



HILLVIEW SCHOOL FOR GIRLS

Brionne Gardens, Tonbridge, Kent TN9 2HE Tel: 01732 352793 Fax: 01732 368718
e-mail:admin@hillview.kent.sch.uk website:www.hillview.kent.sch.uk

CURRICULUM BOOKLET - YEAR 9

Contents

| <u>Subject</u> | <u>Page</u> |
|--|-------------|
| Art - Visual | 2 |
| Certificate of Personal Effectiveness (CoPE) | 3 |
| Childcare and Education | 4 |
| Classical Civilisation | 5 |
| Dance | 6 |
| Drama | 7 |
| English | 8 |
| Geography | 9 |
| Health and Social Care | 10 |
| History | 11 |
| Information and Communication Technology | 12 |
| Leisure and Tourism | 13 |
| Mathematics | 14 |
| MFL – French/Spanish | 15 |
| MFL – French/Spanish Entry Level Certificate | 16 |
| Music | 17 |
| Performing Arts | 18 – 19 |
| Personal Development Learning – Citizenship | 20 |
| Personal Development Learning – PSHE | 21 |
| Physical Education | 22 |
| Preparing for Enterprise | 23 |
| Religious Education | 24 |
| Science | 25 |
| Skills for Working Life | 26 |
| Technology | 27 |

| | |
|--|---|
| SUBJECT | ART - VISUAL |
| YEAR GROUP | 9 GCSE Art & Design and BTEC Art and Design |
| TERM | TOPICS |
| AUTUMN | Learners are introduced to GCSE or BTEC ways of working; this enables them to develop greater independence through self directed study. The learners explore a theme and through a series of workshops they are taught a range of skills that equip them to make independent responses. |
| ASSESSMENT | On going formative assessment and target setting. Review of performance: November. |
| SPRING | UNIT 2: Learners extend expressive drawing, making and painting skills. They select media and refine their practical skills. In their sketchbooks learners investigate artists' work and make critical judgements and comparisons and express their ideas fluently. |
| ASSESSMENT | On going formative assessment and target setting. Review of National Curriculum Level: March |
| SUMMER | Unit 3: Learners initiate and extend ideas and work more independently. They experiment with a wider range of drawing, painting and sculpture techniques. Learners evaluate and discuss the success of their work. They refine their practical skills and extend their key vocabulary. |
| ASSESSMENT | On going formative assessment and target setting. Review of Performance Level: June |
| HOMEWORK HOW IT IS MARKED: | Homework activities form a very important part of the course and reinforce and extend classroom learning. Homework may be a single piece of work or an extended project. Formative assessment is made and this contributes towards summative assessment, which takes place each half term. |
| FORMAL REPORTING ARRANGEMENTS | Parents Evening Year 9 Reports |
| TRIPS AND VISITS | There will be a gallery trip in Year 9. |
| RESOURCES THAT WOULD SUPPORT LEARNING | Learners would benefit from having soft drawing pencils such as 2B, 4B and 6B, a set acrylic paints, a set of oil pastels, scissors and glue. Learners will need to purchase sketchbooks available from the Art Department. Use of a camera and internet access is desirable but not essential. Art packs are available from the Art Department, Cost approximately £9. It is expected that learners will use the library for research. |
| HOW PARENTS COULD SUPPORT | Parental encouragement and interest in art activities, discussing learner's ideas and supporting the development of their practical skills. Organising family visits to art galleries and museums and arranging family trips to support research work. |

| | |
|--|---|
| SUBJECT | CERTIFICATE OF PERSONAL EFFECTIVENESS (CoPE) |
| YEAR GROUP | 9 |
| ACCREDITATION | Certificate in Personal Effectiveness |
| TERM | TOPICS |
| AUTUMN | <p>Challenge 1B1 (1/2 credit) Write an illustrated short story for a younger age group and arrange to read your story to a group of children</p> <p>Challenge 1B5 (1/2 credit) Design a way of presenting the Declaration of Human Rights in an interesting way to a younger audience</p> <p>Challenge 1C (1 credit) Produce an information video or PowerPoint presentation illustrating a particular topic of interest to you</p> |
| ASSESSMENT | Continuous ongoing throughout the course |
| SPRING | <p>Challenge 4C (1 credit) Take responsibility for independent activities at home</p> <p>Challenge 5C (1 credit) Produce a newsletter to highlight an environmental issue of your choice</p> |
| ASSESSMENT | Continuous ongoing throughout the course |
| SUMMER | <p>Challenge 8B1 (2 credits) Plan and complete a period of work experience</p> <p>Challenge 7C (1 credit) To further develop your skills and knowledge of health and fitness through extended independent research</p> |
| ASSESSMENT | Continuous ongoing throughout the course |
| HOMEWORK HOW IT IS MARKED: | <p>As and when required by the course requirements.</p> <p>As part of the overall assessment process</p> |
| FORMAL REPORTING ARRANGEMENTS | Parent's Evening and Annual Report |
| TRIPS AND VISITS | Visit to St Stephen's Primary School |
| RESOURCES THAT WOULD SUPPORT LEARNING | <p>Internet Sites</p> <p>School Library</p> <p>Class Teacher</p> <p>Parents/Carers</p> |
| HOW PARENTS COULD SUPPORT | <p>Discuss the importance of life skills for the workplace</p> <p>Talk to your daughter about their progress they are making.</p> |

| | |
|--|---|
| SUBJECT | CHILDCARE AND EDUCATION – LEVEL 2 AWARD |
| YEAR GROUP | 9 |
| ACCREDITATION | CACHE |
| FINAL EXAM 20% | COURSEWORK 80% |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Describe the main types of settings available to children • Identify some of these settings within local provision • Identify responsibilities of Early Years Professionals • Give key issues to consider when preparing for a placement working with children |
| ASSESSMENT | Peer group presentation of multi-disciplinary team member |
| SPRING 2009 | <ul style="list-style-type: none"> • Explain why play is important for learning and development • Explain one of the main theories of play • List the different stages of play |
| SUMMER 2009 | <ul style="list-style-type: none"> • Describe how children play at different stages. • Explain how adults can provide play and activities to encourage learning and development. |
| ASSESSMENT | Unit 4 externally set assignment due 6 July. |
| HOMEWORK HOW IT IS MARKED: | Regular research to support topic being discussed in lessons. Every 2 weeks. |
| FORMAL REPORTING ARRANGEMENTS | Students will have grades collated by CACHE the awarding body. |
| TRIPS AND VISITS | None planned |
| RESOURCES THAT WOULD SUPPORT LEARNING | Access “tutor guidance” via the CACHE website for support with assignments. |
| HOW PARENTS COULD SUPPORT | Discuss learning of your daughter. Read through assignments before being given in for grading. Record or allow to watch child health and education programmes. |

| | |
|--|--|
| SUBJECT | CLASSICAL CIVILISATION |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE OCR J280 |
| FINAL EXAM 75% | 1 Unit – Controlled Assessment (25%) |
| TERM | UNITS |
| AUTUMN | <ul style="list-style-type: none"> • An introduction to classics • A study of 'city life in the classical world': Rome • Looking at religion, family, leisure and entertainment |
| ASSESSMENT | Regular GCSE questions |
| SPRING | <ul style="list-style-type: none"> • Complete the study of Rome |
| ASSESSMENT | Regular GCSE questions |
| SUMMER | <ul style="list-style-type: none"> • A study of 'community life in the classical world'; either Pompeii or Athens |
| ASSESSMENT | Regular GCSE questions |
| HOMEWORK | Set once a week, research, mind-maps, exam style questions, preparation for presentations, role-plays and debates. Marked according to how closely pupils have met teacher expectations and effort. |
| FORMAL REPORTING ARRANGEMENTS | Reports and Parents Consultation Evenings Feedback in student exercise books |
| TRIPS AND VISITS | None planned at present |
| RESOURCES THAT WOULD SUPPORT LEARNING | <ul style="list-style-type: none"> • A visit to Fishbourne/Lullingstone Roman Villas • Read novels by Lindsey Davis • Watch relevant DVDs eg Ben Hur |
| HOW PARENTS COULD SUPPORT | Discuss the many issues raised in lessons with your daughter |

| | |
|--|---|
| SUBJECT | DANCE |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE – AQA Final Exam 80% Coursework 20% Written Exam |
| TERM | TOPICS |
| AUTUMN | <p>Re-creating the professional dance work Ghost Dances</p> <p>Performance of own work focussing on expressive skills in dance.</p> <p>Learn and perform set study from Ghost Dances focussing on characterisation and performance</p> <p>Choreography: Creation of own choreography in a trio relationship including contact work</p> <p>Appreciation: analysing the professional dance work Ghost Dances</p> |
| ASSESSMENT | <p>Assessment of performance and choreography at the end of a unit/creation of a piece</p> <p>Continuous assessment of effort and written work.</p> |
| SPRING | <p>Dance Stimulus</p> <p>Performance of own choreography.</p> <p>Developing expressive and technical skills.</p> <p>Choreography: Creation of own choreography in a group situation with exploration of using different stimulus (visual, auditory, kinaesthetic and ideational).</p> <p>Motif and Motif Development</p> <p>Appreciation: Analysis of own and various professional dance works</p> <p>Study of the professional dance work: The Fall</p> <p>Choreography & performance: Contact improvisation</p> <p>Performance: Working and performing in a duet relationship</p> <p>Appreciation: A study of dance for the camera with a focus on dance and disability</p> <p>Good studio practice: Health and safety, and safely lifting and supporting others.</p> |
| ASSESSMENT | <p>Assessment of performance and choreography at the end of a unit/creation of a piece</p> <p>Continuous assessment of effort and written work.</p> |
| SUMMER | <p>Site Specific Dance</p> <p>Choreography: Choreographing a site specific dance work.</p> <p>Choreographing with a prop.</p> <p>Performance: performing with the use of a prop.</p> <p>Appreciation: Analysis of site specific professional dance works.</p> <p>Evaluation: of the choreographic process.</p> <p>Evaluation of own and peers work with target setting for development of work.</p> |
| ASSESSMENT | <p>Assessment of performance and choreography at the end of a unit/creation of a piece</p> <p>Continuous assessment of effort and written work.</p> |
| HOMEWORK | <p>Homework is set weekly and is a combination of research, analysis and evaluations of own, peers and professional works.</p> |
| HOW IT IS MARKED: | <p>Homework is marked with an attainment grade A-E according to GCSE Syllabus, A being the highest grade. It is additionally graded on effort between 1-6 (excellent- very poor effort)</p> |
| FORMAL REPORTING ARRANGEMENTS | <p>School report and Parent Consultation evening.</p> |
| TRIPS AND VISITS | <p>At least 1 visit to the theatre per year (cost 10-25).</p> <p>Extra curricular activities include a lunchtime club once a week and performance opportunities in Dance Platform, Carol Service, Dance Event and School Production (cost £2-10).</p> |
| RESOURCES THAT WOULD SUPPORT LEARNING | <p>Blank CDs and DVDs</p> <p>Internet access.</p> |
| HOW PARENTS COULD SUPPORT | <p>Attend school performances and support trips to professional dance performances.</p> |

| SUBJECT | DRAMA |
|--|--|
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE Edexcel |
| TERM | TOPICS |
| AUTUMN | <p>In Year Nine pupils are encouraged to develop their creative skills and imagination. They will use a more complex range of communication skills; work with others in a co-operative way; develop a high level of focus and concentration and use their drama skills to deal with complex issues in a lively imaginative way. They will also begin to learn the language of drama so they are able to evaluate performance.</p> <ul style="list-style-type: none"> • Elements of Drama – pupils are introduced to the skills and dramatic technique needed in GCSE Drama. These are then applied and explored throughout the course • Pupils devise scenes and create scripts using pictures, poems and sound effects as stimuli |
| ASSESSMENT | Pupils are assessed in each half term through performance in workshops and homework. In Term 1 there is a baseline assessment of practical and written aptitude. This allows targets to be set for the course. |
| SPRING | <ul style="list-style-type: none"> • Slavery – exploring history through drama to promote empathy and racial awareness. • Seven Ages of Man – studying characterisation |
| ASSESSMENT | Pupils are assessed in each half term through performance in workshops and homework. |
| SUMMER | <ul style="list-style-type: none"> • Rainbow's Ending – pupils interpret and perform text and evaluate performance. • The Box Project – pupils devise performance from set stimuli. |
| ASSESSMENT | Pupils are assessed in each half term through performance in workshops and homework. |
| HOMEWORK | Homework is set weekly and is always linked to the practical work the pupils are doing in class. |
| FORMAL REPORTING ARRANGEMENTS | School report, progress sheets and parent consultation evening. |
| TRIPS AND VISITS | There is usually a trip to the theatre £20-£30. |
| RESOURCES THAT WOULD SUPPORT LEARNING | All girls must have black drama kit for lessons. Extra curricular opportunities include a weekly drama club and annual whole school production. Access to the internet for research on some issue-based projects will help deepen understanding. |
| HOW PARENTS COULD SUPPORT | Encourage students to see live drama. Discuss acting performances seen on television. |

| | |
|--|---|
| SUBJECT | ENGLISH |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE AQA |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Poetry Appreciation • Writing Skills – developed through a project designed to promote independent learning and group work • Media – Radio Station Simulation |
| ASSESSMENT | <p>Written essays on a variety of poems. Creative writing piece Writing to Argue, Persuade and Advise (1 assessed piece on each) Writing to Inform, Explain and Describe (1 assessed piece on each)</p> |
| SPRING | <ul style="list-style-type: none"> • Analysis of the Media • Shakespeare Festival • |
| ASSESSMENT | <p>A range of assessed pieces preparing students for the GCSE Reading Media and Non-Fiction paper Public performance of an abridged Shakespeare play</p> |
| SUMMER | <ul style="list-style-type: none"> • Study of a novel – a detailed exploration of a significant novel in preparation for GCSE coursework • Original writing |
| ASSESSMENT | <p>Analytical essay on key theme or characterisation within the novel Speaking and Listening Assessment Introduction to Original Writing coursework</p> |
| HOMEWORK | <p>Homework is set according to the school's timetable. Work will aim to help pupils consolidate work set in lessons or be preparation for up coming work. It is set in order to develop skills in analysis and writing that will help in raising attainment in both coursework and examination work.</p> |
| HOW IT IS MARKED: | <p>HOW IT IS MARKED: coursework and examination practice are graded according to GCSE criteria.</p> |
| FORMAL REPORTING ARRANGEMENTS | <p>School Reports and Parents' Consultation Evening. Pupils will sit two end of year examinations.</p> |
| TRIPS AND VISITS | <p>The department aims to provide opportunities for theatre visits and workshops, depending upon availability, to support the teaching of texts covered in the course</p> |
| RESOURCES THAT WOULD SUPPORT LEARNING | <p>A dictionary, wider reading book, both fiction and non-fiction</p> |
| HOW PARENTS COULD SUPPORT | <p>Ensure sufficient time and effort is spent on homework Encourage wider reading</p> |

| | | |
|--|---|----------------------------------|
| SUBJECT | GEOGRAPHY | |
| YEAR GROUP | 9 | |
| ACCREDITATION | GCSE Edexcel | |
| FINAL EXAM | Theory paper: Physical 25% Human 25%, Decision Making 25% | Geographical Research 25% |
| TERM | TOPICS / UNITS / WORK | |
| AUTUMN | <ul style="list-style-type: none"> • Introduction to the course • The impacts of the London 2012 Olympics • My local Geography; Planning a geographical enquiry | |
| ASSESSMENT | Brochure/presentation evaluating impacts of the Olympics Tonbridge fieldwork | |
| SPRING | <ul style="list-style-type: none"> • Coastal change and conflict • Making a living/ World of Work | |
| ASSESSMENT | Presentation Past Paper Questions; 1 on coasts 1 on employment Decision making exercise | |
| SUMMER | <ul style="list-style-type: none"> • Restless Earth • Consuming Resources | |
| ASSESSMENT | Past paper question Report on sustainable resources | |
| HOMEWORK | Homework is set twice weekly. One piece of homework is usually an extended piece of writing, the other research homework. During the second half of the autumn term students will complete a mock coursework due in after Christmas. Teachers use GCSE criteria to mark homework regularly. This is shared with students. | |
| FORMAL REPORTING ARRANGEMENTS | Students complete a Geography Module Review (GMR) at the end of each unit. Students are given a grade for their achievement in a particular unit, as shown on the GMR. This enables students and teachers to set individual targets. The progress made by individual students can be tracked on the progress grids at the front of their exercise books. Termly targets for development can also be found here. | |
| TRIPS AND VISITS | Fieldwork visit to Tonbridge High Street. Students use a variety of techniques to examine the land use and assess the environmental quality of the area. Cost approx £10.00. | |
| RESOURCES THAT WOULD SUPPORT LEARNING | Atlas, Calculator, Revision Guide – on sale from the Geography department, 'Wide World' magazine – see above. | |
| HOW PARENTS COULD SUPPORT | Encourage students to use the keywords identified at the start of a lesson to answer the aim of the lesson! If they can do this for every lesson they will achieve their potential! Ask teachers if they do not understand. Read a newspaper to keep up-to-date with world events. | |

| | |
|--|--|
| SUBJECT | HEALTH AND SOCIAL CARE |
| YEAR GROUP | Year 9 |
| ACCREDITATION | Edexcel BTEC Short Course |
| TERM | TOPICS |
| AUTUMN | <p>BTEC Award for Healthy Eating level 1 short course Is designed to provide:</p> <ul style="list-style-type: none"> • a framework of education and training for those in diverse learning and vocational environments • opportunities for learners in an educational context to gain a nationally recognized qualification in healthy eating • opportunities for full-time learners to gain a nationally recognised, vocationally-specific qualification to progress to further vocational qualifications such as BTEC First Certificates or Diplomas in Hospitality Supervision, Health and Social Care, Sport and Exercise Science, Sport and Early Years • the knowledge, understanding and skills learners need to understand basic factors influencing healthy eating • opportunities for learners to focus on the development of the major key skills and the wider key skills in a healthy eating context, such as improving own learning and performance, working with others and problem solving • opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life. |
| ASSESSMENT | Coursework |
| SPRING | Award for Healthy Eating Level 1 |
| ASSESSMENT | Coursework – one unit set by the awarding body , one unit set by the department. |
| SUMMER | BTEC Health and Social Care Level 2 3 units through until year 11. – see year 10/11 for details |
| ASSESSMENT | Coursework |
| HOMEWORK HOW IT IS MARKED | Mixture of keeping a food diary, gathering information to be used in class all linked to what will be needed for the coursework |
| FORMAL REPORTING ARRANGEMENTS | Registered with the awarding body,work marked by the teacher. This has a selection internally verified within the team. Standards checked by the awarding body |
| TRIPS AND VISITS | If possible, a visit to a supermarket |
| RESOURCES THAT WOULD SUPPORT LEARNING | Any books about food and diets, all packaging with nutritional information |
| HOW PARENTS COULD SUPPORT | Point out the nutritional information that is printed on packaging. Involve them with planning and perhaps preparing meals If on holiday abroad point out the different types of food there are. Watching TV programmes about diets around the world as well as here in the UK |

| | |
|--|---|
| SUBJECT | HISTORY |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE: EDEXCEL A MODERN WORLD HISTORY |
| FINAL EXAM 75% | COURSEWORK 25% |
| TERM | TOPICS |
| AUTUMN | <p>In Year 9 students begin their Edexcel History A GCSE. In this term students begin their unit of work on Britain and WWI. This term includes the study of:</p> <ul style="list-style-type: none"> • Women's suffrage 1905 – 1928. • The part played by the British on The Western Front. |
| ASSESSMENT | <p>Formative feedback takes place regularly throughout the term in students' books. In addition, there is exam practice at the end of each topic and this is marked at GCSE standard. Students will be awarded a numerical mark and an equivalent GCSE grade.</p> |
| SPRING | <p>In the Spring term Year 9 Historians continue with the Britain and WW1 unit and question:</p> <ul style="list-style-type: none"> • The part played by the British on The Western Front. • Changing attitudes to the war at home. |
| ASSESSMENT | <p>Formative feedback takes place regularly throughout the term in students' books. In addition, there is exam practice at the end of each topic and this is marked at GCSE standard. Students will be awarded a numerical mark and an equivalent GCSE grade.</p> |
| SUMMER | <p>In the Summer Term Year 9 Historians begin their second unit of the GCSE which is Germany 1918-39. A part of this unit they study:</p> <ul style="list-style-type: none"> • The Weimar Republic 1918-33. |
| ASSESSMENT | <p>Formative feedback takes place regularly throughout the term in students' books. In addition, there is exam practice at the end of each topic and this is marked at GCSE standard. Students will be awarded a numerical mark and an equivalent GCSE grade.</p> |
| HOMEWORK | <p>Homework is set where appropriate and can take many different forms, for example, research, revision, written conclusions or presentation work.</p> |
| HOW IT IS MARKED: | Homework is marked in accordance with GCSE criteria. |
| FORMAL REPORTING ARRANGEMENTS | <p>Reports and parent consultation evenings. Regular feedback is written in student books</p> |
| TRIPS AND VISITS | <i>Possible</i> daytrip to the WWI Battlefields. Cost would be in the region of £55. |
| RESOURCES THAT WOULD SUPPORT LEARNING | www.schoolshistory.co.uk |
| HOW PARENTS COULD SUPPORT | Ensuring that students complete all classwork/homework. |

| | |
|--|---|
| SUBJECT | INFORMATION AND COMMUNICATION TECHNOLOGY |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE (FULL COURSE) AQA, Specification B |
| FINAL EXAM: 40% | COURSEWORK: 60% |
| TERM | WORK |
| AUTUMN | <ul style="list-style-type: none"> • Introduction to data handling • Analysis of a data handling problem and any possible solutions • Design of the solution |
| SPRING | <ul style="list-style-type: none"> • Creation of the data handling solution • Data and Program Structure • Data Capture • Populating the data file • Hardware and Software |
| SUMMER | <ul style="list-style-type: none"> • Validation and Verification • Output formats • Testing the solution • User Documentation • Evaluation |
| ASSESSMENT | Each section of the project is marked as it is completed and interim deadlines are set throughout the year for submission. Feedback is given in terms of written comments and a mark for the section which relates to the coursework project structure mark scheme. |
| HOMEWORK | Homework during Year 9 is largely coursework-related. This ranges from research on the chosen organisation to different data handling systems. Report writing for the project is also an ongoing requirement of the course. |
| FORMAL REPORTING ARRANGEMENTS | Students will sit a theory examination past paper as their Year 9 exam. This will be added to the coursework mark so far to create a predicted grade at the end of Year 9 based on the work covered so far. Progress grades are reported at three times during the year. NB. A second coursework project is to be completed in Year 10, along with more formalised preparation for the examination. |
| TRIPS AND VISITS | As yet none are planned, although the Year 10 Work Experience later in the course is a very useful opportunity to see ICT being used in the workplace. |
| RESOURCES THAT WOULD SUPPORT LEARNING | Use of a computer at home will obviously help the student's ICT skills. In particular, a word processing package will assist with report writing and Microsoft Access will help them to become familiar with the more advanced features of data handling software. This is the data handling software which the students will use to create their system for the project. |
| HOW PARENTS COULD SUPPORT | By passing on any knowledge of ICT and any related issues. This would be particularly useful if it can be related to the parents' place of work. Watching the BBC News Channel programme 'Click' will help students keep up to date with ICT issues, which would be useful for the examination. |

| | |
|--|--|
| SUBJECT | LEISURE AND TOURISM |
| YEAR GROUP | 9 |
| ACCREDITATION | Double Vocational GCSE Award - Edexcel |
| FINAL EXAM 33.3% – Investigating Leisure and Tourism (33.3%), | COURSEWORK 66.7%: Marketing in Leisure and Tourism (33.3%), Customer Service in Leisure and Tourism (33.3%) |
| TERM | MODULES |
| AUTUMN | <p>Introduction to Leisure and Tourism An outline of the key components of the leisure and tourism industry.</p> <p>The Beijing Olympics Investigating the economic, social and political impacts of the Olympic games in China.</p> |
| ASSESSMENT | <ul style="list-style-type: none"> Producing a tour of London Independent project assessing the costs and benefits of the Olympics. Ongoing class work and teacher assessment |
| SPRING | <p>Marketing in Leisure and Tourism (Unit 2) Coursework Portfolio – based on primary and secondary research. Assignment 1 – investigating product, place, and promotion and how they work together. Assignment 2 – producing a piece of promotional material and evaluating it. Assignment 3 – investigating a range of promotional marketing techniques and how they work together Assignment 4 – Comparing a promotional campaign in two organisations (Thorpe Park and Drusilla's Zoo)</p> |
| ASSESSMENT | <ul style="list-style-type: none"> Ongoing portfolio and teacher assessment |
| SUMMER | <p>Marketing in Leisure and Tourism (Unit 2) Coursework Portfolio – based on primary and secondary research. Assignment 4 – Comparing a promotional campaign in two organisations (Thorpe Park and Drusilla's Zoo)</p> |
| ASSESSMENT | Ongoing portfolio and teacher assessment |
| HOMEWORK | <p>Homework is set twice weekly for each section of the course as it accounts for two GCSEs. One piece of homework is usually an extended piece of writing, the other research homework. Teachers, using GCSE criteria, mark homework regularly. Progress is recorded and tracked on a progress grid found at the front of a student's exercise book. Targets are regularly reviewed and set.</p> |
| FORMAL REPORTING ARRANGEMENTS | <p>Students complete a self review at the end of each unit. This also enables students and teachers to set individual targets. Students are given a grade for their achievement in a particular unit, as shown on the progress grid.</p> |
| TRIPS AND VISITS | Potential trip to Drusillas Zoo to investigate marketing |
| RESOURCES THAT WOULD SUPPORT LEARNING | <p>The geography department aims to integrate a variety of trips and visits in this vocational GCSE course. These may include visits to travel agents and leisure facilities. A potential trip to Drusillas Park is planned at the end of year 9 to investigate marketing – cost = approximately £28.00</p> |
| HOW PARENTS COULD SUPPORT | <p>Encourage students to use the keywords identified at the start of a lesson to answer the aim of the lesson! If they can do this for every lesson they will achieve their potential! Encourage students to pick up travel / leisure leaflets on family outings.</p> |

| | |
|--|---|
| SUBJECT | MATHEMATICS |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE |
| FINAL EXAM 80% | COURSEWORK 20 % |
| TERM | TOPICS |
| AUTUMN | In Year 9 students are starting their first year of the GCSE linear course in Mathematics. They follow the Edexcel syllabus requirements at one of the two-tier levels: Higher or Foundation, according to ability and past performance at KS3. Students will be working on modules that meet the criteria for GCSE Mathematics. The areas studied are <i>Using and Applying Mathematics; Number; Algebra; and Shape, Space and Measures</i> . Statistics GCSE is covered by all groups during this key stage. Assessment for this course consists of a written paper (75%) and coursework (25%). |
| ASSESSMENT | Assessment is made through end of term tests. |
| SPRING | Students will continue to work on modules that meet the criteria for GCSE Mathematics. The areas studied are Using and Applying Mathematics; Number; Algebra; and Shape, Space and Measures. |
| ASSESSMENT | Assessment is made through end of term tests. |
| SUMMER | Students will continue to work on modules that meet the criteria for GCSE Mathematics. The areas studied are Using and Applying Mathematics; Number; Algebra; and Shape, Space and Measures. |
| ASSESSMENT | Assessment is made through an end of year written paper. |
| HOMEWORK HOW IT IS MARKED: | Homework is set at the end of each lesson and is marked either in class or by the teacher. |
| FORMAL REPORTING ARRANGEMENTS | End of half term tests are recorded in students exercise book School report and parents evenings |
| TRIPS AND VISITS | Visits from governors and career advisors |
| RESOURCES THAT WOULD SUPPORT LEARNING | Each student is expected to be equipped with a ruler, a protractor, a pair of compasses and a basic calculator (Foundation) or scientific calculator (Intermediate and Higher). |
| HOW PARENTS COULD SUPPORT | Overseeing completion of homework and coursework assignments can be very helpful. |

| | |
|--|---|
| SUBJECT | MFL FRENCH/SPANISH |
| YEAR GROUP | Year 9 |
| ACCREDITATION | GCSE – AQA |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Eating and drinking habits • Healthy and unhealthy lifestyles and their consequences • Issues concerning smoking, alcohol and drugs • Common illnesses and their treatment |
| ASSESSMENT | Mock exam completed in class |
| SPRING | <ul style="list-style-type: none"> • Information about self, family and friends • Different family situations • Relationships with family and friends • Future plans regarding marriage/partnership • Contribution to the wider community: charity/fundraising/voluntary work • Social issues and equality: race/gender/poverty |
| ASSESSMENT | Mock exam completed in class |
| SUMMER | <ul style="list-style-type: none"> • Free time activities at home • Free time activities outside the home • Money for free time activities • Shopping, fashion and trends • Advantages and disadvantages of new technology |
| ASSESSMENT | Mock exam completed in class |
| HOMEWORK HOW IT IS MARKED: | Two pieces of homework a week (Learning homework; Reading; Writing; Speaking practice; Research projects) Correction in class Test in class Correction by teacher |
| FORMAL REPORTING ARRANGEMENTS | Progress reports |
| TRIPS AND VISITS | |
| RESOURCES THAT WOULD SUPPORT LEARNING | Dictionaries Language software Trips abroad |
| HOW PARENTS COULD SUPPORT | Encourage children to go on trips abroad Develop use of dictionaries |

| | |
|--|--|
| SUBJECT | MFL ENTRY LEVEL CERTIFICATE IN FRENCH / SPANISH |
| YEAR GROUP | Year 9: this course has been designed to meet the needs of candidates who would find the requirements of the GCSE course too demanding |
| ACCREDITATION | Entry Level Certificate - OCR |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Self, family and friends • School routine |
| ASSESSMENT | End of unit exam: Listening and responding Speaking Reading and responding Writing |
| SPRING | <ul style="list-style-type: none"> • Home life • Free time and social activities |
| ASSESSMENT | End of unit exam: Listening and responding Speaking Reading and responding Writing |
| SUMMER | <ul style="list-style-type: none"> • Home town and geographical surroundings • Shopping for food and clothing |
| ASSESSMENT | End of unit exam: Listening and responding Speaking Reading and responding Writing |
| HOMEWORK HOW IT IS MARKED: | Two pieces of homework a week (Learning homework; Reading; Writing; Speaking practice; Research projects) Correction in class Test in class Correction by teacher |
| FORMAL REPORTING ARRANGEMENTS | Progress reports |
| TRIPS AND VISITS | |
| RESOURCES THAT WOULD SUPPORT LEARNING | Dictionaries Language software Trips abroad |
| HOW PARENTS COULD SUPPORT | Encourage children to go on trips abroad Develop use of dictionaries |

| | |
|--|---|
| SUBJECT | MUSIC |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE Edexcel |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Pupils learn of the history of variation form • They listen to different sets of variations • They compose and perform their own set. • Ongoing musicianship and ensemble performing skills |
| ASSESSMENT | A variations composition is assessed for an end of term level. |
| SPRING | <ul style="list-style-type: none"> • Pupils recognise and understand some conventions of folk music • They sing and play folk songs • They arrange and perform a folk song. • Ongoing musicianship and ensemble performing skills |
| ASSESSMENT | A folk song with accompaniment is assessed for an end of term level. |
| SUMMER | <ul style="list-style-type: none"> • Pupils listen to Music from Africa and recognise the common features • They perform in ensemble • A final free composition • Ongoing musicianship and ensemble performing skills. |
| ASSESSMENT | A free composition is assessed. |
| HOMEWORK | <p>½ hour theory per fortnight ½ hour continuation of unit work per fortnight Instrument performance practice every week.</p> |
| FORMAL REPORTING ARRANGEMENTS | An overall Music level is worked out from the year's three major assessments to be used as the end of KS3 level. |
| TRIPS AND VISITS | Optional visits to London Orchestras once per term. Cost £11.00 |
| RESOURCES THAT WOULD SUPPORT LEARNING | A wide selection of music to listen to from different fields eg classical, jazz and ethnic. |
| HOW PARENTS COULD SUPPORT | Encourage playing an instrument or singing and joining an extra curricular music club at school such as choir or the wind band or guitar group or samba band. |

| | |
|----------------------|---|
| SUBJECT | BTEC LEVEL 2 DIPLOMA IN PERFORMING ARTS |
| YEAR GROUP | 9 |
| ACCREDITATION | Edexcel |
| TERM | TOPICS |
| AUTUMN | <p>The BTEC Level 2 Diploma is a fresh and innovative way for students to study the Performing Arts. The course is vocational and students learn by practical methods which develops their confidence and communication skills.</p> <p>In this course students will be studying one specialist unit; Performing Arts Production Process and two other complementary units; Musical Theatre and Acting. Students will be developing their performance skills by studying a wide range voice and movement techniques. Students will also be introduced to the production process with a combination of theory and practical lessons. Students will have a solid understanding of a number of job roles in the production process. In the Musical Theatre unit students will be exploring the genre of musical theatre and study one musical in detail.</p> <p><u>Acting</u></p> <ul style="list-style-type: none"> • “Things can only get better” project – developing voice and movement techniques • Workshops exploring what makes a good actor <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Introduction to the genre of Musical Theatre |
| ASSESSMENT | <p>Pupils are assessed through vocational assignments</p> <p><u>Acting</u></p> <ul style="list-style-type: none"> • Skills base audit • Solo voice and movement performance <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Workshop with West End Performer and evaluation of skills |
| SPRING | <p><u>Acting</u></p> <ul style="list-style-type: none"> • Rehearsal and performance of Grimm Tales <p><u>Production Process</u></p> <ul style="list-style-type: none"> • Introduction to production process • Group presentation based on a mock production <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Musical Theatre performance workshops |
| ASSESSMENT | <p><u>Acting</u></p> <ul style="list-style-type: none"> • Rehearsal and performance of Grimm Tales with evaluation <p><u>Production Process</u></p> <ul style="list-style-type: none"> • Group Presentation on production process with evaluation <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Evening Performance of musical |

| | |
|--|--|
| SUMMER | <p><u>Acting</u></p> <ul style="list-style-type: none"> • Rehearsals and performance of the Improvisation Performance <p><u>Production Process</u></p> <ul style="list-style-type: none"> • Carry out role in the production process of the Improvisation Performance <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Character case studies of female protagonists in musicals |
| ASSESSMENT | <p><u>Acting</u></p> <ul style="list-style-type: none"> • Performance and evaluation of the Improvisation Performance with evaluation <p><u>Production Process</u></p> <ul style="list-style-type: none"> • Performing a job role in the production process of the Selection Box with an evaluation <p><u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Character Showcase Performance and Evaluation |
| HOMEWORK | Homework is always linked to the practical work the pupils are doing in class. Homework may involve independent research and rehearsal. |
| FORMAL REPORTING ARRANGEMENTS | School report, progress sheets and parent consultation evening. |
| TRIPS AND VISITS | Workshop with Performing Arts Practitioner Visit to live performance |
| RESOURCES THAT WOULD SUPPORT LEARNING | All girls must have black drama kit for lessons. Extra curricular opportunities include a weekly Performing Arts Club and annual whole school production. Access to the internet for research on some projects will help deepen understanding. Selection of DVD's of plays we are studying. Books so students can source research on specific jobs such as stage management or lighting design. |
| HOW PARENTS COULD SUPPORT | Encourage students to see live drama and musicals. Discuss acting performances seen on television. Encourage students to read industry related literature such as The Stage newspaper. |

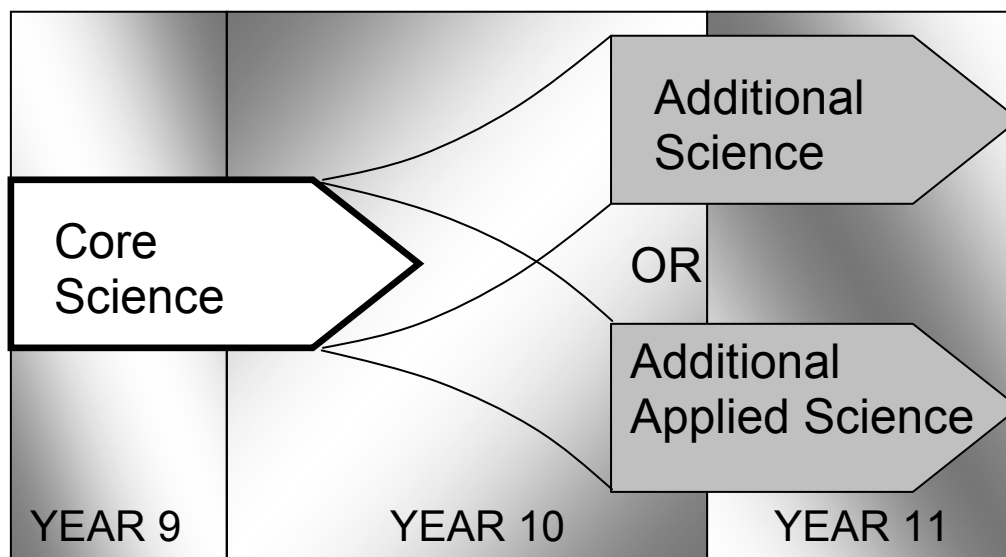
| | |
|--|---|
| SUBJECT | PERSONAL DEVELOPMENT LEARNING – CITIZENSHIP |
| YEAR GROUP | 9 |
| ACCREDITATION | |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Unit 1 Human Rights • Unit 2 Conflict & Conflict Resolution • Unit 3 The Law • Unit 4 Crime & Punishment • Unit 5 The Youth Justice System • Unit 6 The Criminal Justice System • Unit 7 The Role of the Police • Unit 8 The Death Penalty |
| ASSESSMENT | Teacher assessment – small group discussion Teacher – written assessment |
| SPRING | <ul style="list-style-type: none"> • Unit 8 Poverty in the UK & Global Poverty • Unit 9 Fair Trade • Unit 10 Pressure Groups • Unit 11 Presenting a campaign |
| ASSESSMENT | Peer assessment |
| SUMMER | <ul style="list-style-type: none"> • Unit 12 The Media |
| ASSESSMENT | Teacher Assessment - Written |
| HOMEWORK | On-going project work and research which will occur on a termly basis. For example, students will research the organisation Amnesty International as part of a class presentation. |
| FORMAL REPORTING ARRANGEMENTS | Yearly report to parents |
| TRIPS AND VISITS | Visit by local councillor Visit by the Quicken Trust to highlight 'Orphans in Uganda' citizenship project |
| RESOURCES THAT WOULD SUPPORT LEARNING | Newspapers The Media The Internet |
| HOW PARENTS COULD SUPPORT | Encourage students to take part in active citizenship activities eg. fundraising Encourage your daughter to watch programmes like Newsround and the 6 o'clock news Discuss current affairs Talk to them about what they are studying in Citizenship |

| | |
|--|--|
| SUBJECT | PERSONAL DEVELOPMENT LEARNING - PSHE |
| YEAR GROUP | 9 |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> • Unit 1 Family Breakdown • Unit 2 Bereavement |
| ASSESSMENT | Student self-assessment |
| SPRING | <ul style="list-style-type: none"> • Unit 3 Feelings & Emotions • Unit 4 Managing change • Unit 5 Drugs Awareness |
| ASSESSMENT | Peer assessment |
| SUMMER | <ul style="list-style-type: none"> • Unit 6 Peer pressure and assertiveness • Unit 7 Making good life choices and decisions • Unit 8 Puberty and relationships • Unit 9 Sexually transmitted infections including HIV/AIDS • Unit 10 Contraception and condom skills workshop |
| ASSESSMENT | Formal written teacher assessment |
| HOMEWORK | Occasional activities that follow on from the lesson |
| FORMAL REPORTING ARRANGEMENTS | Yearly report to parents |
| TRIPS AND VISITS | Visit from School Nurse Visit from Community Police Officer Visit from the Magistrates |
| RESOURCES THAT WOULD SUPPORT LEARNING | Internet sites Articles from newspapers on solvent abuse |
| HOW PARENTS COULD SUPPORT | Encourage students to resist peer pressure Discuss the importance of respect for their bodies Help them to raise their self-esteem by praising their efforts Talk to them about what they are studying in PSHE |

| | |
|--|---|
| SUBJECT | PHYSICAL EDUCATION |
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE Edexcel |
| TERM | TOPICS |
| AUTUMN 2007 | <ul style="list-style-type: none"> • Skeletal System • Muscular System • Netball • Rounders |
| ASSESSMENT | Pupils are graded in line with GCSE criteria |
| SPRING 2008 | <ul style="list-style-type: none"> • Joints • Circulatory System • Fitness • Football |
| ASSESSMENT | Pupils are graded in line with GCSE criteria |
| SUMMER 2008 | <ul style="list-style-type: none"> • Respiratory System • My Body • Athletics • Rounders |
| ASSESSMENT | Pupils are graded in line with GCSE criteria |
| HOMEWORK | Theory – one hour per week Practical – attend lunchtime practical club once a week Marked against set criteria. |
| FORMAL REPORTING ARRANGEMENTS | Parents Evening and Progress Reports |
| TRIPS AND VISITS | None arranged at present. |
| RESOURCES THAT WOULD SUPPORT LEARNING | GCSE Bitesize on internet. Revision Guide and Workbook £2.00 Sports Kit |
| HOW PARENTS COULD SUPPORT | Support attendance of extra curricular clubs. Ensure textbooks are brought to school and looked after. |

| | |
|---|---|
| SUBJECT | PREPARING FOR ENTERPRISE |
| YEAR GROUP | 9 |
| ACCREDITATION | BTEC Short Course Edexcel |
| | COURSEWORK 100 % |
| TERM | TOPICS |
| | The course gives students an insight into the way businesses are started, the challenges they have to meet and the regulations they work under. It is run as a preparation year prior to students taking either the Business Studies GCSE or the First Certificate for Business. Some students may one day run their own business and most will be employed in a business This course should help them prepare for working life. The course consists of 3 units, 2 compulsory and one optional. |
| 1 and 2 | Unit 1 Preparing Yourself for Business |
| 3 and 4 | Unit 2 Preparing to Start and Run Your Business |
| 5 and 6 | Unit 3 Planning for Marketing and Sales |
| ASSESSMENT | Ongoing class and homework is assessed according to the BTEC assessment criteria. The 3 BTEC Units are broken down into a number of assignments, each of which is assessed in line with the BTEC pass grade. Students are given guidance as to how to improve their work to meet BTEC criteria. |
| HOMEWORK | Homework is mainly preparation and research into business activities. Some homework to complete assignments may be set. |
| FORMAL REPORTING ARRANGEMENTS | School Progress Reports and Parents Evenings |
| RESOURCES THAT WOULD HELP LEARNING | Watching business – related TV programmes and news Reading newspapers |
| HOW PARENTS COULD SUPPORT | Overseeing completion of homework. Discussing their own experience in the workplace. |

| SUBJECT | RELIGIOUS STUDIES – GCSE |
|--|---|
| YEAR GROUP | 9 |
| ACCREDITATION | GCSE Edexcel (Full Course) |
| FINAL EXAM 100% | NO COURSEWORK |
| TERM | TOPICS |
| AUTUMN | <ul style="list-style-type: none"> Religion and Life: Section 4: Religion and Community cohesion |
| ASSESSMENT | End of unit graded assessment |
| SPRING | <ul style="list-style-type: none"> Religion and Life: Section 1: Believing in God |
| ASSESSMENT | End of unit graded assessment. |
| SUMMER | <ul style="list-style-type: none"> Religion and Life: Section 3: Marriage and the Family |
| ASSESSMENT | End of unit graded assessment |
| HOMEWORK | Homework is set each lesson. |
| HOW IT IS MARKED: | Homework is marked to GCSE standard – grades A* - G or levels 1 – 4, as appropriate. |
| FORMAL REPORTING ARRANGEMENTS | Reports and parent consultation evenings. Regular feedback is written in student books |
| TRIPS AND VISITS | None planned. |
| RESOURCES THAT WOULD SUPPORT LEARNING | Religion and Life Revision Guide – Hodder & Stoughton (<u>new</u> edition – expected Spring 2009) |
| HOW PARENTS COULD SUPPORT | Discuss with your daughter what she has been doing in her lessons |



| SUBJECT | CORE SCIENCE | |
|--------------------------------------|---|------------------|
| Year Group | 9 & 10 | |
| Accreditation | GCSE Science (21 st Century Science) This is the first part of a 2-GCSE pair. OCR | |
| Module tests 1-3: 50% | Pre release paper: 16.7% | Coursework 33.3% |
| | Module | |
| Autumn Year 9- Spring Year 9 | B1: You and your genes C1: Air quality P1: The Earth in the Universe | |
| Spring year 9 – Summer Year 9 | B2: Keeping Healthy C2: Material choices P2: Radiation and life | |
| Assessment | In-class tests after each module. These modules will have external exams in January of year 10 | |
| Autumn Year 10 | B3: Life on earth C3: Food matters P3: Radioactive materials | |
| Assessment | In-class tests after each module. These modules will have external exams in January of year 10 , followed by a pre-release paper in Summer of year 10 | |
| Homework | All students are given a homework work book. Homework is completed from this book, as well as separate assignments set by the teacher. (2 x 30 mins per week) | |
| Coursework | All students complete two pieces of coursework: a case study on a controversial issue and analysis of experimental data. These are completed in Spring and Summer of year 10. | |
| Formal Reporting | Grades on report sheets are based on module tests, coursework and external exam performance. | |
| Resource that would support learning | Revision guides available through the department. BBC Bitesize online revision GCSE Science review program (on school computers) | |
| How Parents could support | Awareness of Examination Timetables. Helping students revise for their exams in the Summer. Ensuring students complete coursework by deadlines. | |

| | |
|---|---|
| SUBJECT | Skills for Working Life |
| YEAR GROUP | 9 |
| ACCREDITATION | BTEC Entry Level |
| | COURSEWORK 100 % |
| TERM | TOPICS |
| | This 2 year course gives students chance to practise skills and acquire knowledge that they will need in the workplace. It is run over Yr 9 and 10 with the aim that students undertake a short course BTEC (equivalent to a grade C GCSE)–Preparing for Enterprise in Yr 11. Most students will be employed in a business in the future; this course should help them prepare for working life. The course consists of 6 units, 3 compulsory and 3 optional. In Year 9 the 3 compulsory units are studied. This is a very practical course with assessment focussing on practical work as well as written tasks. |
| 1 and 2 | Unit 1 Health and Safety |
| 3 and 4 | Unit 2 Interviewing Skills |
| 5 and 6 | Unit 3 Managing Money |
| ASSESSMENT | Ongoing class and homework is assessed according to the BTEC assessment criteria. The 3 BTEC Units are broken down into a number of assignments, each of which is assessed in line with the BTEC standards. Students are given guidance as to how to improve their work to meet BTEC criteria. |
| HOMEWORK | Homework is mainly preparation and research into business activities. Some homework to complete assignments may be set. |
| FORMAL REPORTING ARRANGEMENTS | School Progress Reports and Parents Evenings |
| RESOURCES THAT WOULD HELP LEARNING | Watching business – related TV programmes and news |
| HOW PARENTS COULD SUPPORT | Overseeing completion of homework. Discussing their own experience in the workplace. |

| SUBJECT | TECHNOLOGY |
|--|---|
| YEAR GROUP | 9 |
| Rotation | TOPICS |
| <p>Students follow a rotation system in the following subjects within the scope of Design Technology. They spend 2 terms in 3 of the listed areas of learning.</p> | <p>In each subject the following topics covered are:</p> <p>Food – This food course is designed to enable students to demonstrate their creativity using new ideas and new materials. Students will build on the skills learned at KS3 to thoroughly prepare them for the GCSE in Food Technology taken in Year 11. They will gain knowledge and understanding of the skills needed for designing and making a range of different products whilst taking into account health and safety, using tools and equipment and the hygienic preparation of food. The unit titles are: Snacks, Cold Desserts, Soups and Vegetables, Cook Chill Products And Using Meat, Sauce Making, Eating on a Budget and Novelty Cakes.</p> <p>Textiles - In preparation for GCSE Year 9 Textile Technology students will be introduced to innovative designing and practical skills. They will use these skills to creatively work with a range of materials, techniques and processes. These will include hand, machine and surface decoration techniques to produce a unique product for the end of year fashion show.</p> <p>Graphics – Students spend this year developing their creativity and learning 2D and 3D design on computers. They learn about the importance of 'Inclusive Designing' to challenge their thinking and value all target users of products. Emphasis is placed on quality design work and presentation, learning technical drawing skills, and gaining an understanding for how CAD can aid design and manufacture. Students learn about new technologies and developments in industry, which aid their creative thinking in 'Designing for the Future' and learn the importance of modelling and testing their ideas.</p> <p>Product Design – Students spend this year designing and producing high quality work, while learning new skills. They design and make a 'bag charm' learning 'Solidworks' Computer Aided Design (CAD) and use Computer Aided Manufacture (CAM) Router to produce high quality work. Students combine pewter casting and finishing, with additional materials to consolidate their dexterity when using tools and equipment. They learn about plastics making small items to understand their properties and uses. Emphasis is placed on quality design work and learning technical drawing skills, to aid students when gaining an understanding of CAD.</p> |
| ASSESSMENT | Students are assessed at the end of each module by using the National Technology End of Key Stage Levels. In Systems and Control they will also cover the 'Control' aspect of ICT. |
| HOMEWORK HOW IT IS MARKED: | Set weekly within the subject areas. Homework may differ in content from collecting research materials to designing and evaluating their current work in the subject. Homework is marked and assessed where it is a set piece of work. Sometimes their homework is given to support class work in the next lesson in which case the resulting class work will be marked. |
| FORMAL REPORTING ARRANGEMENTS | Progress can be ascertained after the completion of each rotation. The school report is prepared during the year. |
| TRIPS AND VISITS | None planned |
| RESOURCES THAT WOULD SUPPORT LEARNING | Parents are asked to purchase an A4 clip file for their daughter's Technology work, and please ensure that their school bag is large enough to carry it. |
| HOW PARENTS COULD SUPPORT | Looking at folders, asking them what they are doing in Technology and ask them to explain it. Encourage them to use colour and neat presentation where the type of homework demands it. |