



Nishkam High School

Key Stage 4 Curriculum

2018-2019

This booklet is designed to give parents/carers and students more information about the courses that are being followed this academic year. We hope it gives a helpful summary of the wide range of topics, themes and activities that are undertaken, and of the numerous important skills that we aim to develop during Years 10 and 11.

From this document, you will be able to ascertain the following information about each subject.

Examination Board

There is an increasing range of revision materials available on the internet and giving details of the examination board for the named subject allows for specific targeting of the correct information.

Curriculum Plan

These provide a detailed outline of the themes and topics to be studied in each of the two or three years of the GCSE courses.

Subject Skills:

A description is given of the various skills each subject aims to develop through the work out-lined in the Programme of Study

Methods of Assessment:

Assessment is seen as an essential part of learning. Through assessment, students' achievements can be defined, and areas needing further attention can be identified. Different courses employ different methods of assessment, carefully chosen by their teachers to suit the nature of the subject taught. The methods may include continuous assessment, end of unit tests, controlled conditions tasks completed in classrooms or bigger venues and annual examinations.

Who to speak to and How to Help

The last two sections provide information about the key staff for each course and outlines some of the ways in which parents can help their children to succeed. Please use this document to inform you about the key aspects of the courses that your child is taking in Years 10 & 11.

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Curriculum Overview

YEAR 10

ENGLISH LITERATURE

TERM 1 - CONTENT

- Introduction to English Literature (Covering drama, prose and poetry)
- 19th century novel (Jekyll and Hyde)
- Poetry Anthology (Power & Conflict)

TERM 2 – CONTENT

- Unseen Poetry
- Introduce modern text
- Modern text (DNA)

TERM 3 – CONTENT & EXAMINATION PREPARATION

- Shakespeare (MacBeth)
- Introduction to Examination format and requirements
- Mock Examinations

ENGLISH LANGUAGE

TERM 1 – CONTENT

- Introduction to English Language (covering reading, writing across a range of fiction and non-fiction genres)
- Paper 1 Response to unseen reading (fiction and non-fiction)
- Paper 1 Descriptive and narrative writing

TERM 2 – CONTENT

- Paper 2 Non-fiction and literary non-fiction text comparison
- Paper 2 Writing to present a viewpoint

TERM 3 – EXAMINATION PREPARATION

- Introduction to exam paper format
- Mock Examinations

YEAR 11

ENGLISH LITERATURE

TERM 1 -CONTENT

- Poetry Anthology (Power and Conflict, Love) and Unseen poetry
- Revise 19th century novel (Jekyll and Hyde) and Shakespeare Play (MacBeth)

MOCK EXAMINATIONS NOVEMBER 2018

TERM 2 – REVISION

- 19th century novel (Jekyll and Hyde)
- Poetry Anthology(Power and Conflict) and Unseen poetry

MOCK EXAMINATIONS JANUARY 2019

TERM 3 – REVISION

- Modern text (DNA)

- Shakespeare(MacBeth)

ENGLISH LANGUAGE

TERM 1 - CONTENT

- Reading unseen fiction and non-fiction texts Writing skills
- Language Paper 1 and 2 practice exam questions

MOCK EXAMINATIONS NOVEMBER 2018

TERM 2 - REVISION:

- Paper 1 Response to unseen reading (fiction and non-fiction)
- Paper 1 Descriptive and narrative writing

MOCK EXAMINATIONS JANUARY 2019

TERM 3 -REVISION

- Paper 2 Non-fiction and literary non-fiction text comparison
- Paper 2 Unseen fiction reading
- Paper 2 Writing to present a viewpoint

Subject Specific Skills

English Literature

Skills

- *Reading comprehension and reading critically* (literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, grammatical and structural features, comparing texts)
- *Writing* (producing clear and coherent text: writing effectively about literature for a range of purposes, accurate Standard English)

Assessment Objectives

- **AO1:** Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Language

Skills

- *Reading* of a wide range of texts, fluently and with good understanding
- *Reading critically*, and use knowledge gained from wide reading to inform and improve their own writing
- *Writing effectively* and coherently using Standard English appropriately
- *Using grammar* correctly, punctuate and spell accurately
- *Acquire and apply a wide vocabulary*, alongside a knowledge and understanding of

grammatical terminology, and linguistic conventions for reading, writing and spoken language

Assessment Objectives

- **AO1:** identify and interpret explicit and implicit information and ideas
select and synthesise evidence from different texts
- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken Standard English effectively in speeches and presentations

Methods of Assessment and Exam Structure

Controlled Assessments are carried out half termly for English Literature and English Language at Key Stage 4 and will be centred around examination style questions for both English Literature and English Language. This is done in order to best prepare our students for the demands of the GCSE examination at the end of Year 11.

English Literature

Paper 1: Shakespeare and the 19th-century novel What's assessed: Shakespeare & The 19th-century novel. How it's assessed - written exam: 1 hour 45 minutes 64 marks 40% of GCSE

Paper 2: Modern texts and poetry What's assessed: Modern texts, Poetry from Anthology Cluster, Unseen poetry. How it's assessed - written exam: 2 hour 15 minutes 96 marks 60% of GCSE

English Language:

Paper 1 – Explorations in Creative Reading and Writing

What's assessed: Section A: Reading one literature fiction text Section B: Writing descriptive or narrative writing. How it's assessed - Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

Paper 2 – Writer's Viewpoints and Perspectives

What's assessed: Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint. How it's assessed - Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

The English Faculty

Mr Rhodri Jones (Faculty Leader of English)

Ms Ela McSorley (Trust Director for Learning & Teaching)

Mr Andrew Brown (Assistant Principal)

Mrs Balvinder Kaur (Key Stage 3 Co-Ordinator)

Ms Laura Mosley (Key Stage 4 Co-Ordinator)

Ms Elizabeth Darby (Head of Year 10, Teacher of English & Humanities)

Mr Daniel Issam (Teacher of English & Co-Ordinator of Literacy)

Miss Shannon Kooner (Teacher of English)

Miss Sharandep Kaur (Librarian)

If you have any queries please contact Mr Rhodri Jones on 0121 348 7660 or email at r.jones@nishkamschools.org

How parents and carers can help

To consolidate ideas learnt in the classroom, students, parents and carers are actively encouraged to make use of websites as a part of their independent study.

Subject specific websites to support revision and independent learning include the following for:

GCSE English Literature

<http://tgasenglishomam.pen.io/> • www.tgasenglishconflict.pen.io • www.wix.com/jbargh/an-inspector-calls

<http://sparknotes.com/> • Search bbc.bitesize.co.uk for the set texts: An Inspector Calls, Of Mice and Men and Conflict Poetry

GCSE English Language

<http://www.bbc.co.uk/schools/gcsebitesize/english/> • <http://www.bbc.co.uk/skillswise/english>
www.englishbiz.co.uk • www.s-cool.co.uk/gcse/english • Mr Bruff • Free E School

Essential Reads for English Language & English Literature:

- AQA GCSE English Literature: Student Book New GCSE English Literature
- AQA Poetry Guide: Love & Relationships Anthology - the Grade 9-1 Course (by CGP Books)
- New GCSE English Literature AQA Poetry Guide: Power & Conflict Anthology - for the Grade 9-1 Course (by CGP Books)
- New GCSE English Language AQA Workbook - for the Grade 9-1 Course (includes Answers) by CGP Books
- New GCSE English Language AQA Revision Guide - for the Grade 9-1 Course (by CGP Books)

New GCSE English Literature AQA Unseen Poetry Guide - for the Grade 9-1 Course (by CGP Books)

Curriculum Overview

The content is broken down into 5 areas.

Number – all aspects of number work including fractions and decimals – about 15% of the exam

Algebra – solving equations, graphs, proofs – about 30% of the exam

Ratio – proportion and rates of change – about 20% of the exam

Geometry – shapes, areas, angles, constructions – about 20% of the exam

Statistics – including probability – about 15% of the exam

About half of the marks in the exam will be for knowing and being able to use the facts and formulas, but the other half of the marks will be for being able to apply these in context to solve problems and then communicate these answer

Subject Specific Skills

The units below show how the material is divided over the two years of the course.

It details everything that students need to know

| Strand | Higher | Foundation |
|----------------|---|--|
| Number | Calculations with decimals and integers BIDMAS Rounding (nearest integer, decimal places and significant figures) Indices laws (fractional and negative), roots and reciprocals Factors, multiples, primes, HCF, LCM Prime factor decomposition Standard form Surds Fractions Percentages – change, simple interest, compound interest, profit or loss, reverse percentages Bounds Multiplicative reasoning Best value Compound measures | Place value Positive and negative integers Rounding (nearest integer, decimal places and significant figures) Decimal calculations Indices laws (negative), powers and roots Factors, multiples, primes, HCF, LCM Prime factor decomposition Fractions Percentages – of an amount, change, profit or loss, simple interest, multiplier Multiplicative reasoning Best value Compound measures Standard form |
| Algebra | Forming and Solving equations Rearranging Equations and Formulae Algebraic manipulation (expand, factorise, simplify, substitute) | Writing expressions Forming and Solving equations Rearranging Equations and Formulae |

| | | |
|-----------------|--|--|
| | <p>Quadratics (factorise, difference of 2 squares, quadratic formula, completing the square) Simultaneous Equations – linear and quadratic Algebraic Proof Sequences – linear, quadratic, geometric Graphs – real life, distance-time, velocity-time graphs, quadratic, cubic, exponential, reciprocal, circle Equation of a straight-line $y=mx+c$ Parallel and perpendicular lines Coordinate geometry Inequalities – solving, drawing, graphing Expanding Binomials Sketching graphs – identifying roots, y intercept and the turning point Rationalise the denominator Algebraic fractions Functions – inverse and composite Graph transformations Area under a graph Gradient of non-linear graphs Interpretation of graphs</p> | <p>Algebraic manipulation (expand, factorise, simplify, substitute) Forming and Solving equations Inequalities – number line, solving Sequences – linear, quadratic, geometric Real life graphs – conversion graphs, bill graphs Linear and non-linear graphs Distance-time and speed-time graphs Straight line graphs Equation of a straight line $y=mx+c$ Parallel and perpendicular lines Coordinate geometry Quadratic equations (factorising, difference of 2 squares, graphs) Simultaneous Equations Graphs – real life, distance-time, velocity-time graphs, quadratic, cubic, reciprocal</p> |
| Ratio | <p>1:n or n:1 Simplifying ratios Sharing ratios Direct proportion Inverse proportion Scales and measures Recipes</p> | <p>1:n or n:1 Simplifying ratios Sharing ratios Scales and measures Direct and indirect proportion Recipes Currency conversion Unitary method</p> |
| Geometry | <p>Angle facts – lines, triangles, quadrilaterals Regular and irregular polygons Interior and exterior angles Parallel and perpendicular lines Pythagoras Trigonometry – SOHCAHTOA, exact values, Sine rule, Cosine rule, trigonometric graphs, Area of a triangle Bearings Perimeter Area including circles Surface Area Volume including cylinders, cones and spheres Transformations – reflections, rotations, translations, enlargements (negative and fractional) Constructions and Loci Scale drawings Similarity Congruence Circle Theorems</p> | <p>Angle facts – lines, triangles, quadrilaterals Parallel and perpendicular lines Interior and exterior angles Perimeter Area including compound and circles Surface area Volume Unit conversions Transformations – reflections, rotations, translations, enlargements Pythagoras Trigonometry – SOHCAHTOA, exact values Plans and Elevations Construction and Loci Scale drawings Bearings Parts of a circle Similarity Congruence Vectors</p> |

| | | |
|-------------------|--|---|
| | Circle geometry Vectors Geometric proof | |
| Statistics | Averages and range Data collection - discrete and continuous data Stem and leaf diagrams Frequency and grouped frequency tables Representing and interpreting data Bar charts, pie charts, frequency polygons, histograms, line graphs, time-series graphs Scatter graphs Probability Relative frequency, sample space diagrams, tree diagrams, venn diagrams, two-way tables Conditional Probability Experimental and theoretical probabilities Samples and population Bias Questionnaires Cumulative Frequency and Box Plots | Data collection - discrete and continuous data Representing and interpreting data Pictograms, Bar charts, pie charts, histograms, line graphs, time-series graphs, stem and leaf diagrams Scatter graphs Samples and population Bias Averages and range Probability Relative frequency, sample space diagrams, tree diagrams, venn diagrams, two-way tables Experimental and theoretical probabilities |

Methods of Assessment and Exam Structure

GCSE Maths is assessed 100% through written examinations. This will consist of three 90 minute papers, the first of which will be without a calculator. The use of a calculator will be expected in the other 2 papers. The examination is constructed so that any topic area can be tested in any of the three papers and all three papers carry equal weighting.

The Maths Faculty

Mr A Cotgreave (Lead Practitioner for Maths)
Mr G Nandra (Faculty Lead & Teaching Fellow)
Miss G Ghatoara (KS3 Lead for Maths)
Mr G Chand
Mr K Uppal
Mrs R Vaid
Mrs E Butler
Mrs T Sehejpal
If you have any questions please contact your son/daughter's maths teacher in the first instance, or Mr Nandra, for more general enquiries via general school number 0121 348 7660
Email: g.nandra@nishkamschools.org

How parents and carers can help

Parents and carers can help by talking about maths and encouraging confidence. Reminding their son/daughter that the **ONLY** way to revise for maths exams is by **DOING**. Reading notes has very limited value – you can't learn to drive by reading a book about cars, it's the same with maths.

Students also need to have the full set of equipment. A scientific calculator as well as the 'tools of the trade' – pencil, ruler, pair of compasses and protractor are all essential.

There are lots of resources available to help with revision.

www.mymaths.co.uk is an online package to which everyone has access. It contains lessons and online tasks which are sometimes set for homework but which can be used at any time. Tasks are marked online and so give instant feedback.

www.corbettmaths.com has a huge supply of exam style questions along with videos to help consolidate understanding.

www.mathsgenie.co.uk also has a huge variety of resources.

Curriculum Overview

GCSE order of units for year 10

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---------------|--------------------------|--------------------------|--------------------------------------|--------------------------------------|----------------|
| Biology | Bioenergetics | Homeostasis and response | Homeostasis and response | Inheritance, variation and evolution | Inheritance, variation and evolution | Revision |
| Chemistry | Bonding | Chemical Changes | Quantitative chemistry | Rates of reaction | Energy changes | Atmosphere |
| Physics | Energy | Electricity | Radioactivity | Forces | Forces | Particle model |

Subject Specific Skills

Assessment objectives across all three sciences:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Subject specific skills

Students will develop scientific knowledge and conceptual understanding of biology, chemistry and physics. To create an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.

They will learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. A key skill is developing their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively across all three sciences.

Each science carries a 10-20% mathematical requirement, the standard of this will be comparable to GCSE maths.

Methods of Assessment and Exam Structure

Each examination has a 50% weighting. Students will complete required practical tasks throughout the two years which will be assessed within the exam papers. All papers are offered at a higher and foundation tier.

Biology

Paper 1 covers topics 1-4

Cell biology

Organisation

Infection and response

Bioenergetics

Paper 2 Covers topics 5-7

Homeostasis and response

Inheritance, variation and evolution

Ecology

Chemistry

Paper 1 covers topics 1-5

Atomic structure and the periodic table

Bonding, structure, and the properties of matter

Quantitative chemistry

Chemical changes

Energy changes

Paper 2 covers topics 6-10

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere

Using resources

Physics

Paper 1 covers topics 1 – 4:

Energy

Electricity

Particle model of matter

Atomic structure.

Paper 2 covers topics 5 – 8:

Forces

Waves

Magnetism and electromagnetism

Space physics.

Combined science Trilogy follows the same topics per examination.

The Science Faculty

For more information, please contact your child's science teacher as they will be able to answer any questions. However, you may also contact the following for subject specific support.

Ms A Dale - Faculty Leader for Science a.dale@nishkamschools.org

Mrs S Dhanda – Subject Leader for Biology s.dhanda@nishkamschools.org

Mr T Dowthwaite - Subject Leader for Physics T.dowthwaite@nishkamschools.org

Ms L Hendrickse – Subject Leader for Chemistry L.hendrickse@nishkamschools.org

Mrs B Ridley – Teacher of Chemistry

Ms A Hafeez – Teacher of Biology

Ms S Riaz – Teacher of Chemistry

Ms R Argent – Teacher of Physics

Ms E Hawkey – Senior Science Technician

How parents and carers can help

<http://www.aqa.org.uk/subjects/science/gcse>

AQA GCSE Biology specification (8461)

AQA GCSE Chemistry specification (8462)

AQA GCSE Physics specification (8463)

AQA GCSE Combine Science Trilogy (8464)

Useful websites:

<http://www.my-gcsescience.com>

<http://www.revisionworld.co.uk>

<http://www.creative-chemistry.org.uk/>

http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/

<http://www.s-cool.co.uk/gcse>

Recommended revision practice books

AQA GCSE Biology Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160678

AQA GCSE Chemistry Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160685

AQA GCSE Physics Revision Guide (Collins GCSE Revision and Practice: New Curriculum) (Collins GCSE Revision and Practice: New 2016 Curriculum) **ISBN-13:** 978-0008160692

AQA GCSE Combined Science Trilogy Revision Guide (Collins GCSE Revision and Practice: New Curriculum) **ISBN-13:** 978-0008160791

Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|------------------|-------------------|-----------------------------------|---|----------|-------------|
| Biology | Homeostasis | Inheritance and variation | January Mock Ecology Revision | Revision | Examination |
| Chemistry | Organic Chemistry | Chemical analysis | January Mock Using resources Revision | Revision | Examination |
| Physics | Forces | Waves Electromagnetic Spectrum | January Mock Space Revision | Revision | Examination |

Subject Specific Skills

Assessment objectives across all three sciences:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Subject specific skills

Students will develop scientific knowledge and conceptual understanding of biology, chemistry and physics. To create an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.

They will learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. A key skill is developing their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively across all three sciences.

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Infection and response

Bioenergetics

Paper 2 Covers topics 5-7

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Chemistry

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Atomic structure and the periodic table

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Energy changes

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Waves

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<http://www.revisionworld.co.uk>

<http://www.creative-chemistry.org.uk/>

http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/

<http://www.s-cool.co.uk/gcse>

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Curriculum Overview

YEAR 10

Term 1

Equality (Christian and Islamic point of view) – Pupils will learn about the Christian teachings and attitude towards equality and human rights as well as the nature, history and purpose of rights and equality. They will also explore the importance of religious freedom and attitudes to prejudice, discrimination, racial harmony, social justice and wealth and poverty, assessing the UK laws on equality and the Christian beliefs and responses to problems caused by inequalities. Where directed by the syllabus, comparisons will be made to the Islamic faith.

Term 2

Beliefs and teachings (Sikh and Hindu view point) Pupils will have the opportunity to explore key beliefs in the Sikh faith regarding the nature of God and humans understanding the importance of being 'God-centred'. They will also examine the five stages of liberation and the oneness of humanity and the equality of all, studying the teaching of Guru Nanak, Guru Gobind Singh and the Guru Granth Sahib. Pupils will then assess the importance of Sewa and the Sangat relating back to the teachings on human nature and equality. Where directed by the syllabus, comparisons will be made to the Hindu faith.

Term 3

Living the Sikh life (Sikh and Hindu point of view) Pupils will learn about the main practices followed within the Sikh faith. This will involve developing a deeper understanding of the role and function of worship and religious practises in the Gurdwara and the Guru Granth Sahib within the Sikh community. Pupils will also explore the meaning and purpose of religious festivals such as Bandi Chor and Vaisakhi and the rites of passage at birth and confirming one's own faith. Where directed by the syllabus, comparisons will be made to the Hindu faith.

YEAR 11

Term 1

Religion and Life (Sikh and Hindu point of view) Pupils will study the origins of the universe and the value of the world, assessing the use and abuse of the environment and animals. Pupils will also be encouraged to examine the debate around abortion and euthanasia, evaluating religious and non-religious views and the legal system in the UK comparing attitudes to the ethical questions asked in other countries around the world. The final areas of study will be based on life after death where pupils will be asked to reflect on human action and karma and the impact this has on religious beliefs about the afterlife. Where directed by the syllabus, comparisons will be made to the Hindu faith.

Term 2

Relationships and Families (Sikh and Hindu point of view) Pupils will learn about the Sikh view point on the nature and purpose of marriage and family. In this topic we will address issues around divorce and remarriage, relationships before marriage and the religious attitudes towards them,

as well as the religious teachings on contraception, family planning, human sexuality and gender equality. Where directed by the syllabus, comparisons will be made to the Hindu faith.

Subject Specific Skills

AO1 Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs.

AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

| Command Word | Meaning | Number of Marks |
|--------------|--|-----------------|
| State | Provide knowledge of religion and belief by recalling information | 3 |
| Outline | Provide knowledge of religion and belief by recalling factual information | 3 |
| Describe | Provide an understanding of religion and belief and contrast with that of another | 4 |
| Explain | There are two ways this command word will be used: 1. (marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. 2. (5 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation. | 5 |
| Evaluate | Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of a religion or belief. Deconstruct the information or issue at hand, by constructing logical chains of reasoning and making connections between the elements in the question. Arguments must be justified by the appraisal of evidence leading to a supported conclusion | 12 |

Methods of Assessment and Exam Structure

Paper 1: Area of Study 1 – Religion and Ethics based on the Sikh faith = 50%

Paper 3: Area of Study 3 – Religion, Philosophy and Social Justice based on the Christian faith = 50%

Religion and Faith Faculty

Mrs Susan Laddher - Faculty Leader of Religion and Faith

Miss Francesca Jones – Teacher of Religion

Mr Matthew Pryer – Teacher of Religion

How parents and carers can help

GCSE Text Books

Religion, Philosophy and Social Justice through Christianity – Gordon Reid and Sara K Tyler

GCSE Religious Studies for AQA A: Sikhism - GCSE Religious Studies - Cynthia Bartlett (series editor), Marianne Fleming (author), Peter Smith (author), David Worden (author)

GCSE Bitesize Religious Education

Curriculum Overview

In KS4 the curriculum continues to allow students to choose a specific pathway but with some additional activity options. There will be an opportunity for students to develop their leadership skills through working with younger pupils through various events within curriculum time and out of school hours. In year 11 the curriculum begins to offer a choice of pathways where pupils can choose to follow a performance pathway, a leadership pathway or an active lifestyles pathway

Subject Specific Skills

All students will have the opportunity to develop their PHYSICAL, SOCIAL, PERSONAL, HEALTH and THINKING skills within lessons. Students will be encouraged to meet the national weekly participation targets of five hours of physical activity through lessons and extra-curricular activities.

Methods of Assessment and Exam Structure

Students will be assessed throughout the year on their knowledge, skill and understanding in the different ME's (ME in P.E outcomes) which are personal ME, physical ME, social ME, healthy ME and thinking ME.

The Physical Education Faculty

Mr T. Brush (Faculty Leader)

Ms E Lloyd - Teacher of PE

How parents and carers can help

Encourage participation in a range of sports and exercise activities within and outside of school.

Introductory phase - Year 10 term 1 - Foundation studies - Theme: Portraits

Unit 1 is the Portfolio. Pupils must produce work in response to a theme set by teacher and produce a portfolio of practical work.

The unit is a non-exam assessment. It is internally assessed and externally moderated by OCR. This component is marked out of 120 marks and contributes 60% to the overall weighting of OCR's (9-1) in Art and Design.

Pupils will have an assessment folder and feedback will be given every lesson (verbal) and more detailed assessment and feedback every half term.

Development phase - Year 10 term 2/3 - Directed project

Pupils will work through their portfolio with workshops and lessons that cover a range of techniques, processes and media that will inform and embed their understanding of the Assessment objectives

Extension opportunities - Term 3

Pupils will continue to review, modify and refine their work for their Unit 1 portfolio

Sustained Phase -Year 11 Term 1 first half plus independent learning

Unit 1 – portfolio will be reviewed, modified and refined by pupils.
The time scale for completion of Unit 1 -portfolio will be In January
Pupils have covered all the assessment objectives (including final piece) in their portfolio.
Their work will be regularly assessed as they progress, and feedback will be given to inform their progress.

Term 1 second half - Independent task

In this phase students will:

- Document their findings in sketchbook provided
- Include annotation, written analysis of theme together with primary and secondary visual evidence.
- Analyse the work of relevant art/artists through visual and written annotation.
- Show clear progression from initial starting point to final outcome/outcomes
- Experiment to refine and develop their ideas

During the mock period pupils will be working on their AO4- final outcome ready to hand in at the end of term.

Year 11 term 2 - Externally set assignment - Exam papers available from January 2nd

In the spring term UNIT 2- externally set task.

The externally set paper will be given to pupils in January.

The paper will give pupils a choice of 5 themes/starting points. Pupils choose one of these themes. Pupils will be given a preparatory period of approximately 12 weeks during which they will research, plan and develop ideas for their own response to the option they have chosen.

There will be a 10-hour exam period (April) where pupils produce a final outcome based on their preparatory studies.

Subject Specific Skills

AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. *Candidate evidence:*

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

Candidate evidence

AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms. *Candidate evidence:*

AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements.

Candidates evidence:

To achieve a grade 8 or above pupils must demonstrate:

- independent critical investigation and in-depth understanding of sources to develop ideas convincingly
- Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work
- Record and use perceptive insights and observations with well-considered influence on ideas
- Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas

Methods of Assessment and Exam Structure

Unit 1 - 60% The Portfolio- due by end of Autumn term of year 11

A portfolio of preparatory work and a final outcome.

Unit 2 – 40% Externally- set assignment – Preparatory period from the 1st January + 10 hours supervised time.

The exam paper will be given out in January. A portfolio of preparatory work and a final outcome.

The Business Art and Culture Faculty

Mrs J Chauhan - Faculty Leader – j.chauhan@nishkamschools.org

Ms G. Greenhalgh – Subject Leader for Art

How parents and carers can help

Art packs (can be ordered through school)

www.nationalgallery.org.uk

www.britishmuseum.org

www.artchive.com www.npg.org.uk www.tate.org.uk

Curriculum Overview

Year 10

Term 1.1 - Enterprise and entrepreneurship

| | |
|--|------------------------------|
| Introduction to Business Studies - Baseline testing | |
| Topic 1.1.1: The dynamic nature of business | Topic 1.1.2: Risk and reward |
| Topic 1.1.3 The role of business enterprise | Revision |
| Assessment 1.1: Enterprise and entrepreneurship | |

Term 1.2 - Spotting a business opportunity

| | |
|--|----------------------------------|
| Topic 1.2.1: Customer needs | Topic 1.2.2: Market research |
| Topic 1.2.3: Market Research | Topic 1.2.3: Market segmentation |
| Topic 1.2.4: The competitive environment | Revision |
| Assessment 1.2: Spotting a business opportunity | |

Term 2.1 – Putting a Business Idea into Practice

| | |
|--|---|
| Topic 1.3.1: Business aims and objectives | Topic 1.3.2: Business revenues, costs and profits |
| 1.3.3: Cash and cash-flow | 1.3.4: Sources of business finance |
| Revision | |
| Assessment 1.3: Putting an idea into practice | |

Term 2.2 – Making the business effective

| | |
|--|--------------------------|
| 1.4.1: The options for start-up and small businesses | 1.4.2: Business location |
| 1.4.3: The marketing mix | 1.4.4: Business plans |
| Revision | |
| Assessment 1.4: Making the business effective | |

Term 3.1 – Understanding external influences on business

| | |
|--|--------------------------------|
| 1.5.1 Business Stakeholders | 1.5.2 Technology and business |
| 1.5.3 Legislation and business | 1.5.4 The economy and business |
| 1.5.5 External influences | Revision |
| Assessment: Understanding external influences on business | |

Term 3.2

| | |
|--------------------------------------|------------------------|
| Revision of Theme 1 | End of Year assessment |
| Mini project – Setting up a business | |

Year 11**Term 1.1- Growing the business**

| | |
|---|--|
| Topic 2.1.1: Business growth | Topic 2.1.2: Changes in business aims and objectives |
| Topic 2.1.3: Business and globalisation | 2.1.4: Ethics, the environment and business |
| Revision | |
| Assessment: Growing the business | |

Term 1.2 – Making marketing decisions

| | |
|---|---|
| 2.2.1: Product | 2.2.2: Price |
| 2.2.3: Place | 2.2.5: Using the marketing mix to make business decisions |
| Revision | |
| Assessment: Making marketing decisions | |

Mock examination – Summer examination for Theme 1 – 1 hour 30 minutes**Term 2.1 – Making operational decisions**

| | |
|---|-------------------------------|
| 2.3.1: Business operations | 2.3.2: Working with suppliers |
| 2.3.3: Managing quality | 2.3.4: The sales process |
| Revision | |
| Assessment: Making operational decisions | |

Term 2.2 – Making financial decisions

| | |
|---|---|
| 2.4.1: Business calculations | 2.4.2: Understanding business performance |
| Revision | |
| Assessment: Making financial decisions | |

Making human resource decisions

| | |
|----------------------------------|------------------------------|
| 2.5.1: Organisational structures | 2.5.2: Effective recruitment |
|----------------------------------|------------------------------|

Term 3.1 - Making human resource decisions

| | |
|--|-------------------|
| 2.5.3: Effective training and development | 2.5.4: Motivation |
| Revision | |
| Assessment: Making human resource decisions | |

Mock examination- Summer examination for Theme 2 – 1 hour 30 minutes

| |
|--|
| Revision of all topics in preparation for Summer examination |
| Command word taxonomy and definitions of business terms |
| Past paper practice |

Subject Specific Skills

As well as the core issues, Business helps to develop many important transferable skills, such as numeracy, literacy, ICT, problem solving, information collecting, as well as analytical, evaluative and social skills.

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements

- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Methods of Assessment and Exam Structure

Theme 1: Investigating small business Science

Written examination: 1 hour 30 minutes

50% of the qualification

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business.

Theme 2: Building a Business

Written examination: 1 hour 30 mins

50% of the qualification

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

The Business, Art and Culture Faculty

Mrs J Chauhan – Faculty leader of Business, Art & Culture- j.chauhan@nishkamschools.org

Mrs K Mann – Subject leader of Business – k.mann@nishkamschools.org

Mr A Ruhe – Teacher of Business & Assistant Principal: Sixth form – a.ruhe@nishkamschools.org

How parents and carers can help

Include useful websites and resources in this section and any online packages we use GCSE

Business help websites:

GCSE bitesize: www.bbc.com/bitesize/subjects/zpsvr82

Tutor2u: www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing

www.businessed.co.uk

businesscasestudies.co.uk/case-studies/by-topic/#axzz4L0Cy2k3P

www.tinyurl.com/nishkamhigh

Curriculum Overview

YEAR 10

Term 1.1

- Introduction to Computer Science- baseline testing
- Hardware
- Logical operators

Assessment 1.1 Exam questions based on hardware and logical operators

Term 1.2

- Organisation and structure
- Programming practical using Greenfoot

Assessment 1.2 exam questions based on communication, organisation and structure

Term 2.1

- Python programming
- Algorithms- bubble and merge sort, binary and linear search
- HTML
- Theory of programming

Assessment 2.1 producing a programming report based on a solution students will need to solve using python.

Term 2.2

- Operating systems
- Communications
- Security and data management

Assessment 2.2 exam questions based on operating systems, communications and security/ data management

Term 3.1

- Security and data management
- Ethical, legal and environmental impacts of digital technology

Assessment 3.1 exam questions on security and data management and ethical

Term 3.2

- Revision
- Python project ready for NEA

Assesment- Mock exam based on component 1 and 2

YEAR 11

Term 1.2

- Python programming practical

Assessment- Controlled assessment component 3

Term 1.2

- Greenfoot programming
- Principals of programming theory

Assessment 1- mock on greenfoot programming paper 2

Term 2.1

- Operating system
- Hardware

- Software engineering

Assessment- exam questions based on operating systems, hardware and software engineering

Term 2.2

- Organisation and structure of data
- Communication
- Logical operators

Assessment- exam questions based on organisation and structure of data, communication and logical operators

Term 3.1

- HTML
- Greenfoot
- Theory re-cap

Assessment- mock exam paper for paper 1 and paper 2

Term 3.2

Theory re-cap and **examinations for paper 1 and paper 2**

Subject Specific Skills

Computer Science encourages learners to: Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation

- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners. Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

Methods of Assessment and Exam Structure

Component 1: Understanding

Written examination: 1 hour 45 minutes

62.5% of the qualification

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours

37.5% of the qualification

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Component 3: Software Development

Non-exam assessment: 20 hours

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

The Business, Art and Culture Faculty

Mrs J Chauhan – Subject Leader of Computing & Faculty leader of Business, Art & Culture-
j.chauhan@nishkamschools.org

How parents and carers can help

GCSE Computer Science help websites:

<http://www.bbc.co.uk/education/subjects/z34k7ty>

<http://www.teach-ict.com/>

Curriculum Overview

Year 10

Term 1.1

- Introduction to Food Preparation and Nutrition
- Health and Safety
- Nutrition

Assessment 1.1 Exam questions based on Health and Safety and Nutrition

Term 1.2

- General practical skills- Knife skills, preparing fruit and vegetables
- Eatwell Plate
- Diet through life
- Diet related illnesses

Assessment 1.2 exam questions based on Diet

Term 2.1

- Practical Skills- Use of equipment, use of cooker, cooking method
- Food Science
- Heat transfer
- Chemical properties of food principles of food

Assessment 2.1 exam questions based on Food Science

Term 2.2

- Practical skills- Dough, raising agents, setting mixtures
- Food Choice
- Awareness of taste, texture and smell of cultural foods
- Understanding of dietary needs and life stages

Assessment 2.2 exam questions based on Food choice

Term 3.1

- Practical skills-menu planning
- Food Provenance
- Understand the source, seasonality and characteristics of a broad range of ingredients

Assessment 3.1 exam questions based on Food Provenance

Term 3.2

- Practical skills- independent cooking and menu planning
- Investigation task-raising agents and vegetarian substitutes

Assesment- Mock exam based

Year 11

Term 1.2

- NEA 1: Food investigation (to be set by exam board)

Assessment- Controlled assessment Task 1

Term 1.2

- NEA 1: Food investigation (to be set by exam board)
- NEA 2: Food Preparation assessment (to be set by exam board)

Assessment 1 - Mock based exam

Term 2.1

- NEA 2: Food Preparation assessment (to be set by exam board)

Assessment- exam questions based on all topics covered in Year 10

Term 2.2

- NEA 2: Food Preparation assessment (to be set by exam board)

Assessment- exam questions based on all topics covered in Year 10

Term 3.1

- NEA 2: Food Preparation assessment (to be set by exam board)
- Theory re-cap

Assessment- mock exam paper for paper 1 and paper 2

Term 3.2

Theory re-cap and Theory examination

Subject Specific Skills

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

Methods of Assessment and Exam Structure

Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

The Business, Art and Culture Faculty

Mrs Y. Sidhu – Subject Leader of Food Preparation and Nutrition

y.sidhu@nishkamschools.org

How parents and carers can help

GCSE Food Preparation and Nutrition help websites:

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/>

Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations

| | |
|---|--|
| Autumn Term 1 Assessment: WRITING | Autumn Term 2 Assessment: SPEAKING |
| Topic: My region (Chapter 4 AQA Studio) <ul style="list-style-type: none"> Describe where you live. Describe an ideal town. Practise exam style writing question. Consolidation of 3 tenses. Understand language for at the tourist office. | Topic: Holidays (Chapter 5 AQA Studio) <ul style="list-style-type: none"> Discuss the weather. Talk about what you normally do on holiday. Understand how to book and review hotels. Understand how to order in a restaurant. |
| Spring Term 1 Assessment: LISTENING AND READING | Spring Term 2 Assessment: WRITING |
| Topic: Travel and Tourism (Chapter 5 AQA Studio) <ul style="list-style-type: none"> Describe a past holiday. Describe an ideal holiday. Describe a disaster holiday. Discuss travel arrangements. | Topic: School (Chapter 6 AQA Studio) <ul style="list-style-type: none"> Describe your school. Compare French and English schools. Describe your school uniform. Discuss school rules. Discuss trips and extra-curricular activities. |
| Summer Term 1 Assessment: SPEAKING | Summer Term 2 Assessment: ALL 4 SKILLS (EOY EXAMS) |
| Topic: Healthy Living (Chapter 6 AQA Studio) <ul style="list-style-type: none"> Discussing healthy and unhealthy lifestyles. Discussing vices. | Review and exam practice <ul style="list-style-type: none"> Review of chapters 1-5 Exam style practice |

The new GCSE French specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

Subject Specific Skills

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
- Increase awareness and understanding of countries and communities where the target language is spoken.
- The Modern Languages GCSE syllabus encourages learners to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the target language. The GCSE specifications in Modern Languages prepare learners to make informed decisions about further learning opportunities and career choices.

Methods of Assessment and Exam Structure

There are two tiers of assessment and they are divided up as follows:

| | | |
|--|---|---------------------|
| Listening Test 25% | Foundation Tier | 35 minutes |
| | Higher Tier | 45 minutes |
| Reading Test 25% | Foundation Tier | 45 minutes |
| | Higher Tier | 45 minutes |
| Written assessment 25% | Foundation 1 hour | |
| | Higher Tier 1 hour 15 minutes | |
| Speaking assessment 25% | Foundation Tier | 7-9 mins per test |
| | Higher Tier | 10-12 mins per test |
| | Role play, photocard and general conversation | |

The MFL Faculty

Mrs N Deeks Faculty Leader E-mail address: n.deeks@nishkamschools.org

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. There are a number of useful websites which will be useful for students when carrying out independent learning tasks. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Recommended Websites

- Kerboodle
- Linguascope
- MFL Resources
- Language online
- BBC languages
- MFL Heinemann
- The Ashcombe
- Bitesize languages
- Pearson active learn
- Seneca learning

Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations

| | |
|---|---|
| Autumn Term 1 Assessment: LISTENING AND WRITING | Autumn Term 2 Assessment: ALL 4 SKILLS (MOCKS) |
| Topics: Holidays and school <ul style="list-style-type: none"> • Discussing school life. • Discussing a trip. • Saying what you normally do on holiday. • Describing a dream holiday. | Topics: Healthy living and my region <ul style="list-style-type: none"> • Discussing healthy and unhealthy lifestyles. • Discussing vices. • Describing where you live. |
| Spring Term 1 Assessment: ALL 4 SKILLS (MINI ASSESSMENTS) | Spring Term 2 Assessment: MOCKS (all 4 SKILLS) |
| Topics: Work and the environment <ul style="list-style-type: none"> • Discussing jobs and places of work. • Discussing plans for the future. • Talking about part time jobs. • Discussing work experience. • Discussing environmental issues. | Topic: Global issues <ul style="list-style-type: none"> • Discussing ethical shopping. • Discussing volunteering. • Discussing global events. |
| Summer Term 1 Assessment: ALL 4 SKILLS (MINI ASSESSMENTS) | Summer Term 2 |
| REVISION | COURSE COMPLETED |

The new GCSE French specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

Subject Specific Skills

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
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Methods of Assessment and Exam Structure

There are two tiers of assessment and they are divided up as follows:

| | | |
|-----------------------------------|---|---------------------|
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| | Higher Tier | 45 minutes |
| Reading Test 25% | Foundation Tier | 45 minutes |
| | Higher Tier | 45 minutes |
| Written assessment 25% | Foundation 1 hour | |
| | Higher Tier 1 hour 15 minutes | |
| Speaking assessment 25% | Foundation Tier | 7-9 mins per test |
| | Higher Tier | 10-12 mins per test |
| | Role play, photocard and general conversation | |

The MFL Faculty

Mrs N Deeks Faculty Leader E-mail address: n.deeks@nishkamschools.org

Mrs Basrai Lead for Punjabi

Ms Parachini Teacher of French

Mrs Uppal PT Teacher of Punjabi

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. There are a number of useful websites which will be useful for students when carrying out independent learning tasks. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Recommended Websites

- Kerboodle
- Linguascope
- MFL Resources
- Language online
- BBC languages
- MFL Heinemann
- The Ashcombe
- Bitesize languages
- Pearson Active Learn
- Seneca learning

Curriculum Overview

| | Winter Term | | Spring Term | | Summer Term | |
|---------|----------------------------------|--------------------------------------|-------------|--------------------------------|-------------------------------|-------------|
| | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 |
| Year 10 | The Challenge of Natural Hazards | The Living World | | The Changing Economic World | Physical Landscapes in the UK | |
| | | | | | Applications: Fieldwork | |
| Year 11 | Urban Issues and Challenges | The Challenge of Resource Management | | Applications: Issue Evaluation | | |
| | | | | Examination Skills & Revision | | |

Subject Specific Skills

GCSE Geography students will be assessed against the following objectives:

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the relationships between places, environments and processes.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

A full list of relevant **geographical skills** can be found in the specification, which can be downloaded here: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Methods of Assessment and Exam Structure

The current GCSE (last exams 2017) is assessed as follows:

Unit 1: Living in the Physical Environment - Written Exam - 1 hour 30 mins - 88 marks - 35%

Unit 2: Challenges in the Human Environment - Written Exam - 1 hour 30 mins - 88 marks - 35%

Unit 3: Geographical Applications - Written Exam - 1 hour 15 mins - 60 marks - 30%

Students answer **three questions** from each paper (corresponding to the topics outlined in the curriculum map). Question types include: multiple choice, short answer, levels of response, extended prose.

The Humanities Faculty

Mr Blackburn has the dual role of Head of Humanities and Subject Leader of Geography. Should you have any questions regarding your child's progress in geography, please feel free to contact members of staff at the following email addresses: p.blackburn@nishkamschools.org and a.vaughan@nishkamschools.org.

How parents and carers can help

All students are given the opportunity to purchase **CGP GCSE Revision Guides** at a discounted rate through the Humanities Faculty. Should you wish to purchase a revision guide independently, they are available from the following website: <https://www.amazon.co.uk/> The '**Cool Geography**' website (<http://www.coolgeography.co.uk>) contains detailed notes and case studies, although this is designed for the old GCSE, much of it is still relevant. **BBC Bitesize** also provides useful revision tools e.g. notes, quizzes, videos and a mobile revision app.

Specimen Papers and other resources can be found on the AQA website: <http://www.aqa.org.uk>

Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|--|--|---|---|
| Year 11 | <p><u>RO21 – Essential values of care for use with individuals in care settings</u></p> <p>EXAMINATION UNIT</p> <p><u>LO3:</u> Understand how legislation impacts on care settings.</p> <p><u>LO4:</u> Understand how personal hygiene, safety and security measures protect individuals.</p> | <p><u>RO21 – Essential values of care for use with individuals in care settings</u></p> <p>EXAMINATION UNIT</p> <ul style="list-style-type: none"> Revise all 4 topics ready for the external examination in Jan 2019. Targeted questions and interventions to support gaps in knowledge. | <p><u>RO23 – Understanding body systems and disorders</u></p> <p><u>LO1:</u> Know how body systems work</p> <p><u>LO2:</u> Understand disorders that affect body systems</p> <p><u>LO3:</u> Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.</p> | <p><u>RO23 – Understanding body systems and disorders</u></p> <p><u>LO1:</u> Know how body systems work</p> <p><u>LO2:</u> Understand disorders that affect body systems</p> <p><u>LO3:</u> Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.</p> | <ul style="list-style-type: none"> Resit of external examination (if needed) Submission of final unit RO23 to exam board. Any other submissions of coursework through student resits to be submitted during this period. | |
| Year 10 | <p><u>RO22 – Communicating and working with individuals in health, social care and early years settings.</u></p> <p><u>LO1:</u> Understand how to communicate effectively.</p> <p><u>LO2:</u> Understand the personal qualities that contribute to effective care.</p> <p><u>LO3:</u> Be able to communicate effectively within a health, social care and early years setting.</p> | <p><u>RO22 – Communicating and working with individuals in health, social care and early years settings.</u></p> <p><u>LO1:</u> Understand how to communicate effectively.</p> <p><u>LO2:</u> Understand the personal qualities that contribute to effective care.</p> <p><u>LO3:</u> Be able to communicate effectively within a health, social care and early years setting.</p> | <p><u>RO31 – Using basic first aid procedures</u></p> <p><u>LO1:</u> Be able to assess the scenes of accidents to identify risks and continuing dangers.</p> <p><u>LO2:</u> Understand the first aid procedures for a range of injuries.</p> <p><u>LO3:</u> Be able to apply basic first aid procedures.</p> | <p><u>RO31 – Using basic first aid procedures</u></p> <p><u>LO1:</u> Be able to assess the scenes of accidents to identify risks and continuing dangers.</p> <p><u>LO2:</u> Understand the first aid procedures for a range of injuries.</p> <p><u>LO3:</u> Be able to apply basic first aid procedures.</p> | <p><u>RO21 – Essential values of care for use with individuals in care settings</u></p> <p>EXAMINATION UNIT</p> <p><u>LO1:</u> Understand how to support individuals to maintain their rights.</p> <p><u>LO2:</u> Understand the importance of the values of care and how they are applied.</p> | <p><u>RO21 – Essential values of care for use with individuals in care settings</u></p> <p>EXAMINATION UNIT</p> <p><u>LO1:</u> Understand how to support individuals to maintain their rights.</p> <p><u>LO2:</u> Understand the importance of the values of care and how they are applied.</p> |

Subject Specific Skills

RO21 – Essential values of care for use with individuals in care settings

LO1 – Understand how to support individuals to maintain their rights.

LO2 – Understand the importance of values how care and how they are applied.

LO3 – Understand how legislation impacts on care settings.

LO4 – Understand how personal hygiene, safety and security measures protect individuals.

RO22 – Communicating and working with individuals in health, social care and early year's settings.

LO1 – Understand how to communicate effectively

LO2 – Understand the personal qualities that contribute to effective care.

LO3 – Be able to communicate effectively with a health, social care and early years setting.

RO23 – Understanding body systems and disorders

LO1 – Know how body systems work

LO2 – Understand disorders that affect body systems

LO3 - Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.

RO31 – Using basic first aid procedures

LO1 - Be able to assess scenes of accidents to identify risks and continuing dangers

LO2 - Understand the first aid procedures for a range of injuries

LO3 - Be able to apply basic first aid procedures

Methods of Assessment and Exam Structure

RO21 – Essential values of care for use with individuals in care settings

This is an examination paper lasting 1 hour and marked out of 60.

RO22 – Communicating and working with individuals in health, social care and early year’s settings.

This is a coursework unit worth 25% of the overall qualification, marked out of 60.

RO23 – Understanding body systems and disorders

This is a coursework unit worth 25% of the overall qualification, marked out of 60.

RO31 – Using basic first aid procedures

This is a coursework unit worth 25% of the overall qualification, marked out of 60

The Physical Education Faculty

Subject leader for health and social care

Miss Lloyd – e.lloyd@nishkamschools.org

Head of faculty

Mr Brush – t.brush@nishkamschools.org

How parents and carers can help

The specification for this course can be found at:

<https://www.ocr.org.uk/Images/82369-specification.pdf>

The revision book that is recommended to purchase for this subject is:



Curriculum Overview

| | Winter Term | | Spring Term | | Summer Term | |
|----------------|---|-------------------|---------------------|-------------------------------|----------------------------------|-------------|
| | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 |
| Year 10 | Health and the people 1000- present day | | Elizabethan England | | Conflict and tension 1918 - 1939 | |
| Year 11 | Conflict and tension 1918 - 1939 | America 1920-1975 | | Examination Skills & Revision | | |

Subject Specific Skills

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

A full list of relevant **historical skills** can be found in the specification, which can be downloaded here: <http://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

Methods of Assessment and Exam Structure

Paper 1: America, 1920–1973: Opportunity and inequality **and** Conflict and tension, 1918–1939 - 84marks (50%) 1 hour 45 minutes exam

Paper 2: Britain: Health and the people: c1000 to the present day **and** Elizabethan England, c1568–1603 84marks (50%) 1 hour 45 minutes exam

The Humanities Faculty

Should you have any questions regarding the history GCSE course, please feel free to contact either Miss Moody (Subject Leader) or Mr Popplewell (Teacher of history) via the following email addresses:

H.moody@nishkamschools.org

W.Popplewell@nishkamschools.org

How parents and carers can help

Should you wish to purchase a revision guide, they are available from the following website:

<https://www.amazon.co.uk/>

BBC Bitesize also provides free useful revision tools e.g. notes, quizzes, videos and subject specific mobile revision apps.

As this is a new qualification, there are no past papers available yet. However, the following document will help you to understand the style of questions which could be asked:

<http://filestore.aqa.org.uk/resources/history/AQA-8145-AG.PDF>

Curriculum Overview

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|----------------|--|---|---|--|--|--|
| Year 10 | Introduction to Composing & Performing AoS1 Set Work: <i>Eine Kleine Nachtmusik</i> (3 rd movement) - Mozart | Composing and Performing continue AoS4 Set Work: <i>Since You Been Gone</i> - Rainbow | Free Composition AoS4: Development of Popular Music | Free Composition AoS1: Development of Western Classical Music | Free Composition AoS3: Music for Film | Free Composition Progress Review AoS2: Chamber Music, Musical Theatre, Jazz & Blues |
| Year 11 | Free Composition and Solo Performance AoS1/2/3/4: Exam Techniques, extended answer writing | Composition to a Brief and Ensemble Performance AoS1/4 Set Works: Revisit and review **MOCK EXAM** | Redrafting of compositions and performances Teaching topics dictated by diagnostic review of mock exam | All coursework internally assessed and submitted Revision and preparation for Unit 3 exam | Series of 'Mini Mocks' for each area of study completed Teaching topics dictated by diagnostic review of 'mini mocks' | Study Leave |

Notes:

- Each of the set works and areas of study will be analysed as per the information issued by the exam board (Eduqas), supported by the endorsed textbook and revision guide. This will explore each set work and area of study through the musical elements as specified by Eduqas which are: **melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.**
- The analysis of the set works will be complemented by wider listening within the areas of study, as laid out by Eduqas, and practise questions set in classwork and homework/
- There will be a continual emphasis on listening and appraising, both within the context of the set works within broader areas of study. These may include simple aural tests (using appropriate ABRSM materials), use of the listening framework and other methods.

The ongoing focus for homework and independent study is the preparation for solo and ensemble performances. Pupils are to consult with their music teacher and instrumental teacher to select pieces appropriate for their level and ability.

Subject Specific Skills

The GCSE specification covers the three main strands of musical study: composing, performing and listening and appraising. They are broken down into the assessment objectives below:

| | |
|------------|--|
| AO1 | Perform with technical control, expression and interpretation |
| AO2 | Compose and develop musical ideas with technical control and coherence |
| AO3 | Demonstrate and apply musical knowledge |
| AO4 | Use appraising skills to make evaluative and critical judgements about music |

Methods of Assessment and Exam Structure

| | |
|---|---|
| Unit 1: Performance – | one solo and one ensemble performance, recorded as coursework, totalling 4 minutes. (30%) |
| Unit 2: Composition – | one composition to a brief set by Eduqas, and one 'free composition', completed as coursework. (30%) |
| Unit 3: Listening & Appraising – | a 1hr 15m examination paper in Summer 2019. (40%) |

The Business Art and Culture Faculty

Music is part of the Business, Art and Culture Faculty at Nishkam High School, and aims to equip pupils with core musical skills, and appreciation of music both past and present. It also aims to equip pupils with specific skills in the three main strands of the music curriculum: performing, composing and listening.

Contact: Mr W Gee – **Music Subject Lead** (w.gee@nishkamschools.org)

How parents and carers can help

Pupils can use the following online resources to assist with their studies:

www.teoria.com – Aural training and theoretical exercises

BBC Radio 3/Classic FM – Listening to these can deepen understanding of musical context

www.nishkamhigh.musicfirst.co.uk/app - for developing compositional ideas

Curriculum Overview

The GCSE Physical Education course is broken down into three units, which are examined as follows:

| Unit | Method of assessment | % of marks | Structure of assessment |
|---|---|------------|---|
| The human body and movement in physical activity and sport | Exam Paper 1 | 30 | Written exam 1 hour 15 mins (78 marks) |
| Socio-cultural influences and well-being in physical activity and sport | Exam Paper 2 | 30 | Written exam 1 hour 15 mins (78 marks) |
| Non-exam assessment: Practical performance in physical activity | Assessed by teacher and externally moderated by AQA | 40 | Pupils are assessed in three sports and will complete an analysis task. |

Subject Specific Skills

Assessment skills:

- Develop your knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve your own performances
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- Examine the effects of socio-cultural issues on participation and performance

Methods of Assessment and Exam Structure

60% Theory

40% Practical (including 10% analysis task)

The Physical Education Faculty

Mr T. Brush - Faculty Leader of P.E. – t.brush@nishkamschools.org

Ms E Lloyd – Teacher of PE

Mr A Brown – Assistant Principal and Teacher of PE

How parents and carers can help

AQA GCSE P.E Textbook and revision guides

SMART P.E Cards

Teach PE website <http://www.teachpe.com/>

Encourage participation in after school sports activities

Curriculum Overview

| | Winter Term | | Spring Term | | Summer Term | |
|----------------|-----------------------------|-------------------------------------|---------------------------------|------------------------|---------------------------------|---------------------------------------|
| | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 |
| Year 10 | Memory and Research Methods | | Perception and Research Methods | | Development | Social Influence and Research Project |
| Year 11 | Social influence | Language, Thought and Communication | Brain and Neuropsychology | Psychological Problems | Examination Skills and Revision | |

Subject Specific Skills

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.

AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.

AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

A full list of relevant **psychology skills** can be found in the specification, which can be downloaded here: <https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

Methods of Assessment and Exam Structure

The New Specification GCSE is assessed as two written exams:

Paper 1: Cognition and Behaviour, 100 marks (50% of total GCSE grade) - 1 hour 45 minutes exam

Paper 2: Social Context and Behaviour, 100 marks (50% of total GCSE grade) - 1 hour 45 minutes

The Humanities Faculty

Mr Blackburn – Faculty Leader of Humanities: p.blackburn@nishkamschools.org
 Ms Shauna Silvera – Subject Leader: s.silvera@nishkamschools.org

How parents and carers can help

All students have their own core textbook. However, students are also encouraged to purchase **CGP GCSE Revision Guides** which are available from the following website:
<https://www.amazon.co.uk/>

The '**Crash Course Psychology**' channel (https://www.youtube.com/results?search_query=crash+course+psychology+gcs) offers students greater insight into core topics with the added benefit of interactive videos.

Specimen papers and other resources can found on the AQA website:
<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/assessment-resources>

Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations.

| | |
|---|--|
| Autumn Term 1 Assessment: WRITING | Autumn Term 2 Assessment: SPEAKING |
| Identity and culture <ul style="list-style-type: none"> Relationship with family and friends Future plans regarding marriage/ partnership | Current and future study and employment <ul style="list-style-type: none"> My studies Life at school/college Jobs, career choices and ambitions |
| Spring Term 1 Assessment: LISTENING AND READING | Spring Term 2 Assessment: WRITING |
| Identity and culture Free-time activities: <ul style="list-style-type: none"> music cinema and TV food and eating out sport | Social issues <ul style="list-style-type: none"> Healthy/unhealthy living Identity and culture <ul style="list-style-type: none"> Customs and festivals in Panjabi-speaking countries/ communities |
| Summer Term 1 Assessment: SPEAKING | Summer Term 2 Assessment: All 4 Skills (EOY EXAMS) |
| Local, national, international and global areas of interest <ul style="list-style-type: none"> Home, town, neighbourhood and region | Travel and tourism <ul style="list-style-type: none"> Types of holidays Holidays preferences Family vs Friends Means of transports |

The new GCSE Punjabi specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

Subject Specific Skills

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
- Increase awareness and understanding of countries and communities where the target language is spoken.
- The Modern Languages GCSE syllabus encourages learners to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the target language. The GCSE specifications in Modern Languages prepare learners to make informed decisions about further learning opportunities and career choices.

Methods of Assessment and Exam Structure

There are two tiers of assessment and they are divided up as follows:

| | | |
|---|--|---------------------|
| Listening Test 25% | Foundation Tier | 35 minutes |
| | Higher Tier | 45 minutes |
| Reading Test 25% | Foundation Tier | 45 minutes |
| | Higher Tier | 45 minutes |
| Written assessment 25% | Foundation 1 hour Higher Tier 1 hour 15 minutes | |
| Speaking assessment 25% | Foundation Tier | 7-9 mins per test |
| | Higher Tier | 10-12 mins per test |
| Role play, photocard and general conversation | | |

The MFL Faculty

Mrs N Deeks Faculty Leader **E-mail address: n.deeks@nishkamschools.org**

Mrs S Basrai Lead for Punjabi

Ms C Parachini Teacher of French

Mrs S Uppal PT Teacher of Punjabi

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations.

| | |
|---|--|
| Autumn Term 1 Assessment: LISTENING AND WRITING | Autumn Term 2 Assessment: MOCKS (all 4 skills) |
| Current and future study and employment <ul style="list-style-type: none"> • School/College and Future Jobs • What school/college is like • Pressures and problems • Looking for and getting a job • Advantages and disadvantages of different jobs | Global issues The environment <ul style="list-style-type: none"> • Current problems facing the planet • Being environmentally friendly within home and local area • Charity/voluntary work |
| Spring Term 1 Assessments: ALL 4 SKILLS (mini assessments) | Spring Term 2 Assessment: MOCKS (all 4 skills) |
| Technology in everyday life: <ul style="list-style-type: none"> • social media • mobile technology | Global issues <ul style="list-style-type: none"> • Poverty/homelessness |
| Summer Term 1 Assessments: ALL 4 SKILLS (mini assessments) | Summer Term 2 |
| REVISION | END OF COURSE |

The new GCSE Punjabi specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

4. Identity and culture
5. Local, national, international and global areas of interest
6. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

Subject Specific Skills

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
- Increase awareness and understanding of countries and communities where the target language is spoken.
- The Modern Languages GCSE syllabus encourages learners to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the target language. The GCSE specifications in Modern Languages prepare learners to make informed decisions about further learning opportunities and career choices.

Methods of Assessment and Exam Structure

There are two tiers of assessment and they are divided up as follows:

| | | |
|--|---|---------------------|
| Listening Test 25% | Foundation Tier | 35 minutes |
| | Higher Tier | 45 minutes |
| Reading Test 25% | Foundation Tier | 45 minutes |
| | Higher Tier | 45 minutes |
| Written assessment 25% | Foundation 1 hour | |
| | Higher Tier 1 hour 15 minutes | |
| Speaking assessment 25% | Foundation Tier | 7-9 mins per test |
| | Higher Tier | 10-12 mins per test |
| | Role play, photocard and general conversation | |

The MFL Faculty

Mrs N Deeks Faculty Leader E-mail address: n.deeks@nishkamschools.org

Mrs Basrai Lead for Punjabi
Ms Parachini Teacher of French
Mrs Uppal PT Teacher of Punjabi

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.