exam board websites.

Year 11 Coursework 'Pen Pictures' (2009/10)

Art

Pupils produce four projects based on various titles and skill sets. The projects, one of which will be their mock exam, make up 60% of their overall grade. All of the projects have interim deadlines but these are worked out project by project and group by group. Pupils are also given a set period of time before the main exam where they may go back and re-visit old projects. All work requires some additional time out of lessons, approximately 5 hours per fortnight. As not all work can be easily completed at home pupils have the opportunity to work in the department at lunchtime.

Business Studies

For their coursework pupils produce a plan for a new business, which encompasses many of the topics taught during the course. The coursework counts for 25% of their total mark and starts after their mock exam in Year 11. The coursework phase lasts for 8 weeks, with every lesson and homework dedicated towards its completion. Although a significant chunk of time, many pupils do find they need to put in extra hours when conducting market research and when writing up the final report. Use of IT is encouraged and mini-deadlines are given throughout the coursework phase, with a formal interim deadline 2 weeks from the end.

Construction

As there is no final exam in this subject, coursework makes up 100% of the final grade. Pupils study 6 units over the two years and each unit is assessed against a series of grading criteria. Depending on the type of unit (Painting and Decorating, Health and Safety, Introduction to the Industry, etc) pupils can be assessed in a variety of ways including the quality of what they make, through observation and from written work. Each unit has a written element to it, which is completed as part of the normal homework timetable. No additional time should be necessary.

Dance

80% of the GCSE is assessed through coursework. 30% of this is based on choreography, with pupils creating a dance piece of between 1.5mins - 3mins, depending on number of dancers; this usually requires a small amount of extra time. Pupils then have to write about their choreographies, which accounts for another 10% to their final grade. Pupils then perform 2 pieces of work, each of which accounts for a further 20% of their grade. This should not require any extra time.

Design and Technology (all specifications)

Pupils have to complete a coursework task set by the examination board. The task is divided into the following six objectives:

Objective 1: Identification of need or opportunity leading to a design brief

Objective 2: Research into the design brief resulting in a specification

Objective 3: Generation of design proposals

Objective 4: Product development

Objective 5: Product planning and realization

Objective 6: Testing and evaluation

This represents one piece of work which is worth 60% of the final grade. The coursework takes place in lesson time and allocated homework time. The task itself should represent no more than 40 hours worth of work. Interim deadlines for the end of each objective are set by the class teacher depending on the course studied.

Drama

Last year pupils put on a devised thematic piece in front of an audience. The piece was worth 30% of their eventual GCSE grade and was broken down as follows: 5 marks for a coursework essay (known on the syllabus as Part 1) in which they had to compare their practical work with another play for example; 10 marks

for their work in progress (Part 2) which was their rehearsals and lessons in which they created the devised piece; and 15 marks for the performance (Part 3). There were rehearsals after school and a 'tech' run on a Sunday leading to the performance.

In Year 11, pupils will work on a Scripted Performance Production (referred to in the syllabus as 'Acting'). This again is broken down into the coursework essay (Part 1, 5%), the Work in Progress (Part 2, 10%) and the Performance (Part 3, 15%). These productions will be performed again in front of an audience in March 2010. The coursework essay needs to be handed at the end of February.

In addition, there is a mock scripted performance production which will be filmed in October 2009.

English and English Literature

Coursework is an integral and on-going part of the course. It is completed during normal lesson and homework times. For 'English' pupils complete a written response to a Shakespeare play and a pre-1914 novel and two pieces of personal writing. This written coursework is worth 20% of available marks. An additional 20% is awarded for 'Speaking and Listening' in which pupils are required to demonstrate their skills in a range of activities for a range of purposes. Coursework thus accounts for 40% of the available marks. For 'English Literature' coursework pupils complete a further written response to poetry. The responses to reading that they produce for 'English' are considered as 'crossover' pieces and contribute to the coursework of both subjects. Overall, the three written responses to reading account for 30% of the available marks in English Literature.

Geography

Pupils have to complete one piece of coursework, which is worth 25% of the final grade, and is based on primary data collected whilst on a day visit to Sheringham in North Norfolk. Six weeks of class and homework time are devoted completing this work, although some pupils put in additional hours. Work is handed in each week and returned with suggestions for improvement; this can only happen once with each stage of the work in order to comply with examination regulations. Final submission is on 3rd November, with the visit taking place the preceding June/July.

Health and Social Care

The Health and Social Care course consists on 3 units: Working in Care (unit 1), Health and Wellbeing (unit 2) and Personal Development and Relationships (unit 3). Units 1 and 2 are assessed through coursework assignments contributing 67% to the final grade, but are completed in reverse order. The first piece of coursework is for unit 2 and is completed in the Spring term of Year 10. The pupils assess the health and wellbeing of an individual, analysing information in order to write a health plan suggesting ways in which the individual could improve their lifestyle. The second piece is completed in the Spring term of Year 11, when the pupils investigate two care establishments and analyse and report their findings.

History

Pupils submit 2 pieces of work in Year 10, each of which contribute 12.5% to their final grade. The first piece of work is entitled 'How was the stalemate broken in the First World War?' and is an essay which examines the various factors involved which is completed in six lessons with homework and handed in before Christmas. The second piece is entitled 'Was the New Deal a success?' when pupils have to answer seven questions using the historical sources provided culminating in a final question which involves the use of all sources to construct a more reflective answer. This takes approximately 12 lessons with homework and is due before Easter Year 10.

ICT

Coursework in ICT is in two parts. The first task is called ICT in Business and includes work on analysing business documents and creating an ICT system for business (e.g. a booking system for rooms/equipment). The second task is called ICT in Society which includes work on analysing the role ICT plays in everyday life, at home and at work. It includes research skills using the internet, presentation skills using powerpoint. The pupils also have to create a database and spreadsheet from a survey which they carry out. Class and homework time should be sufficient to complete all coursework, with pupils working on the coursework over

quite a long period of time. The first task runs until the end of Year 10 and the second finishes after the Easter holidays in Year 11.

Languages

In the Autumn term of Year 10 pupils prepare a monologue in their chosen language(s) which they then record under controlled conditions in December. They are allowed to use very brief and specific notes and it is worth 12.5% of their final grade. In the Summer Term (June/July) pupils produce their first piece of written coursework on a topic specified by their class teacher. In the Autumn term of Year 11, pupils produce a second piece of written coursework on a topic specified by their class teacher. The two written pieces of coursework combine to contribute another 12.5% to the final grade.

Music

Composition - A portfolio of 2 compositions is submitted, lasting at least 3 minutes in total. The 2 pieces must be related to 2 different areas of study. Each submission must include a recording supported by either a score or a written commentary. Piece no. 1 (score) is due by October half term of Year 11; piece no. 2 (score) is due by February half term. The completed submission (including recordings, scores or commentaries) is handed in at the end of the Spring term. A substantial amount of homework time is allocated to coursework during Year 11 and individual supervision of work is offered to students.

Performance - A solo and an ensemble performance are recorded during the Spring term of Year 11. Students are supported in their choice of piece and accompanists are provided when necessary. Preparation for this element of the course involves regular practice and rehearsal.

PE

Pupils are required to complete one written piece of coursework which links the practical and theoretical aspects of the course. It is worth 10% of the final mark. It consists of a number of parts all related to the analysis of a sports performer in a chosen activity. They need to analyse the performance highlighting both strengths and weaknesses of the performance, both in their skills and components of fitness. From this analysis, they then devise a fitness training programme to improve both the skills and components of fitness of the performer they have been analysing. It will be completed through lesson time and a number of homeworks. The work will be split into a number of sections, each having its own deadline before the final hand in date.

RE

Pupils must complete two pieces of coursework during their 2 years. One piece is completed and submitted in Year 10 (Religion and the Media), which is 10% of their final grade; and a second piece is completed and submitted in Year 11 (Religion and Medical Issues), which is also 10% of their final grade. Each piece is broken down into 4 questions and marked out of 20. Pupils work through each part of the coursework in class with research and writing up done at home. The questions and deadlines are staggered and completed in sequence one at a time to make the workload more manageable.

Science (Additional)

Pupils write up one experimental investigation which includes the plan, results, analysis and evaluation. It contributes to 30% of the single GCSE. Most is completed in class, but an additional 4-6 hours may be necessary spread over the 4-6 weeks that it takes to complete. Interim deadlines will be set for completing each of the four sections, with a final deadline for the complete piece.

Science (Applied)

The portfolio consists of one work related report (17%), one suitability test (21%) and six standard procedures (12%). The work related report is an interview of a person who uses Science in his or her job and a scientific explanation of what he or she does. The suitability test is a report giving methods and results from 3 experiments all aimed at solving the same issue; the methods are then compared to see which is most 'suitable'. The standard procedures are 1 lesson of practical tasks during which a pupil will follow a method and collect results. All coursework is completed in lessons throughout the year with the exception of the work related report which may need 4 additional hours. Only the interview section has an interim deadline.



A GCSE in 9½ days??

You may think you've got forever BUT look at how many hours of lessons you actually have over 2 years.

Geography 12½ days (2 x 60 min lessons per week)
Maths 19 days (3 x 60 min lessons per week)

You will cover most topics **only once** in these hours – learning first time around is the key to successful revision and exam results! **EVERY LESSON COUNTS!!!**

Tips for your child to manage coursework and homework:

- **Attend all your lessons** – it may be hard work but catch up any work you miss.
- Keep on top of coursework – know when it is due and the schedule.
- Don't leave coursework until the last minute – make a plan of what needs doing and divide it into manageable sections.
- Allow time to re draft – this can make all the difference to improving grades. Get your drafts done so that your teacher can comment and make suggestions for improvement.
- Make sure you know what is expected for each piece of coursework and don't waste time on the wrong thing because you were unsure about what you were expected to do.
- Keep a balance between social life, studying and other commitments.

The homework timetable for Yr 11 is on page 10. We regard homework as an essential part of the planned learning and supports coursework whilst enabling pupils to develop as an independent learners.

To help your child cope with the demands of coursework and homework take a look at these suggestions:

- Agree a manageable routine for homework/coursework with your child. Your child will be expected to work more independently, but may still need help to organise this and stay on track.
- **The most important thing is that your child attends lessons.**
- Look at the planner each week to check coursework/homework and messages and sign it.
- Take an interest in what your child is learning and about their coursework and homework.
- If your child has difficulty organising their work you may need to have more information about coursework requirements to support your child fully. Contact your child's teacher who will provide you with information.
- Support your child by helping them to find relevant information and materials through the internet, libraries, newspapers etc. You will learn too!!

Year 11 Homework Timetable

East

		Mon	Tue	Wed	Thu	Fri
Week A		Option A Science	Option B	Option E Maths	English Science	Option D Option C
	(d)	Opt C Language	Science English		Opt B Language	Maths
Week B		Option A	Option B Maths	Option E Science	Option C English	Option D
	(d)	Science English	Opt D Language		Opt A Language	Science Maths

West

		Mon	Tue	Wed	Thu	Fri
Week A		Option A Maths	Option B Science	Option E English	Science	Option D Option C
	(d)	Opt C Language		Science	Maths Opt B Language	English
Week B		Option A Maths	Option B	Option E Science	Option C	Option D English
	(d)	Science	English Opt D Language		Science Maths Opt A Language	

(d) = discretionary - homework set at the teacher's discretion in the following subjects: Maths, English, Science & Languages.

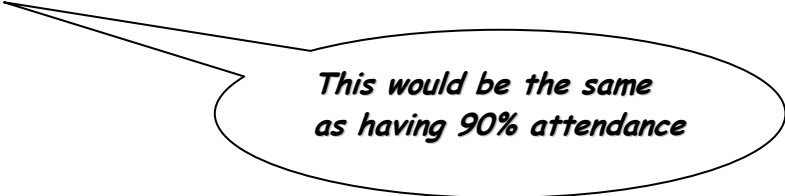
CoPE will not set homework when other Option C or D subjects do, but can set it Week A Friday.

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 would be the same
as having 90% attendance*

This is the same as half a day every week or **4 WHOLE WEEKS** in a school year!!
What could this mean for your child?



*17 days missed at school could
result in up to a drop in a grade at
GCSE!!*

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.

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

- **contact Mrs Chapman on each day of your child's non-attendance 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 form tutor. 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.

If you wish to apply for term time holiday:

- put your application in writing to your child's Year Manager;
- following the processing of your application you will be notified whether your request has been successful by your child's Year Manager;
- 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

All pupils will build up a portfolio of work during the two year course. The practical nature of the course enables pupils to work on individual styles at their own pace and level, although interim deadlines will be given. During Year 11 pupils will focus on producing projects for their mock and then GCSE exam.

EQUIPMENT

It is recommended that all pupils purchase an A2 portfolio and a basic starter set consisting of pencils, watercolours and brush set. 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

For the final assessment in the summer term, 60% of the total marks given will be for the coursework component. This is currently based on the pupil's two strongest projects. The other 40% is given for the externally set task. Candidates choose a topic from a list provided by the exam board. The pupils will be given six weeks beforehand to produce their preparation work. During Year 11 pupils will complete a 10 hour exam. The exam will be practical and pupils will be expected to produce a final piece of work.

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.

There will also be potential opportunities to visit galleries and museums both locally and abroad.

BUSINESS STUDIES

CONTENT

Business Studies is one of the optional subjects available in Key Stage 4. It aims to develop knowledge and understanding of a wide range of business activities and the GCSE follows the AQA Syllabus (3132 Specification A) which is broken down into the following sections: Business Environment; Business Structure, Control and Organisation; Organising to Achieve Objectives; and People in Organisations. Essentially this covers all the major functions of a business (Marketing, Finance, Personnel, Production, etc) as well as looking at the external influences on a business, be it legislation, exchange rates or simply consumer demand.

Pupils will experience a variety of teaching and learning styles during the course, ranging from formal lessons, case study work, problem solving tasks group work. Pupils will also be encouraged to explore the business environment through contact with firms, organisations and agencies, both local and national, to enhance their understanding. This is often where family contacts prove invaluable. Two out of the five lessons per cycle will be spent in a dedicated IT room.

EQUIPMENT

All pupils will be supplied with an exercise book and text book. In addition, pupils should have a calculator and access to the school network, and a revision guide is often useful as they approach their Year 11 mock exams. Access to the internet at home is useful for research purposes, but not essential.

ASSESSMENT

Pupils' knowledge and understanding of the syllabus is assessed by one 2 hour paper at the end of the course (worth 75% of their final grade) and by a piece of coursework submitted after Christmas in Year 11 (worth 25%). The examination is available in two tiers (Higher and Foundation) and the paper is centred around a pre-seen case study, usually based on a well-known company such as Boots, which is issued 6-8 weeks before the exam. The single piece of coursework is taken from the Enterprise option in the syllabus and involves the pupils planning their own small business. This usually takes about 6-8 weeks to complete, during which time all lessons and homework are dedicated to its completion. Pupils are expected to use ICT to assist in the research, analysis and presentation of their coursework.

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

CONSTRUCTION VOCATIONAL STUDIES DEPARTMENT

CONTENT

The First Diploma in Construction is worth four GCSEs.

The course consists of six units. Units considering the construction industry, health, safety and welfare and the use of science and mathematics within construction are compulsory. The College is planning to deliver the optional units of exploring joinery and carpentry, trowel operations and painting and decorating.

The course will provide a wide variety of learning opportunities which will assist in providing the information and skills required for working in the construction industry. Tasks could include: written assignments, role play, producing tapes/videos, taking photographs, conducting questionnaires, undertaking surveys, interviewing people on site, practical assignments, research.

Some tasks will be carried out individually and others as part of a team.

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 materials will be provided by the department.

Personal protective equipment (overalls and boots) is an essential requirement of the course particularly when undertaking site visits.

ASSESSMENT

This course is worth up to four GCSEs and the qualification is awarded as a Pass, Merit, Distinction or Distinction*.

Assessment is through a series of assignments for each unit studied. There are no written examinations.

DANCE

CONTENT

AQA Syllabus 3231

The GCSE course consists of:

- 20% Performance piece, this is a group piece that lasts approximately 2mins 30secs and is choreographed by the teacher, we do 3 – 4 different pieces and choose the style most suited to each pupil.
- 20% Set study, this is another performance piece, it is a solo piece and lasts approximately 1min 30secs, but is choreographed by the examinations body.
- 30% Choreography, this is a piece choreographed by the pupil and can be either a solo or group piece.
- 10% Programme notes, this is a written piece where pupils write about their choreography and why they have chosen the theme and style of the dance. This should be between 800-1000 words.
- 20% Written exam, this has 3 sections, the first concentrates on health and safety and technique, the second consists of short questions based on a piece chosen by the examinations board, the third is an essay question comparing the set piece with 4 other professional dance pieces.

In Year 11 we will improve on previous dance performances/choreographies, with an exchange show being organised between Sawston Village College and Soham Village College. This show gives pupils the opportunity to perform in front of a paying audience and to be able to see how pupils from another school are interpreting the choreography section. We will also study 5 different dance pieces for the written paper. Moderation usually takes place at the end of April/beginning of May.

ASSESSMENT

All of the above, with the exception of the written paper, are assessed internally and moderated by an external moderator. The written paper is assessed externally.

EQUIPMENT

All pupils taking part in this course will need clothes that are suitable for dancing in and will be expected to source their own music for the choreography section of the course.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

The Dance course offers many opportunities to see professional dance companies perform live, most of these are seen in Cambridge. Pupils will be expected to see a minimum of two of these.

DESIGN AND TECHNOLOGY

CONTENT

In Year 10 and 11 pupils studying Design and Technology follow an OCR specification in one of the following specialist areas:

- Food Technology
- Textile Technology
- Graphic Products
- Resistant Materials Technology
- Electronic Products

ASSESSMENT

All courses award 60% of the G.C.S.E marks for the coursework task. The remaining 40% of the examination is assessed through two theory papers.

40 hours will be spent on one coursework project beginning in Year 10 and finishing in Year 11. The remaining time in Year 11 will be spent on consolidating subject knowledge through theory, studying past papers.

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.

Pupils are also encouraged to take an interest in design and technological issues and some of the following may be appropriate: visits to museums and the local library, reading appropriate books and magazines; environmental issues and art and design exhibitions.

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. Materials required for the final coursework task should be purchased by the candidate.

DRAMA

AQA GCSE Drama

(Scripted Performance production, March, 30% of grade)

(5 marks for Written Coursework, 10 marks for Work in Progress, 15 marks for Performance)

CONTENT

The Year 11 curriculum is practical and academic and aims to enable pupils to cope with the tough demands of scriptwork. There is also further intense and detailed analysis and exploration of the two set texts for the written paper.

ASSESSMENT

The pupils are assessed according to the criteria outlined in the AQA GCSE Drama syllabus. To pick a few representative fragments from that syllabus might be instructive. For example, in their piece of written coursework, they must show 'a good knowledge and understanding of plays' amongst other things if they are to gain 4 marks out of 5. In their Work in Progress, their co-operation within the group and understanding of corporate, creative effort will contribute greatly to the construction of the piece and its performance', if they are to gain 8 out of 10 and in Performance, they will 'exhibit a secure command of the use of body, facial expression, gesture and space' if they are to be awarded 11 out of 15.

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.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

The Drama Department aims to run at least ten trips a year for GCSE pupils to national and local theatres. It is essential that pupils take advantage of some of these opportunities in order to increase and develop their knowledge of Theatre. There may also be other school plays outside the syllabus for which GCSE pupils may audition.

ENGINEERING

BTEC FIRST CERTIFICATE

CONTENT

This is a specialist work-related qualification for the engineering sector, providing education and training specifically in the areas of electronics, maintenance and manufacturing. Pupils will need to complete 5 modules using a range of engineering equipment and tools. All the modules will be based on practical activities backed up by evidence produced using ICT.

The course units are:

- ❑ Working Practices in Engineering
- ❑ Using and Interpreting Engineering Information
- ❑ Engineering Maintenance Procedures and Planning
- ❑ Selecting Engineering Materials
- ❑ Selecting and Using Secondary Machining Techniques to Remove Material.

Each unit will have its own specific learning outcomes, which will be delivered in a variety of ways: class work, discussions, site visits, visiting experts, supervised practicals, research and others.

ASSESSMENT

This is a non-exam modular course. Pupils will achieve the Certificate in Engineering by completing and passing all the course units. This is equivalent to two GCSEs A*-C.

Pupils will be assessed on their practical work; their understanding of how they prepare to work in an engineering environment; the use of correct safety procedures and understanding of the administration associated with the workplace.

Pupils evidence of assessment will be products they produce; written explanations of their activities and understanding; photographic or video evidence of achievement and teacher observation.

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 materials will be provided by the department.

Personal protective equipment (overalls and boots) is an essential requirement of the course particularly when undertaking site visits.

ENGLISH AND ENGLISH LITERATURE YEARS 10 AND 11

CONTENT

All pupils work towards the G.C.S.E. AQA 'B' examination in English and the vast majority will additionally be entered for examination in English Literature, AQA 'B'. The two courses are integrated and pupils' written responses to reading count towards both examinations.

English content

Pupils will complete a number of coursework assignments during the course although most will be completed in Year 10 to leave Year 11 free for examination work. Coursework is simply an intrinsic part of the course and thus pupils should be able to complete assignments in normal class and homework time.

Speaking and Listening Coursework :

The course will provide opportunities to explain, describe and narrate, to explore, analyse and imagine and to discuss, argue and persuade by means of group discussion, extended individual contributions and by drama focused activities in which pupils perform in role.

Written Coursework :

Pupils will develop their writing skills in a variety of forms and genres and for a variety of audiences. For written coursework assessment, four different assignments are selected; a piece of personal writing designed to explore, imagine or entertain (probably fiction), a further piece designed to inform, explain or describe (probably non-fiction), a written response to a play by Shakespeare and a further response to a pre 1914 novel.

English Literature Content

A total of six texts are studied; one play, one novel and a selection of poetry published before 1914 and a further three texts from the same three genres published after 1914. Up to two of these assignments can be submitted as part of 'English' coursework. Three texts representing the three genres and chosen by the class teacher are submitted for coursework and the remaining three texts – chosen from a prescribed list - are tested in the examination.

The most popular texts for the examination – due to their accessibility and relevance – tend to be 'Of Mice and Men' (Steinbeck), 'An Inspector Calls' (Priestley) and a selection of pre 1914 war poems.

Most pupils like to purchase their own copies of the two longer examination texts studied. This allows pupils to annotate their texts – an extremely helpful learning and revision tool – highlighting key passages and quotes and adding notes. We endeavour to order texts for pupils that want them so that they have the same editions as the clean texts supplied in the examination and also because we can often supply these at a discount. Teachers will give details of the texts to pupils at the start of the course.

ASSESSMENT

Written coursework is marked by the class teacher with reference to criteria supplied by the examination board. On their final pieces of work pupils can expect to receive detailed summative feedback and formative comments in the form of targets that provide clear, concise advice on how to make progress although 'process' or draft work will not be formally marked. We encourage self-assessment against a given checklist of 'success criteria' and also peer assessment during the writing process. Speaking and Listening activities are also assessed by the class teacher.

Both written and oral coursework are standardised within the department and a sample of coursework is externally moderated by the examination board.

In 'English', speaking and listening coursework is worth 20% of the available marks, written coursework 20% and the final examination 60%.

In 'English Literature' coursework is worth 30% and the written examination 70%.

The English Examination :

There are two written papers.

Paper 1 consists of three questions (all requiring essay-type answers).

One question tests reading and response to pre-released media texts

One question tests reading and response to an unseen non-fiction text

One question tests writing to 'argue, persuade or advise' – generally requiring pupils to argue either for or against a given proposition or idea.

Paper 2 consists of two questions :

One question tests reading and response to pre-released and unseen poetry from different cultures

One question tests writing to 'analyse, review or comment'.

The English Literature Examination :

There is one written paper in which pupils are required to answer one question from a choice of two on each of the three prescribed texts. Clean copies of the texts are available in the examination but no notes may be brought into the exam room.

EQUIPMENT

Pupils complete work on A4 file paper that we supply and in addition are provided with an A4 exercise book for draft and process work. All should come prepared with writing equipment. We recommend pupils bring a pad of 'rough' paper and a dictionary / thesaurus to lessons. All texts are supplied but pupils may wish to buy copies of their English Literature examination texts.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

We actively encourage pupils to enjoy 'English' beyond the classroom; we organise theatre trips to relevant productions, encourage entry to a large number of competitions (often with remarkable success), provide opportunities for pupils to meet and work with practising authors and our pupils attend creative writing workshops as part of the Cambridge Literary Festival. In school we run a creative writing club and pupils are encouraged to read widely. We – and our pupils – provide reading lists and recommendations for those who find reading demanding and for the most sophisticated readers. Sawston pupils also enter the national 'Youth Speaks' debating competition – again with extraordinary success.

GEOGRAPHY

CONTENT

Rivers and Flooding
Settlement
Coasts
Agriculture
Glaciated landscapes
Development

There will be a one day compulsory fieldtrip to Sheringham to complete the coursework component worth 25% of the total marks.

ASSESSMENT

We study the specification titled AQA 3031 'A'. There are two tiers of entry for the GCSE Geography examination, these being A* to D and C to G. Candidates take the examination best suited to their needs.

Exercise books are marked in accordance with the work of the school in terms of assessment and teaching for learning. Comments will be used to suggest ways to improve work.

Coursework is carefully monitored and current plans have the Sheringham trip in July with the coursework completed in class and at home by the end of October.

The assessment is designed to test:

- Knowledge 30%
- Understanding 30%
- Skills 40%

There are two examination papers.

EQUIPMENT

Pupils will all need a blue or black writing pen, an HB pencil and a 30cm ruler; these are absolutely basic requirements at all times. Coloured pencils and a calculator are very useful. Felt tip pens are not suitable for use on maps and diagrams. Pupils will be supplied with a copy of the text 'Understanding GCSE Geography for AQA A' and an exercise book.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

We have for many years included an optional trip to Swanage in Year Ten and we hope to continue with this. The trip is a working visit, extremely popular with pupils and a bridge between GCSE and AS level.

HEALTH AND SOCIAL CARE

CONTENT

This is a vocational course which provides an insight into the range of jobs available in care as well as developing some of the general skills and knowledge required for working in the Health and Social Care sectors. It follows the OCR Health and Social Care (Double Award) 1493 syllabus. The course is divided into three units:

Unit 1 – Health, Social Care and Early Years Provision

This unit aims to widen the pupils' knowledge of the job roles in the care sector. They will look at the care needs of the major client groups and the care services that exist to meet these needs. Pupils will be made aware of the work roles and skills of people working in care. Emphasis will be placed on developing an understanding of the values which underpin all care work with clients.

Unit 2 Promoting Health and Well-Being

All care workers are involved in health promotion. This unit aims to make pupils aware of how to look after their own health and well-being as well as understanding ways of promoting the health and well-being of others.

Unit 3 Understanding Personal Development and Relationships

All care workers need to be able to appreciate the way in which people grow and develop during their lives. This unit aims to make the pupils aware of the process of human growth and development as well as the various factors and life events can have a lasting effect on this process.

ASSESSMENT

This course is a double award GCSE. The final qualification is worth two GCSE grades (AA to GG).

	Method of Assessment	% of Final Grade
Unit 1	Coursework project	33.3%
Unit 2	Coursework project	33.3%
Unit 3	Examination (1 hour 30 minutes)	33.3%

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.

It is important to make pupils aware of further education opportunities available for working in care and so a mentoring scheme has been set up between Sawston Village College and the Health and Social Care department at Long Road Sixth Form College.

Professional care workers are invited into the classroom to talk about their job roles.

Further information can be found at www.ocr.org.uk

HISTORY (MODERN WORLD)

YEARS 10 & 11

SETTING

Pupils are not set according to ability. There will be a variety of abilities in each class. Each class will 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. Each pupil will be given a copy of the course textbook, *Modern World History* by Ben Walsh, which should also be brought to every lesson. Coursework will be completed on separate paper (preferably word processed) and collected by the class teacher. This will be stored in individual coursework folders and kept in the classroom.

ASSESSMENT

Pupils are working towards the GCSE. in History Syllabus B (The Modern World, 1914 to the Present Day) Syllabus Code 1607. The examination is set by OCR. The course will consider a variety of major issues and events which have confronted or influenced the world this century. Pupils will be encouraged to see links between historical events, such as cause and effect, long and short term consequences. Weighting for this syllabus is 75% examination and 25% controlled assessment (completed in Year 10).

Pupils will be expected to meet strict deadlines and to work independently or as part of a group with sustained concentration, both in and out of the classroom.

The final examination consists of the two papers:

- Paper 1 International Relations (1919-1989) and Germany (1918-1945) Time 2 hours Weighting 45%
- Paper 2 Source Analysis on a specified topic (Britain 1906-1918) Time 1½ hours Weighting 30%

COURSE CONTENT

The Core Content includes:

- The Peace Treaties after the First World War (1919-23).
- To what extent was the League of Nations a success?
- Why had International Peace collapsed by 1939?

Depth Studies

Germany 1918-45

Was the Weimar Republic doomed from the start?

Why was Hitler able to dominate Germany by 1934?

What was it like to live in Nazi Germany?

Britain and the First World War 1914-1918

What was the nature of fighting on the Western Front?

What was the significance of fighting on other fronts?

What was the significance of the war at sea?

Britain 1906-1918

How and why did the Liberals help the poor?

How and why did women win the right to vote?

How did life in Britain change during the First World War?

INFORMATION COMMUNICATION TECHNOLOGY

CONTENT

This qualification consists of 3 compulsory units, each of which is equally weighted. Unit 1 is assessed externally by a 90 minute examination and Units 2 and 3 are assessed in portfolio form.

The course consists of 3 teaching modules.

Teaching Module	Title
A	ICT tools and applications
B	ICT in organisations
C	ICT and society

ASSESSMENT

The assessment of the 3 Units is as follows

Unit	Title	Related Teaching Modules	Type of Assessment
1	ICT knowledge and understanding	Modules A, B and C	External exam
2	Business Systems Portfolio	Modules A and B	Portfolio
3	ICT survey portfolio	Modules A and C	Portfolio

EQUIPMENT

For ICT lessons all pupils will have access to a PC. They will be expected to have standard school equipment; pen, pencil, ruler and rubber.

MATHEMATICS

SETTING

In year 11 pupils continue to be set by ability within 2 half year groups as in year 10. Sets 1, 2 and 3 in each band work towards Higher level GCSE and the remaining sets complete the Foundation Level course. The new specification for Mathematics has been divided into two tiers, Foundation (grades C to G) and Higher (grades A* to C).

CONTENT

The full Teaching Calendar for the Year 11 Programme of Study can be found on the College website and the pupils can access it through the College's Pupil Shared drive on the network. The Programme of Study consists of units of work based on the **Edexcel Modular GCSE course specification (2381)**. This course is supported by an SMP class text and a practice text. The latter text remains at home and is used for setting homework and to consolidate, revise or extend previous learning. The Department also makes use of a growing number of interactive software and web-based resources in lessons. The most widely used in mymaths.co.uk which pupils are encouraged to access at home to assist learning, revise key topics or catch up on missed work.

Homework will be set once a week with an additional 'discretionary' homework available. Homework will be set once a week with a additional 'discretionary' homework available. Homework will be marked in accordance with the Department's Traffic Light Marking Policy, a copy of which will be on the inside cover of all Maths exercise books.

The top group in each half year group in year 11 will also continue with the GCSE Statistics (AQA 3311) course using a course text to cover those topics additional to the Mathematics GCSE course.

ASSESSMENT

The GCSE course is Modular. It comprises 3 Units: 1, 2 and 3. Unit 1 is taken in June of Year 9 and counts for 20% of the GCSE grade. Unit 2 is taken in June of Year 10 and counts for 30%. Unit 3 is taken at the end of Year 11 and counts for 50%.

EQUIPMENT

The following equipment is required for all Maths lessons: A pen, a pencil, a ruler, a rubber, an angle measurer and a pair of compasses. We recommend a Casio fx-83Es scientific calculator as its functions are comprehensive and simple to use.

MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

CONTENT

Pupils following a GCSE course will use the following textbooks:

French	Expo 4
German	Na Klahr
Spanish	Listos 3

The full GCSE syllabus can be found on www.aqa.org.uk

Some pupils will follow the ASSET scheme of assessment leading to a nationally recognised qualification. Details can be found on www.assetlanguages.org.uk

ASSESSMENT

Year 10 and Year 11 pupils follow the AQA specification B modular GCSE. This is assessed in the following way:

Module 1	Speaking Coursework	recorded in December of Year 10
Module 2	Listening and Reading GCSE Exam	May of Year 10 (externally set)
Module 3	Written Coursework	Assignment 1 completed by July of Year 10
		Assignment 2 completed by November, Year 11
Module 4	Final GCSE Examination (Speaking, Listening, Reading, Writing)	May/June of Year 11

EQUIPMENT

Exercise books will be used for class and homework. Pupils are also encouraged to read as much as possible in the "target" language. We would recommend that each pupil has a bilingual dictionary.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

There is a weekly film club showing international subtitled films suitable for pupils of all ages.

Italian – there is a weekly twilight class for those who wish to study this language.

MUSIC

CONTENT

Pupils work towards the GCSE examination in Music set by Edexcel. All candidates take 3 compulsory papers, **Performing** (Paper 1), **Composing** (Paper 2) and **Listening and Appraising** (Paper 3). These three aspects of musical knowledge are related to each other through the four specified **Areas of Study**.

1. Structure in Western Classical music 1600-1899

Ground bass and variations; Ternary form; Rondo

2. Changing directions in Western Classical music from 1900

Expressionism and Serialism; Minimalism; Experimental and Electronic Music

3. Popular music in context

Dance music 1985-present day; Songs from musicals; Britpop and its influences.

4. Indian raga, African music and fusions

To prepare for **Paper 1**, pupils need to learn (or continue to learn) to perform on an instrument or as a singer, and to practise regularly. They are advised on the choice of appropriate pieces, supported in forming and rehearsing ensembles and accompanied when necessary. For **Paper 2**, pupils compose and submit 2 pieces, lasting at least 3 minutes in total. Each piece is composed according to a brief based on one of the Areas of Study. Compositions must be recorded and accompanied by a written score or commentary. For **Paper 3**, pupils are prepared to answer questions on music from a wide range of styles and traditions. Through listening and practical tasks, pupils are helped to gain an awareness of the development of musical style and to acquire an increasingly precise musical vocabulary. For some, this study will involve further work on their understanding of staff notation.

ASSESSMENT

Paper 1 (30%): Candidates prepare 2 performances, one solo and one ensemble. Performances are recorded during the Spring Term of Year 11, marked by the teacher-examiner and externally moderated.

Paper 2 (30%): During the course, candidates prepare a portfolio of 2 pieces of individual composition. This work, submitted at Easter in Year 11, is assessed by the teacher examiner and externally moderated.

Paper 3 (40%): Candidates are assessed by a single written examination taken in the summer term of year 11. This paper is based on recorded extracts of music.

The Year 10 examination comprises a GCSE Listening paper and a solo performance.

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)

Year 10 and 11

Pupils are taught in mixed ability groups in each band. Some activities are taught in single sex groups and some in mixed-sex groups.

CONTENT

After pupils complete the KS3 compulsory programme, pupils participate in modular course in Year 10 and Year 11.

Some activities in line with Government guidelines are compulsory still but 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.

Compulsory Modules: Year 10

Rugby, Netball, Hockey, Swimming, Badminton, Conditioning, Health related fitness, Leadership.

Optional Modules (Summer): Year 10

Girls' swimming, Boys' swimming, Rounders, Conditioning, Athletics, Tennis, Boys' Cricket, Girls' Cricket, Sports Leader Level 1.

Optional Modules: Year 11

Conditioning, Hockey, Badminton, Rugby, Netball, Football, Trampolining, Boys' Swimming, Girls' Swimming, Basketball, Volleyball, Table tennis, Step Aerobics, Sports Leader Level 1.

All pupils, regardless of ability, will be encouraged to take part in inter-form athletics which are held in curriculum time. The emphasis is on participation, not prowess.

In addition, there is a very lively extra-curricular programme, where pupils are given the opportunity to join clubs and representative teams. We will need parental co-operation, as children wanting to be involved in after school activities, will need to arrange to be collected.

Some pupils will follow an ASDAN Sport and Fitness short course.

ASSESSMENT

Assessment relates to a pupil's ability to plan, perform, evaluate physical performance. Their personal skills and knowledge of rules, safety and leadership is also assessed.

CLOTHING AND EQUIPMENT

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

Outdoor Kit: Rugby socks, rugby top and black shorts.

Indoor Kit: Trainers, white sports socks, black shorts and burgundy PE polo shirt.

Swimming: Swimming trunks (boys) one piece costume (girls) and towel.

Optional Extra: Plain black tracksuit bottoms.

Safety

Shin pads and gum shield (very strongly recommended for boys and girls during rugby and hockey).

Studded footwear (very strongly recommended for activities taking place on the field).

All jewellery will need to be removed and hair bands are required to tie back long hair during all activities.

If a pupil is unable to participate in a lesson for what ever 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.

PHYSICAL EDUCATION (GCSE)

Year 10 and 11

Pupils are taught in mixed academically set ability groups for the theory component and single sex groupings for the practical aspect.

CONTENT

The GCSE course provides an opportunity for pupils to pursue practical activities to an advanced level, along with gaining a unique chance to study a number of theoretical issues relating to performance and participation in sport and recreation.

Each pupil within curriculum time will have the opportunity during Year 10 to experience a number of practical activities, these will include **badminton, swimming, athletics, rounders, football, hockey, basketball and netball**. A range of other activities can be assessed during lessons, at extra curricular clubs for activities such as **tennis, rugby and cricket** or even by coaches outside of school for activities like **horse riding and skiing**.

During the practical activities the assessment focuses on both the ability to perform the set skills for each activity and the pupils' knowledge and application of rules, techniques and tactics. For each activity they will be assessed and marked out of 25. The pupils' four strongest practical activities that follow the GCSE syllabus will be considered for their final coursework mark.

The theory element of the course covers a wide variety of topics all linked to performance and participation in physical activity. They are split into three areas:

- ❖ **Factors affecting performance** (health, fitness, training, factors affecting performance.)
- ❖ **Anatomy and Physiology** (skeleton, muscles, body systems, skills, motivation.)
- ❖ **Health, Injury and Safety** (hazards, risk assessment, injury, injury treatment.)

ASSESSMENT

The assessment of the course is split into two areas.

- ❖ **Coursework (Practical Aspect) 60%** of final mark. Assessed by combining the 4 practical grades and Analysis Performance grade.
- ❖ **Examination (Theory Aspect) 40%** of final mark. Assessed in one 1 hour 45 minute examination.

CLOTHING AND EQUIPMENT

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

Outdoor Kit: Rugby socks, rugby top and black shorts.

Indoor Kit: Trainers, white sports socks, black shorts and burgundy PE polo shirt.

Swimming: Swimming trunks (boys) one piece costume (girls) and towel.

Optional Extra: Plain black tracksuit bottoms.

Safety

Shin pads and gum shield (very strongly recommended for boys and girls during rugby and hockey).

Studded footwear (very strongly recommended for activities taking place on the field).

All jewellery will need to be removed and hair bands are required to tie back long hair during all activities.

If a pupil is unable to participate in a lesson for what ever 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.

FIRST CERTIFICATE IN SPORT (BTEC)

Year 10 and 11

Pupils are taught in mixed academically set ability groups for the theory component and single sex groupings for the practical aspect.

CONTENT

The BTEC first Certificate in Sport is a practical work-related course, it aims to provide the knowledge, understanding and skills necessary to help prepare pupils for entry onto a level 3 course, e.g: AS level, BTEC National in Sport or employment in the sports and leisure industry.

The Certificate is made up of 3 units of work, which will run through the 2 years.

Units of Work	
1	The Body in Sport
2	Preparation for Sport
3	Practical Sport

Each unit has its own specific learning outcomes and will be delivered in a variety of ways: some through assignment based classroom work, discussion and research and others through practical based sessions and investigation work.

The Body in Sports is a mainly theory based unit, which explores the foundations of anatomy and physiology. It looks at the skeletal, muscular, cardiovascular and respiratory systems and how these are affected by sport. Wherever possible, examples of sports and exercises particular to learners' specific pathways should be used.

Preparation for Sport is a mixed theory and practical unit and will give pupils an insight into the preparation required for successful sports performance. They will investigate the fitness level and lifestyle of an individual and how they affect their performance.

Practical sport is a totally practical unit, which focuses on developing and improving the pupil's own practical sports performance. This is achieved through learners taking part in practical activities and reflecting on their own and other's performance and how they can improve.

ASSESSMENT

The assessment of the course is split into two areas.

- ❖ **Coursework (Practical Aspect) 60%** of final mark. Assessed by combining the 4 practical grades and Analysis Performance grade.
- ❖ **Examination (Theory Aspect) 40%** of final mark. Assessed in one 1 hour 45 minute examination.

CLOTHING AND EQUIPMENT

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

Outdoor Kit: Rugby socks, rugby top and black shorts.

Indoor Kit: Trainers, white sports socks, black shorts and burgundy PE polo shirt.

Swimming: Swimming trunks (boys) one piece costume (girls) and towel.

Optional Extra: Plain black tracksuit bottoms.

Safety

Shin pads and gum shield (very strongly recommended for boys and girls during rugby and hockey).

Studded footwear (very strongly recommended for activities taking place on the field).

All jewellery will need to be removed and hair bands are required to tie back long hair during all activities.

If a pupil is unable to participate in a lesson for what ever 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.

PSHEE

Key Stage 4

The Key Stage 4 Personal, Social, Health and Economic education curriculum is delivered through a series of 9 curriculum enrichment days; five in year 10 and four in year 11. Normal lessons are suspended on these days. This gives pupils time to focus in depth on a particular issue or topic. Pupils are usually taught in form groups and the content is delivered by the form tutor or by visiting guest speakers.

The advantage of this format is that it allows pupils to undertake activities that would not normally be possible within the confines of a regular one hour lesson. Guest speakers are used to bring outside expertise to discussions and pupils are encouraged to reflect on and share their personal views and attitudes.

CONTENT

The PSHEE course is designed to enable pupils to make informed choices, develop skills and positive attitudes and to successfully complete the transition from childhood to adulthood.

There are four core strands to the programme:

1. Making the most of my abilities

This strand encourages pupils to reflect on their strengths and weaknesses as a learner. It helps them prepare for their GCSE exams and offers advice and guidance on the post 16 transition process. All pupils also receive advice and guidance on careers and preparing for the world of work.

2. Myself and my relationships

These units are designed to help pupils understand themselves and the community within which they live. They focus on issues such as diversity and difference and look at strategies for managing change and relating to others.

3. Healthy and safer lifestyles

This strand helps pupils to learn how to live a healthy and safe lifestyle. Pupils explore issues through sex, relationship, drugs, alcohol and health education as well as being shown how to look after their own emotional well-being.

4. Citizenship

This section is designed to build upon the Citizenship programme delivered through lessons at Key stage 3. Pupils learn about the legal and legislative systems in this country along with the importance of active participation within the community.

ASSESSMENT

In keeping with the personalised nature of this course, pupils are encouraged to use peer and self assessment to reflect on their understanding. They evaluate the impact of each day against their learning and are encouraged to identify next steps and areas of particular interest.

EQUIPMENT

Pupils record their work in a PSHEE portfolio. All other resources and equipment are provided although a well stocked pencil case will always prove beneficial.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Pupils are encouraged to explore the issues raised in their own time. There is an Active Citizens in Schools club (ACiS) and the Connexions service and careers library are available to any pupil seeking careers advice.

RELIGIOUS EDUCATION

Key Stage 4

CONTENT

GCSE

Year 10: Religion and Life based on a study of Christianity	Year 11: Religion and Society based on a study of Christianity and Islam
1. Believing in God	1. Rights, Religion and Responsibilities
2. Matters of life and death	2. Religion, Environmental and Medical Issues
3. Marriage and the family	3. Religion: Peace and Conflict
	4. Religion: Crime and Punishment

ASSESSMENT

- End of Year 10 exam 50% of final grade.
- End of Year 11 exam 50% of final grade.

EQUIPMENT

Usual stationery for the classroom. It is vital books are always brought in with completed homeworks.

Key Stage 4 MEP

All Year 10 and 11 pupils follow a programme of study which deals with Morals, Ethics and Philosophy. Issues that are looked at include Human Relationships, Personal Experience and the Search for Truth, Authority, Global Issues, Right and Wrong and Suffering and Evil. Pupils are given the opportunity to consider these issues and also their own response to them. This subject is not examined.

SCIENCE 21st Century

Years 10 and 11

SETTING

Pupils will be taught in sets or bands matched to their ability.

CONTENT

These are just some of the questions that our 'Science for the 21st Century' course will try to answer.

Think of the following:

- human cloning – myth or reality?
- what's the chance of an asteroid hitting the Earth?
- are mobile 'phones safe?
- designer clothes – are they worth the money?
- is there life elsewhere in our Universe?
- why was there a Tsunami?

Year 10 GCSE Science

In Year 10 pupils will follow the GCSE Science programme which leads to a Single Award GCSE. They will then continue into Year 11 with either the Additional Science or Additional Applied Science programmes to obtain their second GCSE.

Year 11 Additional Science is considered to be more appropriate for those pupils who would normally consider further study in one or more of the Sciences or Psychology and PE at AS level. It builds upon the knowledge and understanding of **Science** in Year 10. Pupils will be entered at Higher level (grade A* - C) of Foundation level (C – G).

OR

Year 11 Additional Applied Science would be more appropriate for those pupils who would find Science more relevant in work related contexts. Pupils will be entered at Higher level (grade A* - C) and Foundation level (grade C – G).

ASSESSMENT

In Year 10 pupils will be tested on the units which make up **Science**:-

- three module exams + ideas in context paper 66.6%
- coursework 33.3%

In Year 11 if pupils take **Additional Science**, they will have the same scheme of assessment as in Year 10:

- three module exams + ideas in context paper 66.6%
- coursework 33.3%

Or, if they take the **Additional Applied** course in Year 11:

- three module exams 50%
- coursework 50%

This allows everyone to perform to his or her best potential.

The Exam Board is OCR.

More information about the courses and specifications can be obtained from www.21stcenturyscience.org/home

EQUIPMENT

Basic school equipment and a calculator should be brought to each lesson. It is recommended the pupils purchase a revision guide for the course. These can be purchased at £3.00 each per course.

SCIENCE

Triple Science Award

Years 10 and 11

SETTING

Pupils will be taught in sets or bands matched to their ability.

CONTENT

GCSE Biology, Chemistry and Physics provides an opportunity for further developing understanding of scientific explanations, how science works, ethical issues in science and the study of elements of applied science with particular links to the work of professional scientists.

Teaching Modules

Biology	Chemistry	Physics
You and Your Genes	Air Quality	Earth is the Universe
Keeping Healthy	Material Choices	Radiation and Life
Life on Earth	Food Matters	Radioactive Materials
Homeostasis	Chemical Patterns	Explaining Motion
Growth and Development	Chemicals of the Natural Environment	Electric Circuits
Brain and Mind	Chemical Synthesis	Wave Model of Radiation
Biology in the 21 st Century	Chemistry in the 21 st Century	Physics in the 21 st Century

This will lead to three separate awards or GCSEs in Biology, Chemistry and Physics. Pupils will be taught by three specialist subject teachers over the two years.

ASSESSMENT

- Two unit exams each testing three units (1 – 3, 4 – 6), each 40 minutes long, each worth 16.7%
- An Ideas in Context exam including material from extension module 7, 60 minutes long, worth 33.3%
- Coursework unit EITHER Practical Data Analysis and Case Study OR Practical Investigation, worth 33.3%

The Exam board is OCR.

Further information and specification can found from: www.ocr.org.uk

EQUIPMENT

Basic school equipment and a calculator should be brought to each lesson. It is recommended the pupils purchase revision guides (one for each subject). These can be purchased from the Science Department for £3.00 each.

ASDAN – COPE

CONTENT

ASDAN is a nationally recognised exam awarding body specialising in the accreditation of personal skills development. CoPE is a Key Skills course designed to develop independent learning and to cover a wide range of topics.

Modules

The course has a choice of the following modules made up of short challenges:

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.

ASSESSMENT

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

CoPE level 1 requires 12 credits and a series of Plan, Do and Review sheets to show evidence of the Key Skills: Problem Solving, Working with Others in a Group and Improving Own Learning and Performance.

CoPE level 2 requires the same but the coursework consists of larger projects and more independent working to develop the Key Skills. Many of the challenges accredit the pupil's out of school skills.

CoPE Level 1 has 25 GCSE points on completion - a D GCSE grade

CoPE Level 2 has 46 GCSE points on completion - a B GCSE grade

For those pupils who complete levels 1 and 2 there is a Level 3 at AS level.

EQUIPMENT

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

VISITS AND EXTRA-CURRICULAR OPPORTUNITIES

In year 11 the pupils follow the RAC/BSM Ignition Course for young drivers and this leads to a driving lesson with a BSM instructor on the school site.

LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE

The SENCO (Mrs Jan Moore) 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, bring information about those pupils; suggest teaching and learning strategies and liaise with the SENCO.

The TAs also cover some lessons, run literacy groups, work with individual pupils and read and scribe for exams.

Every lunchtime the Student Centre has a homework club supervised by TAs as well as thriving Chess; Boys' and Girls' clubs and Lego Club.

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

Jan Moore (SENCO) is always happy to meet with parents and pupils to discuss their needs.