



# PLUME

*Maldon's Community Academy*

## Raising Attainment in Year 11

### Parent Information Booklet



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# An introduction to the Year 11 Information Booklet

It is our aim to ensure that all students achieve their full potential and set solid foundations with the necessary skills and knowledge that they need to move on to the next stage of their education, employment or training. The involvement of parent/carer support is therefore crucial in this process, with research showing that the right support from home can have a significant impact on the student's success and future opportunities.

The purpose of this booklet is to give you key information that will help support your child over the coming months. For each subject your child is studying, the following information has been included:

- An overview of Year 11 course content
- Assessment procedures
- Recommended revision guides
- Additional support sessions

Furthermore, parents/ carers often ask us how to best support their child in their revision, and we hope that the following tips in this booklet, in addition to the Information Evening itself, will help as a starting point for this.

As an academy, we wish to offer all students as many support mechanisms as possible. Therefore, please see the list below for contact details for key members of staff:

<b>Area of Concern</b>	<b>Staff member(s)</b>
Subject-specific	Relevant subject staff
Academic and Personal Development	Form Tutors and Mr Rose (Head of Year 11)
Pastoral support	Mrs Darcy-Smith (Assistant Head of Year 11)
Whole school issue	Mr Stoneman (Director of Site for Fambridge Road)

I would like to take this opportunity to wish all Year 11 students the very best of luck over the next year in their studies and ensuing examinations. Please do not hesitate to contact us if you feel we can further support your child in any way. I look forward to supporting them all throughout their GCSE years at Plume, Maldon's Community Academy.

**Mr D Rose- Head of Year 11**

# Subject Course Code and Examination Board

<b>GCSE EXAM BOARDS</b>			
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
EDEXCEL	2FA01	GCSE ART & DESIGN(FINE ART)	601/8069/9
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
AQA	8461	GCSE BIOLOGY	601/8752/9
AQA	8462	GCSE CHEMISTRY	601/8758/X
AQA	8463	GCSE PHYSICS	601/8751/7
AQA	8464	COMBINED SCIENCE TRILOGY	601/8758/X
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	<b>TYPE</b>
EDUQA	C610QS	BUSINESS STUDIES GCSE	603/0305/0
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
OCR C.NAT	J818	LEVEL 1/2 CERTIFICATE in CHILD DEVELOPMENT	601/7537/0
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
OCR	J276	GCSE COMPUTER SCIENCE	601/8355/X
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
AQA	8621	GCSE DRAMA	601/8575/2
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
AQA	8700	ENGLISH LANGUAGE	601/4292/3
AQA	8702	ENGLISH LITERATURE	601/4447/6
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
EDUQAS	C560P1	GCSE FOOD PREPARATION & NUTRITION	601/8093/6
<b>BOARD</b>	<b>NUMBER</b>	<b>TITLE</b>	
AQA	8658	GCSE FULL COURSE FRENCH	601/8167/6

# Subject Course Code and Examination Board

BOARD	NUMBER	TITLE	
AQA	8035	GCSE GEOGRAPHY FULL COURSE	601/8410/3
BOARD	NUMBER	TITLE	
AQA	8552	GCSE DESIGN & TECHNOLOGY- GRAPHICS	603/0984/2
BOARD	NUMBER	TITLE	
OCR	J411GF	GCSE HISTORY	601/8408/5.
<b>NEW COURSE YEAR 10 - SEPTEMBER 2018</b>			
BOARD	NUMBER	TITLE	
OCR CAMB NAT		INFORMATION TECHNOLOGIES	603/1311/0
BOARD	NUMBER	TITLE	
EDEXCEL	1MA1	GCSE MATHS	601/4700/3
EDEXCEL	FSK	FSK MATHS LEVEL 1	603/1150/2
		Maybe some FSK entry level as well	
BOARD	NUMBER	TITLE	
WJEC	C680QS	GCSE MEDIA STUDIES	603/1115/0
BOARD	NUMBER	TITLE	
OCR	J536	GCSE MUSIC	601/8216/7.
BOARD	NUMBER	TITLE	
AQA	8582	GCSE PE	601/8279/9
BOARD	NUMBER	TITLE	
AQA	8182	GCSE PSYCHOLOGY	603/0932/5
BOARD	NUMBER	TITLE	
AQA	8062	RELIGIOUS STUDIES FULL COURSE	601/8400/0

BOARD	NUMBER	TITLE	
AQA	8552	GCSE DESIGN & TECHNOLOGY- RES MATS	603/0984/2
BOARD	NUMBER	TITLE	
AQA	8192	GCSE SOCIOLOGY	601/7537/0
BOARD	NUMBER	TITLE	
AQA	8698	GCSE FULL COURSE SPANISH	601/8355/X.

### BTEC's

BOARD	NUMBER	TITLE	
NCFE		RES MATS - CREATIVE STUDIES : CRAFT	601/0043/6
EDEXCEL	YYH78	ENGINEERING	603/0984/2
EDEXCEL	BBJM6	PERFORMING ARTS ( DANCE APPROACH)	603/0406/6
EDEXCEL	ZVW33	CREATIVE MEDIA PRODUCTION	603/1238/5
EDEXCEL	YKK83	Pearson Btec Level 1 Diploma (Foundation Learning Vocational)	500/8985/7

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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**Information for candidates**  
**For written examinations – effective from 1 September 2018**  
**This document has been written to help you. Read it carefully and follow the instructions.**  
**If there is anything you do not understand, especially which calculator you may use, ask your teacher.**

<b>A</b>	<b>Regulations – Make sure you understand the rules</b>
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You <b>must not</b> take into the exam room: <b>notes;</b> <b>potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device.</b> <b>Any pencil cases taken into the exam room must be see-through.</b> <b>Remember:</b> possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You <b>must not</b> write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
<b>B</b>	<b>Information – Make sure you attend your exams and bring what you need</b>
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You <b>must</b> write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
<b>C</b>	<b>Calculators, Dictionaries and Computer Spell-checkers</b>
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; remove any parts such as cases, lids or covers which have printed instructions or formulas; do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D</b>	<b>Instructions during the exam</b>
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	Fill in all the details required on the front of the question paper and/or the answer booklet <b>before</b> you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.
<b>E</b>	<b>Advice and assistance</b>
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F</b>	<b>At the end of the exam</b>
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

# Reformed GCSE Grading

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# English

We would like to inform you of the provision for GCSE English Language and English Literature here at Plume Academy.

At Key Stage 4, all students study **both GCSE English Language and GCSE English Literature** in their four allocated lessons. As the course is relatively new, we would like to clarify some key points about the new curriculum:

## Key Features of the current GCSE:

- The grading system of A\*-G has been replaced by a **new 9-1 grading system** with **9 being the highest award**. The **'pass' will be a 4 and a 'good pass' a 5**.
- Both GCSE English and English Literature will be assessed by **100% examination**. Therefore, careful note-making throughout the course; effective use of revision strategies and performance in examinations are key. **Homework** will be set to encourage students to create a clear set of **revision notes** throughout the course rather than leaving this until the end.
- There will be **4 examinations**: 2 for GCSE English Language and 2 for GCSE English Literature.
- There will only be **one Tier of Entry**.
- **Spelling and Punctuation** will now account for **20%** of the overall marks.
- **GCSE English Literature** is now a **closed book examination** meaning that students are not able to bring texts into the examination hall. Students will have to know the texts well, be able to analyse unseen extracts and develop strategies for memorising quotes.
- Students will be assessed on **Shakespeare and 19<sup>th</sup> century texts**.

## Preparation for GCSE

The smooth transition to GCSE started in Year 9 by studying similar texts and sitting an examination following the GCSE structure. Examinations at KS3 now test topics studied earlier in the year to assist with revision skills and the examinations are structured like those at GCSE.

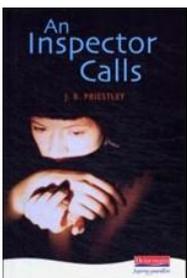
## Student Groupings

English Language and Literature is taught in **mixed ability groupings**, all students will study similar texts and will sit the same examinations. The current Year 11 have been in mixed ability groups and this has proven very successful with students within each class achieving a range of grades in their Year 10 mock examinations. We believe that this style of grouping is the best way to support all students in their GCSE studies.

## What texts will be studied?

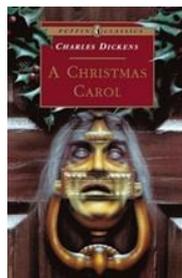
### Modern Texts:

An Inspector Calls



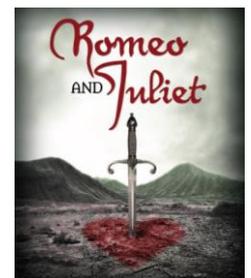
### 19<sup>th</sup> Century Novel

A Christmas Carol



### Shakespeare:

Macbeth or Romeo and Juliet



Students will also be studying a Poetry Anthology which will be provided by the academy.

# English continued...

## What you can do to support:

- Students may wish to purchase their own copies of literature texts in order to make detailed notes and highlight key sections within the texts. Students who are eligible for Pupil Premium will be able to purchase copies through their PPG funding. (*All students can borrow study texts from the LAIC but will not be allowed to annotate them as they will need to be used by other students in the future. Students will have books allocated to them personally for the duration of the course. Books should be returned by Book Return Day and please note that students will be charged for any books not returned*).
- Encourage your son/daughter to **read the texts before the start of the course**.
- Buy **revision guides**, if considered useful and needed – please see further information below.
- Discuss **revision strategies**.
- **Read widely**, a range of **fiction** and **non-fiction texts** (particularly news articles, on paper or online).
- **IE** students wish to bring their own **lever-arch folder** in for English they are welcome to do so but there is **no obligation** for them to do so. This is popular every year with our GCSE students and they use these throughout their course.

## More Information

[www.aqa.org.uk](http://www.aqa.org.uk) (GCSE English Language 8700 and GCSE English Literature 8702 )

## Revision Guide Information

There are a variety of publishers offering many different study guides and workbook options and we have put together an information document for you and this is available via the academy website (link below). Publishers are constantly updating their provision and published texts, therefore there may even be new books available by the time you read this! We hope you find the guidance informative and useful however please note that there is **no obligation** to purchase study guide books, and all students will be given resources by their respective English teacher.

[http://www.plume.essex.sch.uk/assets/english-revision-guides-info-\(2\).pdf](http://www.plume.essex.sch.uk/assets/english-revision-guides-info-(2).pdf)

GCSE 2018-2020	Autumn 1 6 ½ weeks	Autumn 2 7 ½ weeks	Spring 1 6 ½ weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Year 10	<i>An Inspector Calls &amp; Fiction Writing</i>  Lit Component 2 20% of Lit GCSE  Lang Component 1 25% of Lang GCSE	<i>Lang Paper 2: Writers' Viewpoints and Perspectives</i>  Lang Component 2 50% of Lang GCSE	<i>Power/Conflict Poetry, non-fiction writing and spoken language study.</i>  20% of Lit GCSE; 25% of Lit GCSE and 100% of NEA.	<i>Macbeth</i>  Lit Component 1  20% of GCSE	<i>Power/Conflict Poetry, Unseen Poetry and Fiction Writing</i>  20% of Lit GCSE; 25% of Lit GCSE, 25% of Lang GCSE	<u>Revision for Y10 mock exams</u> – AIC, Macbeth and Lang Paper 2.
Year 11	<i>A Christmas Carol &amp; Fiction Reading</i>  Lit Component 1 20% of GCSE  Lang Component 1 25% of GCSE	<i>Lang Paper 1: Explorations in Creative Reading and Writing</i>  Lang Component 1 50% of GCSE	<u>Y11 mocks – all papers</u>  CTG from mocks – all papers	<i>Revision / Gap filling – all GCSE topics / papers</i>	<i>Revision – all topics/papers</i>  <u>Summer exams begin</u>	Summer exams

# **Science**

All students will follow a balanced science course. They will continue to study topics from all three science disciplines (Biology, Chemistry and Physics). We believe there is no better way to learn about Science than through purposeful, practical activities as part of day to day teaching and learning. Therefore, we have incorporated this as an integral part of the course. Students start all GCSE science qualifications in Year 9 and will complete them by the Easter of Year 11.

## **Combined Science Trilogy**

This is the Science course that will be taken by the large majority of students both at the Plume and throughout the country. It provides two GCSEs in Science.

## **GCSE Biology, Chemistry and Physics (Triple Science)**

This is a demanding course designed for our most able Science students. They will have to work at a fast pace in order to succeed, to enable them to cover the extra content required. At the end of the course they will gain separate GCSEs in Biology, Chemistry and Physics.

## **WHAT WILL THE COURSE CONTAIN?**

The course covers theoretical and practical study of how Science directly affects our lives; the practical activities will help to develop an investigative approach to scientific problems. Students will study Life and Living Processes, Materials and their Properties and Physical Processes.

## **HOW WILL I BE ASSESSED?**

Final examinations in the summer of Year 11 (100% examination)

## **Future Options**

To gain access to A Level Science at Plume Academy, a minimum grade of a 'B' in combined Science Trilogy must be achieved. If doing Triple Science, students will need to achieve at least a 'B' grade in the Science subject they are opting for at A Level. Other entry requirements also apply.

# Maths

The Maths Faculty are now entering the fourth year of teaching the new Edexcel Maths GCSE. The new course is exciting for both teachers and students as it delves into Mathematics in more depth, with greater emphasis on problem solving and mathematical reasoning.

## **How students will be assessed at the end of the course**

- 3 papers at the end of Year 11, each an hour and a half long.
- Graded following the 9-1 system, with 9 being the highest and grade 4 being a “pass”.
- A choice of Higher Tier (Grades from 4-9) or Foundation Tier (Grades from 1-5).

## **Course Content**

Five key areas:

- Number
- Ratio, proportion and rates of change
- Algebra
- Statistics and probability
- Geometry and measure

## **Revision**

Effective revision needs to be ‘active’ – passively reading a revision guide or watching a video is unlikely to have much impact by itself.

All students have access to Mathswatch ([mathswatch.co.uk](http://mathswatch.co.uk)), an excellent resource with instructional videos and practice questions. Students should be given their logins by their respective teacher.

We also recommend that students purchase a revision guide and workbook (please ensure that it is for the Edexcel GCSE). Students should check with their teacher as to which tier is appropriate.

## **Additional Support**

Maths clinic takes place after school on a Thursday.

# Philosophy and Ethics GCSE

## **Course Content**

- Christianity: beliefs practices and teachings
- Islam: beliefs practices and teachings
- Religion and life topic which includes issues surrounding abortion
- Religion peace and justice
- Religion crime and punishment
- Relationships and families

## **How students will be assessed**

There will be two papers and both are one hour and 45 minutes long.

## **Additional Support**

AQA provide Religious Studies revision guides, but we also make our own and email them to students, as well as giving them all a summary sheet to revise from in Year 11.

# Business Studies

The course encourages students to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

## Course Content

Business activity	The nature of business activity, providing goods and services, Business enterprise, Business planning, Business aims & objectives, Business ownership, Business growth and Business location and site.
Influences on Business	Technological, ethical, environmental and economic influence. The Impact of globalisation and legislation.
Business operations	Methods of production, quality, supply chain and the sales process.
Finance	Sources of finance, Revenue and costs, Profit and loss account (income statements), cash flow and financial performance.
Marketing	Identifying and understanding customers, market research, marketing mix (Product, price, place, promotion).
Human Resources	Recruitment, training, motivation and organisational structures.

Unit	When	Time	Type	% of course
<b>Unit 1 Business Dynamics</b>	June Year11	2hr	Written paper 100 marks	62.5%
<b>Unit 2 Business Considerations</b>	June Year11	1hr 30mins	Written paper 60 marks	37.5%

## How will I be assessed?

Assessment for this course is via two examinations and both exams assess content from all six topic areas. Therefore, learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

## Recommended revision material

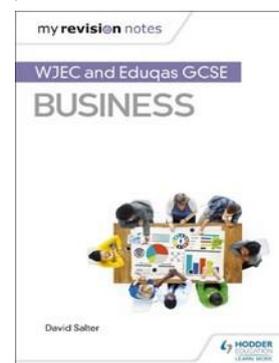
The best revision guide for Business is the one published by Hodder Education –My Revision Note: WJEC and Eduqas GCSE Business.

The department will be offering these to students during the autumn term.

In addition, students can access a variety of online resources such as:

<https://www.bbc.com/bitesize/subjects/zjnygk7>

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



# Computer Science

## **Course content**

Computer systems (50%) – This unit covers the body of knowledge about computer systems, including computing hardware, software, databases, networking and system security.

Computational thinking, algorithms and programming (50%) – This unit covers the following topics: Algorithms, programming techniques, producing robust programs, computational logic and data representation.

## **Assessment**

The two units each have their own 1 hour 30 minute examination taken in June of Year 11.

## **Revision guide**

The Collins OCR GCSE Revision Computer Science book, available for purchase from the academy at the cost of £4.20.

## **Additional support**

Additional revision sessions will start in Year 11.

# Information Technology

## **OCR National in Information Technologies**

### **Year 10 course content**

Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

### **How they will be assessed**

Students will sit a 1 hour 45 minute written examination in the summer of Year 10, this assessment will count at 50% of their final qualification grade.

### **Recommended revision guide**

Students are provided with a course book, however, the following revision guide may be beneficial: My Revision Notes: Cambridge National Level 1/2 Certificate in Information Technologies ISBN: 1510423281

### **Support sessions**

Students are invited to use the computer suite (room 214) at lunch time Monday – Thursday if they would like to complete revision for their examination.

# Engineering

## What will the course contain?

Engineering covers a wide range of disciplines including mechanical, electrical, electronic, aeronautical, marine and automotive sectors. The BTEC First Award in Engineering will enable students to develop a broad knowledge and understanding of the engineering industry, its organisation, products and processes through investigation, research and practical application.

## Assessment

The BTEC Level 2 First Award in Engineering is 75% coursework and 25% externally tested. There are a number of units, including: Unit 1: The Engineered World (externally assessed) Unit 2: Investigating an engineering product Unit 7: Machining techniques

## Explore



### Component 1

## Exploring Engineering Sectors and Design Applications

**Aim:** get to know industry sectors and how they work together to solve real-life problems.

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

During Component 1, your students will:

- **explore** the different sectors, products and interconnections within the industry
- **investigate** what various engineering organisations and functions do, in addition to potential career paths
- **discover** the engineering design and manufacture processes.

## Develop



### Component 2

## Investigating an Engineering Product

**Aim:** explore the types of materials, components and processes used to make products, then reproduce and test a product.

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

During Component 2, your students will:

- learn why engineers choose certain materials and components to make products
- investigate how products are made
- identify best practice when it comes to safety and risk management
- develop research, observation, recording, interpretation and measuring skills
- put what they've learned into practice by safely planning, reproducing and testing an engineered product.

## Additional Support

The Technology Faculty is open to students at lunch time, with a pass, which is obtainable from their respective teacher. In addition, the Technology Faculty is also open after school on Tuesday, Wednesday and Thursday.

# GCSE Food Preparation and Nutrition

This course equips learners with the knowledge and skills required to cook and apply the principles of Food Science, nutrition and healthy eating. It enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others, affordably and nutritiously, now and later in life.

This specification has been designed to ensure there is a balance between practical and theoretical knowledge. By studying Food Preparation and Nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking in a variety of food commodities, including fruit and vegetables, meat, poultry fish and eggs, dairy, cereals and many more.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food.
- Understand the relationship between diet, nutrition and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and International).

## **Assessment**

The course consists of two components:

**1 hour and 45 minute written examination** = 50% of the qualification

**2 non-examination assessments** internally moderated and based on tasks released by Eduqas annually = 50% of the qualification

**Assessment 1:** The Food Investigation Assessment

A scientific food investigation = 8 hours, 15% of overall final grade

**Assessment 2:** The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food = 12 hours, 35% of overall final grade.

## **Additional Support Sessions**

If students miss lessons, especially during Year 11, or when they will be completing coursework, catch up sessions will be arranged during lunch and after school to ensure they are able to meet the relevant deadlines.

## **Recommended Revision Guide**

Grade 9-1 GCSE Food Preparation and Nutrition WJEC Eduqas revision guide which may be purchased through the academy.

For further advice email Miss Hargreaves (Subject Leader for Food) via:

[c.hargreaves@plume.essex.sch.uk](mailto:c.hargreaves@plume.essex.sch.uk),

Alternatively, you can visit:

<http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/> for further information.

# Design and Technology

## **Course Content**

Through a series of mini projects during Year 10, students will improve their designing and making skills. Alongside this they will also learn about and use a variety of tools, materials and machines, and how they can be used to create a range of different products. Students will also learn about various designers and their products. They will gain experience and knowledge in using CAD/CAM (Computer Aided Design/Manufacture). All of this knowledge will help them with their examination and coursework.

## **How they will be assessed**

The GCSE qualification is made up of an exam which is worth 50% and the coursework which is worth 50%. It is a 2 hour exam taken at the end of Year 11 and tests knowledge and understanding of what has been learnt throughout the course. The examination is split into 3 sections.

**Section A** is core knowledge of all areas of Design Technology including a range of materials and processes relevant to all disciplines within the subject. These are made up of: New and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices, materials and their working properties.

**Sections B and C** are where students can choose the questions specialised to their chosen area. These are a range of short answered questions including some design development. Coursework is completed at the end of Year 10 and into Year 11. A brief for the coursework is provided by AQA in the June of Year 10. Coursework is made up of 4 sections including completing research relevant to the given brief. A range of design ideas are to be created against a specification. These designs then need to be developed into the final idea. This then leads to making, testing and the evaluation of the final piece.

## **Recommended revision guides**

AQA GCSE Graphics Revision CGP (students are given one of these along with a folder of Graphics equipment if the contribution is paid, alternatively it is available to purchase).

## **Any additional support sessions**

The Technology Faculty is open to students at lunch time, with a pass, which is obtainable from their respective teacher, or alternatively, after school Tuesday, Wednesday and Thursday.

# Art and Design

## **Brief overview of Year 10 course content**

Students should be expected to develop the following skills in their outcomes:

**AO1** Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

**AO2** Explore their ideas through experimenting and selecting appropriate resources, media and materials, techniques and processes.

**AO3** Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding

**AO4** Present personal, informed and meaningful responses that reflect analytical and critical understanding, realising their intentions and making connections between elements.

All the worksheets are A3 and mostly landscape format.

### **In the Foundation module they will have:**

**Worksheet 1:** Drawing skills; pencil

**Worksheet 2:** Secondary drawing sheet

**Worksheet 3:** Primary drawing sheet

**Worksheet 4:** H/L shell study

**Worksheet 5:** Pen and ink drawing skills

**Worksheet 6:** H/L Grape study

**Worksheet 7:** Primary or secondary drawing sheet

**Worksheet 8:** Painting skills

**Worksheet 9:** Secondary painting skills sheet

**Worksheet 10:** Artist study – Karenza Jackson analysis

**Worksheet 11:** Mono print skills

**Worksheet 12:** Mono print independent study.

### **Unit two will have;**

**Worksheet 1:** Cubist critical study A3

**Worksheet 2:** Cubist critical copy and analysis A3

**Worksheet 3:** Still life research sheet/primary recordings

**Worksheet 4:** Still life research sheet/primary recordings

**Worksheet 5:** Independent study planning sheet (more able)

**Worksheet 6:** Independent study; mixed media.

Students will also complete a personal sketchbook which is independent of the main modules and is part of their home learning.

### **How they will be assessed**

The work has two formative assessments, 1-9, using sub grades of + and -. Students will then close the gap and have one summative assessment 1-9. The sketchbook will be marked on a sliding flightpath assessment and have 9 formative assessments on the course (4 in Year 10).

### **Recommended revision guides**

We do not have revision guides but we encourage students to visit the EDEXCEL website to explore exemplar resources.

### **Additional support sessions**

We run catch-up workshops after school on a Thursday from 3:10 to 4.30pm in room 124. These are for any student that would like to work, in school, on their coursework and receive extra support from the art team.

# Dance

## **Brief overview of Year 10 course content**

The students are studying a L1/L2 BTEC Tech award in Performing Arts with a Dance focus. They need to complete three components.

**Component 1** (Investigating Performing Arts Industries) started: Year 10 submitted: October half term of Year 11.

**Component 2** (Developing Skills and Techniques in Performing Arts) Mock: Year 10 autumn term started: Year 10 January, submitted: April/May Year 10.

**Component 3** (Performing to a Brief) Mock: autumn term Year 11 started: January Year 11 submitted: May Year 11.

## **How they will be assessed**

**Component 1 and 2** are internally assessed. Students will submit a portfolio of evidence which includes a mixture of practical and written work. This must be submitted by the date on the assignment brief. The work will be marked by the teacher assessor and the marks will then be internally verified by another member of staff. Once this process has taken place the students will be provided with their grades. Students then have up to 15 days to make any changes and amendments they think necessary to their work before handing any work back in for re-submission. Students must submit the work on time, complete the student declaration and be able to make the changes to the work independently to meet the requirements for a re-submission.

**Component 3** is externally set and assessed. The students will complete three written evaluations under examination conditions and these will be submitted along with a performance of recording of their performance piece that has to be between 10-15 minutes long. Excellent attendance is vital in BTEC as practical assessment evidence is generated in lessons, poor attendance can impact on a student's final grade for a component.

## **Recommended revision guides**

There are not any specific revision guides the students will need but the students do all need a gmail account. Students will need to use this to access the google drive folder to view recordings on their work and relevant resources. Students will also need access to the internet to complete portfolio tasks therefore please let us know if you have any access issues.

Students can also access the websites of the companies they are studying for component 1  
Hamilton - <https://hamiltonmusical.com/london/>

Nutcracker/Matthew Bourne - <https://new-adventures.net/>

Alice's Adventures in Wonderland/Christopher Wheeldon - <https://www.roh.org.uk/productions/alices-adventures-in-wonderland-by-christopher-wheeldon>

It is recommended that students do as much research as possible into the three professional works they study for Component 1.

## **Any additional support sessions**

We ask all students to attend Dance Company on a Monday after school 3:30-5:00pm. This is an opportunity for students to access additional Dance training with a local Dance artist. These sessions are funded by the Dance Department and are designed to develop students technique and creative skills.

Lunch time support sessions are available on request, as are Tuesday evenings 4:30-5:30pm.

In Year 10 we ask all students to perform in our three showcases to help develop their confidence in performance.

If students need additional support they can email us directly – n.markham-lee@plume.essex.sch.uk or k.bowring@plume.essex.sch.uk

# Drama

*GCSE Drama is a PRACTICAL subject (2 out of 3 components have a practical element) ...there is a large percentage of WRITTEN WORK that will be produced as part of a written examination and a devising log book.*

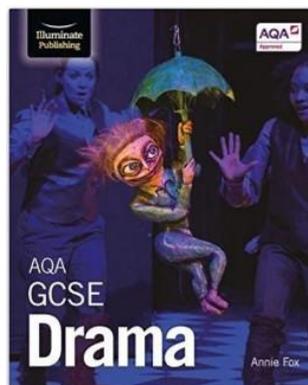
Component 1: Understanding Drama	Component 2: Devising Drama (practical)	Component 3: Texts in practice (practical)
<p><b>What is assessed:</b> Knowledge and understanding of drama and theatre. The study of one set play from a choice of 6 – ‘The Crucible by Arthur Miller. Analysis and evaluation of the work of live theatre makers.</p>	<p><b>What is assessed:</b> Process of creating devised drama. Performance of devised drama (students may contribute as a performer or designer). Analysis and evaluation of own work.</p>	<p><b>What is assessed:</b> Performance of two extracts from one play (students may contribute as performer or designer).  Free choice of play but it must contrast with the set play chosen for component 1.</p>
<p><b>How it is assessed:</b> Written examination 1 hour and 45 minutes Open Book 80 marks 40% of GCSE</p>	<p><b>How it is assessed:</b> Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE</p>	<p><b>How it is assessed:</b> Performance of extract 1 (20 marks) <u>and</u> extract 2 (20 marks) 40 marks in total 20% of GCSE</p>
<p><b>Questions</b> <b>Section A:</b> Multiple choice (4 marks) <b>Section B:</b> Four questions on a given extract from the set play chosen (44 marks) <b>Section C:</b> One question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</p>	<p>This component is marked by your Drama teachers and moderated by AQA.</p>	<p>This component is marked by AQA.</p>

## Additional Support

Additional support Tuesday after school.

## Revision Resource

AQA GCSE Drama



# **Level 1 & 2 Creative** **Media**

## **Course Content**

The course is made up of three components:

### **Component 1**

Exploring media products in which students explore:

- content and purpose of digital media products
- style and the use of digital design principles
- idea generation and the production process
- industry regulations and professional practices.

### **Component 2**

Developing digital media production skills in which students:

- experiment with a variety of media production skills and techniques
- apply the technical skills that they learn
- reflect on their progress and use of skills, as well as how they could improve.

### **Component 3**

Create a media product in response to a brief in which students:

- learn how to respond to a media brief
- plan their response to the brief
- apply skills and techniques to a production
- justify the process and outcome that they have developed
- reflect on their application of skills, time management and use of resources.

## **How is the course assessed?**

Following a foundation learning program where students will be introduced to the sectors and skills associated with them, students will complete 3 components, delivered in the format of assignment briefs. Two of these components will be internally assessed and externally verified, while the third is externally set and assessed.

Pass Merit and Distinction grades will be awarded to level 2 students, however those who do not meet these requirements could be awarded a level 1 qualification.

## **Additional Support**

Additional support sessions are offered during the assessment periods, which are in March/April in Year 10 and November/December and February/March in Year 11. Individual/small group subject specific support may be offered to students at any time, where appropriate. In addition, students are welcome to request support outside of the lesson at any point throughout the year, to take place after school on Thursday and Fridays.

There are currently no published revision materials for this course.

# Music

## OCR Level 1/2 GCSE (9-1) in Music (J536)

### Key Features:

An integrated performance and composition focussed on candidate's choice of instrument. Non-examined assessment completed during the course and submitted to OCR for assessment.

A practical portfolio that includes the board set composition task and an ensemble performance. Non-examined assessment completed during the course and submitted to OCR for assessment.

An examined listening and appraisal component sat at the end of the linear course.

### Specification Overview:

Candidates take components: 01 or 02, 03 or 04, and 05.

There are two submission options, postal submission or electronic upload via the OCR Repository.

Repository option: candidates must take (01), (03) and (05).

Postal option: candidates must take (02), (04) and (05).

<b>Content Overview</b>	<b>Assessment Overview</b>	
Performance on the candidate's chosen instrument.  Composition to a brief set by the candidate.	<b>Integrated portfolio (01 or 02)</b>  60 marks  Non-exam a assessment	<b>30% of total GCSE</b>
Ensemble performance.  Composition to an OCR set brief.	<b>Practical component (03 or 04)</b>  60 marks  Non-exam assessment	<b>30% of total GCSE</b>
Listening and appraising.  A written paper, with CD.  Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 and 5.	<b>Listening and appraising (05)</b>  80 marks  1 hour and 30 minutes written paper	<b>40% of total GCSE</b>

### Area of Study 1: My Music

Candidates should study their instrument which can be any of the following:

- Any instrument
- Voice
- DJ-ing
- Sequencing

# Music Continued...

## **Area of Study 2: The Concerto through Time**

Candidates should study The Concerto and its development from 1650 to 1910 through:

- Baroque Solo Concerto
- Baroque Concerto Grosso
- Classical Concerto
- Romantic Concerto

## **Area of Study 3: Rhythms of the World**

Candidates should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab – Indian Classical Music and traditional Punjabi Bhangra
- Eastern Mediterranean and Middle East – traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music
- Africa – traditional African drumming
- Central and South America – traditional Calypso and Samba

## **Area of Study 4: Film Music**

Candidates should study a range of music used for films including:

- Music that has been composed specifically for a film
- Music from the Western Classical tradition that has been used within a film
- Music that has been composed as a soundtrack for a video game

## **Area of Study 5: Conventions of Pop**

Candidates should study a range of popular music from the 1950s to the present day, focussing on:

- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day

## **Revision Material**

Rhinegold Education GCSE Music Revision guide Ashby and Marshall

# Geography

## Overview:

The course is split into three fascinating units:

- Unit 1** – Natural hazards, Ecosystems, including rainforests and desert, rivers and coasts.
- Unit 2** – Urban issues and challenges, changing economic world, natural resources.
- Unit 3** – Fieldwork and a decision making exercise

The teaching of these units is split over the two years with students alternating between Physical and Human topics throughout Year 10 and 11. As part of the course, students will take part in two day trips in the UK to investigate two different geographical issues. Students will undertake one fieldtrip in Year 10 and the second fieldtrip in Year 11.

## Assessment:

There are three examinations at the end of Year 11:

- Paper 1** - Living with the physical environment: 1½ hours (35% of GCSE)
- Paper 2** - Urban issues and challenges: 1½ hours (35% of GCSE)
- Paper 3** - Fieldwork and contains a decision making exercise (30% of GCSE)

Twelve weeks before the Paper 3 examination, a resources booklet will be released. This booklet will contain information about a current and controversial geographical issue. The Paper 3 examination will be based on this issue.

## Recommended support material for the course:

The revision guides listed below match the course textbook used in lesson:

- GCSE 9-1 Geography AQA Revision Guide (ISBN-13: 978-0198423461)
- GCSE 9-1 Geography AQA Exam Practice (ISBN-13: 978-0198423485)
- GCSE 9-1 Geography AQA Fieldwork (ISBN-13: 978-0198426622)

Students can also access revision resources from BBC Bitesize tailored to the AQA Examination Board. <https://www.bbc.com/bitesize/subjects/zkw76sq>

## Additional support

Geography clinics are held every **Friday lunchtime in room 002**. These are informal drop-in sessions where students can get help with homework, with classwork or with exam preparation.

# History

## **Course Content**

### **Component Group 1 British History - 40% of total GCSE:**

- Thematic study - Migrants to Britain, c.1250 to present - 20% of total GCSE
- British depth study - The Norman conquest, 1065 - 1087 - 20% of total GCSE

### **Component Group 2 History around us—20% of total GCSE**

- History around us - 20% of total GCSE

## **Assessment**

Component group 1 - 40% of total GCSE  
1 hour 45 minute paper, 40 marks each, 80 marks in total

Component group 2 - 20% of total GCSE  
1 hour paper, 40 marks + 10 marks SPaG

## **Revision Guide**

GCSE History OCR –B Revision Guide available on Parent Pay.

# GCSE Languages

## What will the course contain?

The vocabulary of the course is built around the three main themes of:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Studies and Employment

These three main themes will enhance the student's grasp of the language and allow them also to also gain an in-depth knowledge of the country, their culture and customs. The study of these themes will be explored through a series of relevant sub-topics further developing their linguistic skills and a wide range of vocabulary.

In Year 10 students will study the themes of identity and culture, and current and future studies and employment.

In Year 11, students will study local, national, international and global areas of interest.

Year 10	Year 11
<b>Identity and culture</b>	<b>Local, national, international and global areas of interest</b>
Family and friends	My house and home
Marriage and partnerships	My town and local area
Free time and sport	Environment and the planet
Cinema, television and music	Healthy living
French/Hispanic culture	Social issues and problems
<b>Current and future studies and employment</b>	
School	
Work	
Plans for the future	

## Assessment

There are four parts to the examination, testing each of the four skills: Listening (25%), Speaking (25%), Reading (25%) and Writing (25%). Each skill is tested with a final examination at the end of the course. There are two levels of entry; Foundation and Higher, with the exams at Foundation level being easier. Each student will complete all examinations at either the Foundation tier or the Higher tier.

## Revision

Students can purchase the revision guides for AQA French and Spanish via the academy or independently.

AQA Collins French revision guide/ AQA Collins Spanish revision guide.

CGP Spanish GCSE revision guide/ CGP French GCSE revision guide.

**Revision drop in MFL:** Revision sessions in MFL are available Tuesday, Wednesday and Friday after school and Tuesday and Thursday Lunchtimes.

# Physical Education

## **Assessment**

Students will be sitting two AQA GCSE Physical Education Papers:

- Each paper will be 1 hour 30 minutes.
- Each paper will be out of 78 marks.
- This is worth 156 marks (60%).

## **The Exam**

- The first section will be a multiple choice type (AO1).
- The second part of the paper will be short answered questions (AO1 & AO2).
- The third part of the paper will be a 6 mark question (AO3).
- The fourth part of the paper will be a 9 mark question (AO3).

## **PAPER 1- STUDIED in Year 10**

- The structure of the musculoskeletal system.
- The structure and functions of the cardio-respiratory system.
- Anaerobic and aerobic exercise.
- The short and long term effects of exercise.
- Lever systems.
- Planes and axes of movement.
- Health and fitness.
- The components of fitness.
- The principles of training.
- How to optimise training and prevent injury.
- Effective use of warm up and cool down.

## **Practical Assessment**

- 3 Practical Sports.
- Either 2 Individual and 1 Team Sport or 2 Team and 1 Individual Sport.
- 10 Marks on Skills.
- 15 Marks on Practical Performance in Games.
- This is worth 30% of the final grade.

## **Specific PE examination question tips:**

- Answer all questions.
- Underline key words in the question.
- Identify how many marks have been awarded and make that amount of separate points.  
i.e.3 marks means write 3 answers.
- Give specific physical activity examples, do not just name a sport i.e. dodging your opponent in Basketball
- Answer all questions.

## **Supporting Materials**

Everlearner Online PE System (students will be shown how to use this in class)

# Child Development

## Overview of Course Content

All students will study three mandatory units:

### **RO20: Understand the development norms of a child from birth to five years**

Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

#### **OCR SET ASSIGNMENT**

**Centre assessed/OCR moderated task (25%)**

Unit RO20 completed Year 10 autumn term 1 and 2

### **RO18: Health and well-being for child development**

Students will develop the essential knowledge and understanding in child development. Covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illness and safety. There is the opportunity to hire a Plume RealCare baby simulator.

#### **OCR EXTERNAL EXAMINATION**

**OCR Written paper: 1 hour 15 minutes (50%)**

Unit RO18 started in Year 10 (spring term 1) and completed Year 11 (autumn term 2) in time for the external examination January Year 11, with option to re-sit June Year 11.

### **RO19: Understanding the equipment and nutritional needs of children from birth to five years**

Students will gain knowledge of the equipment needs of babies and young children and understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. This topic also covers nutrition and hygiene practises and nutritional requirements.

#### **OCR SET ASSIGNMENT**

**Centre assessed/OCR moderated task (25%)**

Unit RO19 completed in Year 11 (spring term 2)

### **What revision guide should I consider purchasing?**

Hodder Education: Cambridge National (RO18) Revision Guide is available to purchase from Plume Academy (Letters will be sent home Spring term).

Students will have access to Cambridge National Child Development text books during class time.

### **What additional support time is available?**

Tuesday, Wednesday, Thursday lunchtimes 1:30-2:00pm in room 121

Wednesday and Thursday after school - 3:10-4:10pm in room 121



# GCSE Media Studies

In Year 10, students cover all the content for the Component 1 examination in preparation for the Year 10 mocks. Students develop the ability to analyse a wide range of media and this includes studying a number of set products such as specific adverts, film posters, magazines, newspapers, computer games and radio. Students will develop media language in order to analyse these media and engage with key issues and debates, including stereotyping of groups and the effects media may have on people. Students will also learn more about how the film, video game, radio and newspaper industries operate, and how they are regulated.

## **How they will be assessed in Year 10:**

After each set product students will complete a graded assessment based on a question on one area of the C1 paper.

Students are welcome to complete homework or seek staff support Monday -Thursday lunch times in room 112.

## **Revision**

There are currently no revision guides available.

There is a text book that students may choose to buy but this is not compulsory.

[https://www.illuminatepublishing.com/index.php?](https://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=158&zenid=1cnqc4v1djmhukp3eeee49e6a7)

[main\\_page=product\\_info&cPath=11&products\\_id=158&zenid=1cnqc4v1djmhukp3eeee49e6a7](https://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=158&zenid=1cnqc4v1djmhukp3eeee49e6a7)

# Sociology

## **Year 10 – The Sociological Approach, Education and Families**

Students will have a series of mid and end of unit formal assessments in timed conditions and Year 10 Mock examination (Paper 1 only)

**Revision guide:** Collins AQA Sociology All in One Revision and Practice

**Revision Sessions:** Tuesday lunchtime in room 216

# Psychology

The Year 10 Psychology content will be the following topics:

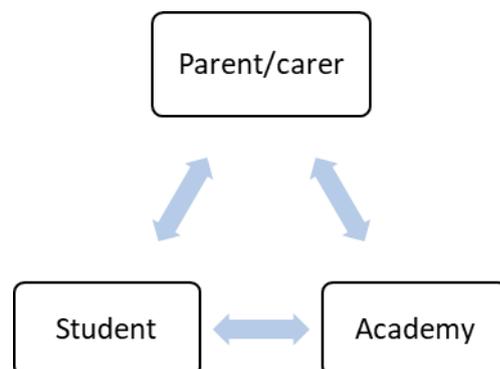
- Memory
  - Development
  - Perception
  - Research Methods
- It is assessed by 2 examinations each lasting 1hr 45min
- Students will benefit from purchasing their own copy of the textbook but have been given the login for a digital version. The textbook is: AQA Psychology for GCSE student book (ISBN 9781911208044). There is a revision guide in the same series: AQA Psychology for GCSE Revision Guide (ISBN 9781911208068)
- A Psychology drop in session will start soon on a Wednesday lunch time in room 207.

# GCSE Revision

## What is my role as a parent/carer?

Success in examinations is a team effort which involves parents/carers, the academy and student all working together.

Research and experience shows that students whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress.



### 5 ideas to get you started:

1. Discuss with your child what will be involved in the revision period and what your role could be.
2. Respond positively when they ask you to help. If you can't help immediately arrange a time when it is convenient.
3. Be prepared to be told your help is not required - but don't take this to mean you should not do anything at all
4. Try to attend all Parents' Consultation Evenings and any examination related information evenings.
5. If you are in any doubt about anything to do with revision and the examinations contact the relevant, subject teacher, form tutor or head of year.

## Revision planning

### It is never too soon to make a start!

There is no 'correct' time to start revising but the sooner your child starts revising the less daunting it will be.

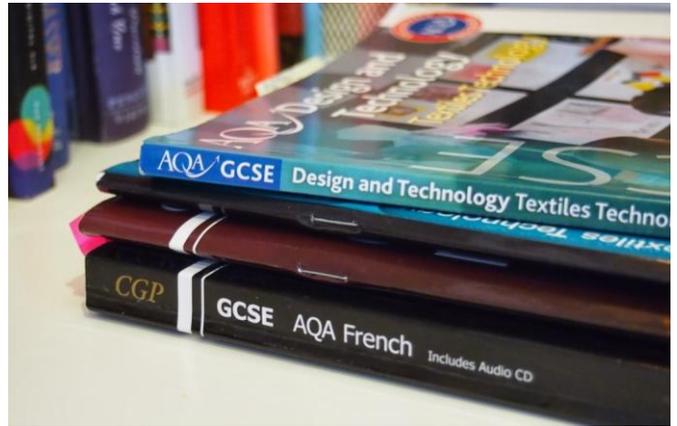
### Where to start?

- Students must check that all their class notes are up to date, with no gaps.
- If they are unsure about the topics they have studied, suggest they ask their subject teachers for a list.
- Encourage them to work on their weaknesses and the subjects/ topics they do not like as well as the subject/ topics they do like and are good at.

## Are they prepared?

### Do they have the notes and materials they need?

- Exercise books, textbooks, folders that contain the information they need.
- Most revision guides have key information already summarised.



### Do they have the right resources to revise?

- Post-it notes.
- Revision cards.
- Pen, ruler, paper, scissors and glue.
- Internet access.
- Dictionary.
- Scientific calculator.
- Coloured pens.
- Revision guides and revision podcasts.

### Have they got the right revision environment?





**Who can help?**  
Tel: 01621 854681

**Personal Development and Support Team**

**Year 11 Form Tutors :** J.Ainscough, M.Arthur, P.Adams, M.Adams, M.Springett, G.Chapman, N.Kordzaia-Humphries, A.McCarthy, A.Robinson, M.Younan, K.Flower

<b>Head of Year 11</b>	Mr D Rose
<b>Assistant Head of Year 11</b>	Mrs K Darcy-Smith
<b>Safeguarding Officer</b>	Mrs L Peake

<b>Executive Principal</b>	Mr C Wakefield
<b>Interim Head of Academy</b>	Mrs R Clark
<b>Interim Head of Academy</b>	Mr T Baster
<b>Director of Site for FRC</b>	Mr A Stoneman

**Faculty Leaders (FL) Subject Leaders (SL)**

<b>English FL</b>	Mrs L Russel	<b>Expressive Arts FL</b>	Mrs P. Adams
<b>Maths FL</b>	Mrs C Pretty	<b>Dance SL</b>	Mrs N. Markham-Lee
<b>Science FL</b>	Mrs L. Cox	<b>Art and Design SL</b>	Mr K. Flower
<b>Social Sciences FL</b>	Mr P. Carlsson	<b>Flexible Learning FL</b>	Mr E. Harris
<b>Child Studies SL</b>	Mrs J. Brunt	<b>Technology FL</b>	Mr M. Adams
<b>History SL</b>	Mr M Springett	<b>Graphics SL</b>	Mr C. Masters
<b>Geography SL</b>	Mr A. McCarthy	<b>Textiles SL</b>	Miss K. Blake
<b>Religious Education SL</b>	Mrs A. Jupp	<b>Business and ICT FL</b>	Mr R. Howlett
<b>MFL FL</b>	Mrs S. Rimbaut		
<b>Physical Education FL</b>	Mr J. Ainscough		
<b>SEND FL</b>	Mrs O. Bamigbele		