

Hailey Hall School
Specialist Sports College



Believe Strive Achieve



Hailey Hall School Curriculum Booklet for Year 10

Year 10 GCSE in Art and Design

Why this subject is important:

- You will explore the formal elements of art that will provide you with experiences that you can draw on to enable you to communicate your ideas and meanings, developing confidence, competence, imagination and creativity.
- You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- You will learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
- You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

What you will learn this year:

| Unit name | Knowledge | Skills and understanding | Attitudes and attributes |
|---|--|---|--|
| Unit 1 60% coursework Natural and Man-Made forms | <p>To know the work of a number of artists.</p> <p>To know the variety of techniques used in Art</p> <p>To know how each artist has been inspired and how this is reflected in their work.</p> <p>To produce a portfolio of work that has developed from starting points and been refined into good quality final outcomes.</p> <p>To know the techniques and materials employed by a variety of artists who have represented natural and man-made forms within their work.</p> <p>To know how to react to/employ some of these techniques into your own developing work.</p> <p>To know how to approach and use unfamiliar media and processes.</p> <p>To know how to reflect exam board criteria within a project.</p> | <p>To be able to explore different materials to express ideas relating to a theme.</p> <p>To understand how to use a theme or reference point to develop original works.</p> <p>To understand how to use individual and mixed media to communicate ideas.</p> | <p>To be willing to learn about artists and to use what has been learnt to express yourself in new ways.</p> <p>To be confident to try new things and to take risks.</p> <p>To be ready to try using new techniques and processes.</p> <p>To analyse their own and others' work in relation to GCSE Assessment Objectives.</p> |

Promoting British values:

Pupils can distinguish right and wrong

Pupils can develop the skills to express opinion about their own work and the work of others.

Pupils are given the opportunity to understand the importance of learning from others who have different beliefs, values and experiences.

How you will be assessed:

Your work will be regularly assessed against the assessment objectives for AQA GCSE Art and Design using the 1-9 scale and targets for progress will be identified. Unit 1 will commence in September with an internal deadline at the end of December the following year.

How parents/carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what they have been learning.
2. Check home learning tasks that have been set against the homework time table and where possible, read through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

Useful websites and details of course books:

www.tate.org.uk

www.npg.org.uk

Liverpoolmuseums.org.uk - Walker art gallery

www.southbankcentre.co.uk - Hayward Gallery

Progression routes and career opportunities:

A level Art and Design, Photography, Graphic Design and equivalent courses.

Who to contact and how if you have a query regarding your child's Art:

| Name | Position | Email Address | Telephone |
|-------------------|-----------------|---------------------------------|------------------|
| Miss Helen Phelps | Art Teacher | hphelps@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 English

Why this subject is important:

English is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

What you will learn:

| Unit name | Topics | Skills and understanding |
|---|--|--|
| Autumn Term/ Unit: English Literature Paper 2, Section A Preparation for Functional Skills exam | Modern prose or drama text: BLOOD BROTHERS A CHRISTMAS CAROL | Literal and inferential Comprehension Critical reading 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 Evaluate texts critically and support this with appropriate textual references Reading comprehension and writing. Past papers, types of writing, |
| Spring Term/ Unit: English Language paper 1 | Reading comprehension and creative writing Preparation for the exam. Short stories | Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries Read and evaluate texts critically and make comparisons between texts |

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| | | <p>Summarise and synthesise information or ideas from texts</p> <p>Use knowledge gained from wider reading to inform and improve their own writing</p> <p>Write effectively and coherently using Standard English appropriately</p> <p>Use grammar correctly and punctuate and spell correctly</p> |
| <p>Summer Term/ Unit:</p> <p>English Language: Component 2</p> <p>Spoken Language Assessment</p> | <p>Reading/ writing non-fiction</p> <p>Spoken Language assessment preparation and performance.</p> | <p>Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries</p> <p>Read and evaluate texts critically and make comparisons between texts</p> <p>Summarise and synthesise information or ideas from texts</p> <p>Use knowledge gained from wider reading to inform and improve their own writing</p> <p>Write effectively and coherently using Standard English appropriately</p> <p>Use grammar correctly and punctuate and spell correctly</p> |

Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.

Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.

Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

There are two external examinations for GCSE English Language:

Paper 1: Section A-Reading 20th Century Prose Extract
Section B-Prose Writing: Creative
Paper 2: Section A- Reading/Writing Non-fiction
Section B-Transactional/Persuasive Writing

There are two external examinations for English Literature:

Paper 1: Shakespeare and the 19th Century Novel
Paper 2: Modern Texts and Poetry

Functional Skills Level 1 & 2

During year 10 and 11 there will be opportunities to be entered for the Level 1 & 2 Functional Skills English exams. Pupils will be entered for this as staff it is appropriate. Both level 1 & 2 include one reading paper and writing paper which are marked externally. For Level 1 pupils must complete a class discussion which is graded internally. For Level 2 pupils must complete a class discussion and complete an individual presentation to an audience (usually their class). Both tasks are marked internally.

The final (GCSE) grade is calculated in the following way:

There are two external examinations for English Language:

Paper 1: Section A-Reading 20th Century Prose Extract
Section B-Prose Writing: Creative
Paper 2: Section A- Reading/Writing Non-fiction
Section B-Transactional/Persuasive Writing

There are two external examinations for English Literature:

Paper 1: Shakespeare and the 19th Century Novel
Paper 2: Modern Texts and Poetry

How parents / carers can help:

Provide them with a quiet place to do homework and revision.
Support with Home Learning activities.
Encourage reading of texts from the suggested reading list.

Useful website and details of course books:

AQA [the examination board for this course]
BBC 'Bitesize' [KS4 section]
Andrew Moore Universal Teacher
The school provides GCSE revision and test practice packs

Progression routes and career opportunities:

College
Sixth form

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|----------------|-----------------|-----------------------------------|------------------|
| Mrs Amy Martin | Teacher | arobinson@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 Food Technology

Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

What you will learn:

| Unit name | Topics | Skills and understanding |
|-----------------------------|---|---|
| Term/ Unit: Autumn | NCFE level 2 in food and cookery Understanding different terminology and using skills that they will need to use during their controlled assessment. This includes making pasta, understanding about health and safety in more detail. | <ul style="list-style-type: none"> • Using different electrical equipment that you can use to cook foods. • Understanding the functions of different ingredients. • Show knowledge and understanding of gluten and starch and how they are used in foods. |
| Term/ Unit: Spring | NCFE level 2 in food and cookery Understanding different terminology and using skills that they will need to use during their controlled assessment and exam. This includes understanding about food miles, how to do a star graph in detail and also how to use appropriate terminology for skills and processes. | <ul style="list-style-type: none"> • How to do a sensory analysis of different foods and show your findings on a graph. • Understand different terms such as additive, Emulsion, Gelatinisation and Halal. • Cultures and how this can affect the type of food they eat. |
| Term/ Unit: Summer/ NCFE | NCFE level 2 in food and cookery Start on one of the 3 internally assessed projects This will include: Different types of research, its function, how to analyse the information and then how to use it. Also customer profiling. | Understanding how to carry out relevant research and analyse it to form a product specification. Understanding how to locate and target specific audiences. |

Promoting British Values:

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Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.
Pupils develop respect for themselves and learn to respect other people.
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

All course work is worth 25% of the overall grade. Once the three internal units are completed, along with the external unit, they will be added together to give the pupil and overall result. The course is graded from pass, merit and distinction.

The final (NCFE level 2 in food and cookery) grade is calculated in the following way:

There are 4 mandatory units. 3 are internally assessed and 1 is externally assessed. To pass all pupils must complete all mandatory units. The final grade will be awarded by combining the grades for each unit.

This will range from Not yet achieved, Pass, Merit, Distinction and Distinction*

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

www.ncfe.org.uk

www.bbcbitesize.co.uk

Progression routes and career opportunities:

College.

Sixth form.

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|------------------|----------------------------|--|--------------|
| Miss Lana Nipper | Teacher of Food Technology | lnipper@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 ICT Cambridge Nationals – Level 2 iMedia

Why this subject is important:

- Confident, creative and productive use of ICT is an essential skill for life
- ICT skills are essential in order to gain employment in modern society
- ICT gives access to ideas and experiences from a wide range of people, communities and cultures, and allows you to work together and share information across the world.

What you will learn:

| Unit name | Topics | Skills and understanding |
|---|--|--|
| <p>Unit R085: Creating a multipage website</p> | <p>This unit enables pupils to understand the basics of creating multipage websites. Pupils will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.</p> | <p>Produces a summary of the purpose and component features of websites in the public domain which demonstrates a thorough understanding.</p> <p>Provides a detailed description of the devices used to access web pages.</p> <p>Demonstrates a thorough understanding of internet connection methods.</p> <p>Produces an interpretation from the client brief for a multipage website which fully meets the client requirements.</p> <p>Produces a clear and detailed work plan for the creation of the multipage website, which is fully capable of producing the intended final website.</p> <p>Identifies many assets needed to create a multipage website, demonstrating a thorough understanding of their potential use.</p> <p>Identifies many of the resources needed to create a multipage website, demonstrating a thorough understanding of their purpose.</p> <p>Creates a clear and detailed test plan for the website, which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets in websites.</p> <p>Sources and imports a wide range of assets for use, consistently using appropriate methods.</p> <p>Applies a range of advanced techniques and effects of the software, appropriately and effectively, to create the multipage</p> |

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| | | <p>website using a range of assets. Combines components effectively to produce a clear and coherent working navigation system when creating the multipage website. Saves and publishes the website and related files consistently using appropriate formats. The website will frequently load quickly and correctly.</p> <p>Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.</p> <p>Produces a review of the finished website which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief. Review identifies areas for improvement and further development of the final website, which are wholly appropriate and justified.</p> |
| <p>R092: Developing digital games</p> | <p>In this unit pupils will plan a digital game, create and edit and then test the game with a focus group, identifying any areas for improvement.</p> | <p>Produces a summary of the capabilities and limitations of a range of 2D and 3D software used for digital game creation which demonstrates thorough understanding.</p> <p>Demonstrates a thorough understanding of gaming platform hardware and peripherals required to create and test digital games.</p> <p>Produces an interpretation from the client brief for a digital game which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Demonstrates a thorough understanding of the key aspects of game creation.</p> <p>Creates a clear and detailed test plan for the digital game which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests.</p> <p>Applies detailed design techniques to the planning of the game structure, including extensive reference to pathways, game play and game mechanics and with thorough consideration of the success criteria.</p> <p>Demonstrates a thorough understanding of legislation in relation to the use of assets, ideas and concepts in a digital game.</p> <p>Independently selects and uses appropriate software features to create a digital game.</p> <p>Consistently uses geometric parameters to manipulate object(s) and environment(s),</p> |

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| | | <p>displaying excellent accuracy. Imports assets and combines components, which are consistently appropriate, effectively throughout the digital game.</p> <p>Creates game-play controls that are consistently appropriate and fully operational.</p> <p>Produces a review of the digital game which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Fully tests the digital game with clear reference to the brief and to a test plan.</p> <p>Review identifies areas for improvement and further development of the digital game, which are wholly appropriate and justified.</p> |
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Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.
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Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

Democracy:

Certain decisions on matters affecting the whole class are put to a vote
We use voting as a system to encourage engagement in lessons, e.g. Debates – for / against arguments, respecting views of others.

Rule of Law:

Whole school behaviour expectations/rules are constantly discussed, especially when they are breached, with individuals, pairs or small groups. We link behaviour to issues of morality and social interactions.

How you will be assessed:

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| R081 | Pre-Production Skills | External | 25% | 1hr 15 mins |
| R082 | Creating Digital Graphics | Internal | 25% | 30 hrs |
| R082 | Developing digital games | Internal | 25% | 30 hrs |
| R085 | Creating a Multi-Page Website | Internal | 25% | 30 hrs |

Grades awarded: Pass, Merit, Distinction and Distinction*

The controlled assessment will be internally assessed and externally moderated. Your teacher will assess you at the end of each unit.

How parents / carers can help:

- Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
- Encourage your child to use the internet if he has access to this to do research.
- Encourage your child to revise each week for examinations.
- Ensure your child meets all the coursework deadlines.
- Provide them with a quiet place to do homework and revision

- Talk about how technology has changed life during your life time

Useful website and details of course books:

www.bcbitesize.co.uk

<http://www.ocr.org.uk>

<https://www.codecademy.com>

<http://my.dynamic-learning.co.uk>

Progression routes and career opportunities:

College.

Sixth form.

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|--------------------------|--|--|---------------------|
| Mr Barnaby Aldiss | Assistant Head + Teacher of Design Technology & ICT | baldiss@haileyhall.herts.sch.uk | 01992 465208 |

KS4 (Year 10/11) - Mathematics

Edexcel Award/GCSE

Why this subject is important:

- A good level of numeracy is required for all jobs.
- A good qualification in maths shows you can think quickly.
- A good qualification in maths shows you are able to solve problems.
- A good qualification in maths will often mean a higher salary when you start work

What you will learn:

| Unit name | Topics | Skills and understanding |
|------------|---|---|
| Term/Unit: | <p>Types of Numbers</p> <p>Integers</p> <p>Reading scales and converting units</p> <p>Introduction to algebra</p> <p>Linear equations and inequalities</p> <p>Angles, lines and triangles</p> | <p>1. To be able to identify factors, multiples and prime numbers To be able to find squares and cubes To be able to find the LCM and HCF To be able to use index notations To be able to use index laws</p> <p>2. To be able to understand and order integers To be able to use BIDMAS To be able to multiply with integers and decimals numbers</p> <p>3. To be able to construct scale drawings To be able to convert units (imperial and metric)</p> <p>4. To be able to use notations and symbols correctly To be able to write and simplify expressions and linear equations</p> <p>5. To be able to set up, rearrange and solve equations To be able to use linear equations to solve word problems</p> <p>6. To be able to measure and draw lines and angles to the nearest mm and degree</p> |

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| | <p>Symmetry</p> <p>Collecting data</p> <p>Averages and range</p> <p>. Charts and graphs</p> <p>. Decimals</p> <p>. Edexcel Award Exam practice</p> | <p>To be able to name angles</p> <p>To be able to use geometric language</p> <p>To understand the proof that the angle sum of a triangle is 180°</p> <p>To be able to find missing angles in triangles</p> <p>To understand a proof that the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices</p> <p>To know the properties of all types of triangles</p> <p>7.</p> <p>To be able to recognise reflection symmetry of 2D shapes</p> <p>To understand congruence</p> <p>To be able to identify rotational symmetry</p> <p>8.</p> <p>To be able to specify the problem and plan</p> <p>To be able to collect data from a variety of primary and secondary data</p> <p>To be able to process and represent data</p> <p>9.</p> <p>To be able to calculate the mean, mode, median and range</p> <p>To be able to draw a stem and leaf diagram</p> <p>10.</p> <p>To be able to draw pictograms, composite bar charts, frequency polygons, histograms and line graphs.</p> <p>To be able to use graphs to compare distribution</p> <p>11.</p> <p>To be able to understand place value</p> <p>To be able to add, subtract, multiply and divide with decimals</p> <p>12.</p> <p>Past paper practice and revision</p> |
| /Unit: | Algebra using powers and brackets | <p>1.</p> <p>To be able to use index laws</p> |

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| | Perimeter and area | To be able to write expressions using squares and cubes |
| | 3D shapes | 2. To be able to find areas and perimeters of rectangles, triangles, trapeziums, parallelograms and compound shapes To be able to solve a range of problems involving areas including cost of carpet type questions |
| | Volume | 3. To know all properties of 2D and 3D shapes To use 2D representation of 3D shapes To be able to draw front and side elevations To be able to find the surface area of 3D shapes |
| | Pie charts | 4. To be able to calculate the volume of prisms To understand how enlargement effects volume |
| | Scatter graphs | 5. To be able to represent data in pie charts To understand how pie charts are used in real life |
| | Distance graphs | 6. To be able to draw and interpret scatter graphs To understand negative and positive correlation To be able to draw lines of best fit and be able to predict values |
| | Fractions, Decimals and Percentages | 7. To be able to read bus and train timetables and plan journeys To be able to draw distance graphs |
| | Application of percentages | 8. To be able to convert between fractions decimals and percentages |
| | . Patterns and sequences | To be able to calculate percentages of given amounts |
| | | 9. To use percentages in real life |

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| | . Straight line graphs | <p>situations eg. VAT, value of profit or loss and interest</p> <p>10. To be able to generate sequences To find the n^{th} term of sequences</p> <p>11. To be able to plot and draw graphs of the form $y=mx + c$ To be able to find the gradient of graphs</p> |
| /Unit: | <p>Real life graphs</p> <p>Transformations</p> <p>Probability</p> <p>Circles</p> <p>Formulae</p> <p>Constructions</p> | <p>1. To be able to draw and interpret real life graphs To solve problems relating to mobile phone bills and fuel bills</p> <p>2. To be able to describe transformations To know rotation, reflection, translation and enlargement To understand scale factors To identify the equation of a line of symmetry</p> <p>3. To know probability terms To be able to find the probability of an event happening using relative frequency To use theoretical probability to include outcomes using dice, spinners and coins</p> <p>4. To be able to draw a circle given its radius or diameter To use π Pi on the calculator Find the circumference and areas of circles</p> <p>5. To derive a simple formula, including those with squares, cubes and roots To be able to substitute numbers into a formula To be able to change the subject of a formula</p> <p>6. To be able to construct a triangle, a bisector, perpendicular and parallel lines</p> |

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| | Quadratic graphs | To be able to construct angles of 30°, 45°, 60°, 90° |
| | Pythagoras' Theorem | 7. To be able to substitute values of x into quadratic function to find the corresponding values of y To be able to draw graphs of quadratic functions |
| | Exam practise | 8. To understand and recall Pythagoras' Theorem To be able to use Pythagoras' theorem to find the hypotenuse or the length of the other sides To be able to apply Pythagoras' Theorem to practical situations 9. Exam practice and Revision |

Promoting British Values:

- You will learn about how the National Census is collected, what their main elements are and how it is evaluated and used in Britain
- You will also learn about the cost of living, the Tax system and how it has an impact on the system if people do not comply with regulations.

How you will be assessed:

You will be entered for number and measure level 1 and 2 and algebra level 2 as appropriate
 You will take regular mock exams leading up to the date of exams
 You will be set regular GCSE questions for home learning.

The final (GCSE or Award) grade is calculated in the following way:

You will take Award exams January and May and will take your GCSE exams at the end of Year 11

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

Book: Edexcel Mathematics Foundation / Higher Course (Published by Pearson)
BBC Bitesize

Progression routes and career opportunities:

You will need Maths qualifications for all jobs, whatever you apply for.

Jobs that specially need maths are: Accountancy, Games designer, Engineering, Police, Pilot, Architect, Doctor, Scientist etc.

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|-----------------|-------------------|--|--------------|
| Mr John Thurley | Maths Coordinator | jthurley@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 Music BTEC Levels 1 and 2

Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology and future technology.

What you will learn this year:

| Unit Name | Knowledge | Skills and understanding | Attitudes and attributes |
|-------------------------------------|--|---|--|
| Unit 2: Managing a Music Product | <p>Knowing how to plan, develop and deliver a music product including health and safety aspects.</p> <p>Knowing about staging, Technical and performance. Understanding lighting design, risk assessment on performance space.</p> <p>Knowing the operation of a P.A system, understanding of technical equipment</p> <p>Knowing how to promote a music product.</p> <p>Knowing how to manage a music product.</p> | <p>Understanding how to plan and develop and manage an event.</p> <p>Understanding how to promote and deliver a music event.</p> | <p>Knowing about personal management skills(time management, Planning, Organisation, Costings</p> |
| Unit 1: The Music Industry | <p>Knowing about venues and live performance including health and safety.</p> <p>Knowing about production and promotion companies, service companies and agencies and music unions.</p> | <p>Understand different organisations that make up the industry.</p> <p>Understand different job roles in the music industry.</p> | <p>Being able to take responsibility for your own learning.</p> <p>Using effective revision skills to prepare.</p> <p>Using time management skills</p> |

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| | <p>Know how these organisations interrelate</p> <p>Know about a range of roles in the industry, why these are needed, how to work and how these roles interrelate.</p> | | <p>Taking notes during lessons to support your Revision.</p> |
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Promoting British Values:

You will study music from different cultures and therefore gain a deep cultural understanding of home and the wider world.

You will develop a sense of group identity and team work.

How you will be assessed:

Assessment for Unit 2: Managing a Music Product will be assessed internally by the centre (school) and externally verified by Pearson.

Assessment for Unit 1: The Music Industry will be by externally assessed exam.

How parents/carers can help:

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
4. Encourage your child to listen to music as much as possible at home.
5. If your child is learning a musical instrument inside or outside, encourage them to attend regularly and practice frequently in their spare time.

Useful websites:

<http://www.wikihow.com/practice-an-Instrument-Effectively>

<http://www.hopestreemmusicstudio.com/articles/how-to-practice-a-musical-instrument>

<http://www.brainpop.com/artsandmusic/seeall/>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm (virtual piano)

Who to contact and how if you have a query regarding your child's Music:

| Name | POSITION | EMAIL ADDRESS | TELEPHONE |
|---------------|--------------------------|---------------------------------|--------------|
| Robert Taylor | Subject Leader: MUSIC | rtaylor@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 BTEC Sport

Why this subject is important:

This subject is important as it extends the work related focus and knowledge of the sport and active leisure industry. Pupils will learn about how the sports industry and leisure industry work together.

This qualification is designed to help learners understand the skills and knowledge needed to work in the sector, which they'll be encouraged to demonstrate through participation in a wide range of sport and active leisure activities.

What you will learn:

| Unit name | Topics | Skills and understanding |
|---|--|--|
| Term/Unit: Fitness for sport and exercise. | Components of physical fitness Principles of training Fitness training methods Fitness training | Physical and skill related components of fitness. Fitness components and why they are important to successful participation in sport. FITT Principle Additional principles of training. Types of training. |
| Term/Unit: Training for personal fitness | Design a personal fitness training programme Exercise adherence factors Take part in an exercise training programme | SMARTER targets Principles of training Safety issues HR zones Programme design Training methods Training diary Measures for success Review of training programme |
| Term /Unit Practical Sport | Understand rules, regulations and scoring systems Demonstrate skills, techniques and tactics. Review sports performance. | Application of rules, regulations and scoring systems. Roles Of officials Responsibilities of officials |

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| | | Technical and tactical demands of sport |
| | | Safe Participation |

Promoting British Values:

The ethos of British Values including fair play, team work and co-operation are embedded throughout every lesson.

75% of the course is assessed by the submission of a portfolio of evidence of work carried out over a period of time. The course is continuously assessed by the external completion of assignments throughout the year.

25% of the course is assessed with an external examination.

The final (Btec) grade is calculated in the following way:

One externally assessed exam. Coursework and assessment of skills throughout the year.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

www.bbc.co.uk/sportacademy

www.brianmac.com

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|------------------|--|--|--------------|
| Mr Adrian Devine | Assistant Headteacher / PE Co ordinator | adevine@haileyhall.herts.sch.uk | 01992 465208 |
| Mr Josh Hewitt | PE teacher | jhewitt@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 NCFE Level 2 Craft

Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.

What you will learn:

| Unit name | Topics | Skills and understanding |
|-----------------------|--|---|
| Term/ Unit: Autumn | <ul style="list-style-type: none"> • Understanding different terminology and using skills that they will need to use during their controlled assessment and exam. • How to use a wide range of media/materials. • How to use different techniques in Design Technology. • Designing products involves analysing existing products. • Disassembly. • Customer profiling. • Methods used to generate ideas and the importance of communication. • Moving from 2D to 3D and of different materials. • Sources of wood and plastic and primary processes involved in conversion to workable materials. • Scales of Production. • Life cycle and the impact of a wide range of products. | <ul style="list-style-type: none"> • Understanding how to use a variety materials and techniques • Understanding the different pathways in Design Technology • Understanding how a good finish can improve the quality of your end product. • Understanding the needs of the target user. • Understanding how to analyse products in a structured way • Understanding how to disassemble a product and to produce an exploded drawing. • Understanding how to locate and target specific audiences. • Understanding how to communicate, modify, refine and improve design ideas. • Understanding how to construct a model that is a development of the design process. • Understanding how the work of standard agencies affects product design, manufacture and testing. |
| Term/ Unit: Spring | <ul style="list-style-type: none"> • Understanding different terminology and using skills that they will need to use during their controlled assessment. • Technical drawing • CAD • CAM • Materials Investigation • Understanding about health and safety in more detail. • Understanding how to use a | <ul style="list-style-type: none"> • To be able to explore different materials to express ideas relating to a theme • To understand how to use a theme or reference point to develop original works • To understand how to use individual and mixed media to communicate ideas. • To understand how to use a theme or reference point to develop original works |

| | | |
|-----------------------|--|---|
| | <p>variety materials and techniques</p> <ul style="list-style-type: none"> • Understanding the different pathways in design • Understanding how a good finish can improve the quality of your end product • Understanding the needs of the target user • Understanding how to analyse products in a structured way | |
| Term/ Unit: Summer | <ul style="list-style-type: none"> • Coursework selection pupils will complete their research on this area during this term. • This will include: Different types of research, its function, how to analyse the information and then how to use it. Also customer profiling | <ul style="list-style-type: none"> • Understanding how to carry out relevant research and analyse it to form a product specification • Understanding how to locate and target specific audiences. |

Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.
Pupils develop respect for themselves and learn to respect other people.
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

There are 4 mandatory Units (25% of final marks each)

Unit 1: Exploring craft and enterprise skills (Portfolio of evidence)

Unit 2: Research and develop design ideas for craft items (Portfolio of evidence)

Unit 3: Respond to a craft brief (Assignment)

Unit 4: Produce final craft work (Portfolio of evidence)

Grades awarded: Pass, Merit, Distinction and Distinction*

The controlled assessment will be internally assessed and externally moderated. Your teacher will assess you at the end of each unit.

The final grade is calculated in the following way:

The grades from your controlled assessments will be put together and create an overall result.

From this you will be awarded an overall grade

How parents / carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
2. Encourage your child to use the internet if he has access to this to do research.
3. Encourage your child to revise each week for examinations.
4. Ensure your child meets all the coursework deadlines.
5. Provide them with a quiet place to do home learning and revision

Useful website and details of course books:

www.bcbitesize.co.uk

www.ncfe.org.uk – Examination board

www.technologypupil.com

www.designandtech.com

www.dtonline.org

Progression routes and career opportunities:

College.
Sixth form.

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|-------------------|---|---------------------------------|------------------|
| Mr Barnaby Aldiss | Assistant Head + Teacher of Design Technology & ICT | baldiss@haileyhall.herts.sch.uk | 01992 465208 |

Year 10 Science

Why this subject is important:

The study of science fires pupils' curiosity about the world and helps them to find explanations. It links practical experience with scientific ideas. Pupils learn that science enhances knowledge and understanding in science is rooted in evidence. Pupils discover how science and technology affects industry, business and medicine and how science improves the quality of life. Pupils appreciate science worldwide and discover how it relates to their own culture.

Pupils also gain confidence to question and discuss issues that may affect their own lives, their immediate community and the world.

What you will learn:

| Unit name | Topics | Skills and understanding |
|-------------------------|---|---|
| Principles of Science | Biology Chemistry Physics | <ul style="list-style-type: none"> • Cells • Organs • DNA and chromosomes • Inheritance • Homeostasis • Nervous System • Atomic Structure • Isotopes • Periodic Table • Electron Configuration • Elements and compounds • Neutralisation • Acids and Salts • Acids and Metals • Energy |
| Chemistry and our Earth | Useful Chemical Products | <ul style="list-style-type: none"> • Transformations • Transfer • Renewable energy • Electromagnetic spectrum • Describe how chemical substances are used based on their physical properties |
| Energy and our Universe | Green Electricity | <ul style="list-style-type: none"> • Explain how physical and chemical properties of chemical substances make them suitable for their uses |

| | | |
|------------------------------------|----------------------------------|--|
| <p>Biology and our Environment</p> | <p>Is Survival In The Genes?</p> | <ul style="list-style-type: none"> • Assess the suitability of different types of substance for a specified use • Use $V = IR$ to predict values in electric circuit investigations • Describe methods of producing a.c. and d.c. electricity • Compare the efficiency and environmental impact of electricity generated by different sources • Describe how electricity is transmitted to the home or industry • Describe methods of producing a.c. and d.c. electricity • Assess, in qualitative terms, ways to minimise energy losses when transmitting electricity • Assess, in quantitative terms, ways to minimise energy losses either when transmitting electricity or when transforming electricity into other forms for consumer applications <ul style="list-style-type: none"> • Describe how characteristics are used to classify organisms. • Describe the different ways in which organisms show interdependence. • Discuss the factors that affect the relationship between different organisms. • Describe the role of genes and the environment in variation. • Explain the role of genes and the environment in evolution. • Evaluate the impact of genes and the environment on the survival or extinction of organisms. |
|------------------------------------|----------------------------------|--|

Promoting British Values:

Democracy -

- Certain decisions on matters affecting the whole class are put to a vote
- We use voting as a system to encourage engagement in lessons, eg. Debates – for/against arguments, respecting views of others.

Rule Of Law –

- Whole school behaviour expectations/rules are constantly discussed, especially when they are breached, with individuals, pairs or small groups. We link behaviour to issues of morality and social interactions.

How you will be assessed:

Your coursework will be continually assessed against the criteria throughout the year.

The final (BTEC) grade is calculated in the following way:

75% of the course is assessed by the submission of a portfolio of evidence of work carried out over a period of time. The course is continuously assessed by the external completion of assignments throughout the year.

25% of the course is assessed with an external examination.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa>
www.samlearning.com

Progression routes and career opportunities:

Electrician
Geneticist

Who to contact and how if you have a query regarding your child:

| Name | Position | Email Address | Telephone |
|--------------------|-------------------------------|--|--------------|
| Mrs Sophia Bidwell | Science Co-ordinator | sbidwell@haileyhall.herts.sch.uk | 01992 465208 |
| Mr Paul Delamaine | Deputy head - Science Teacher | pdelamaine@haileyhall.herts.sch.uk | 01992 465208 |

YEAR: 10

SUBJECT: Life Skills (Employability)

DATE: 09/18

Why this subject is important:

Employability gives pupils the opportunity to acquire the knowledge, understanding and skills they need for life in the workplace. The following units have been specially selected for year 10 and 11 pupils, in order to prepare them for subsequent work experience and their future in the working world.

The following programme of learning enables pupils to work towards a Level 2 award in Employability Skills.

What you will learn:

The units below have been selected to enhance the pupil's skills and knowledge when they reach the workplace in the future. They have an opportunity to complete 6 units over the 2 year period to gain the Level 2 Award.

This programme of study caters for a range of ability:

Year 10

| Unit name | Topics | Skills and understanding |
|--|-------------------|--|
| Term: 1 Unit: 526 (3 credits) | Alcohol Awareness | Give the learners an understanding of the harmful effects of alcohol misuse and the related health issues. |
| Term: 1 Unit: 526 (3 credits) | Alcohol Awareness | Give the learners an understanding of the harmful effects of alcohol misuse and the related health issues. |
| Term: 2 Unit: 525 (3 credits) | Drug Awareness | Give the learners an understanding of the harmful effects of drug misuse and the related health issues. |
| Term 2: Unit: 525 (3 credit) | Drug Awareness | Give the learners an understanding of the harmful effects of drug misuse and the related health issues. |
| Term: 3 | Healthy Living | Assess your own life style |

| | | |
|--|----------------|--|
| Unit: 514 (2 credits) | | and identify areas for improvement. |
| Term: 3 Unit: 514 (2 Credits) | Healthy Living | Assess your own life style and identify areas for improvement. |

Promoting British Values

Employability inherently compliments and supports British Values in working Britain.

By preparing pupils for the world of work, Employability advocates the rights and responsibilities of employers and employees working in the UK. For example, an understanding of combatting discrimination in the workplace and equal opportunities for employment.

Employability raises pupil's aspirations for their future lives; to make a positive contribution to our democratic society.

How you will be assessed:

Employability units are all coursework based against clear criteria. Pupils need 15 credits over the two year period to receive a Level 2 Award in Employability skills.

How parents / carers can help:

Provide pupils with a quiet place to do homework and revision.
Watch the news together with your child at least twice per week.

Useful website and details of course books

- <http://www.cityandguilds.com/qualifications-and-apprenticeships/skills-for-work-and-life/employability-personal-and-social-development/5546-employability-skills#tab=information>
- http://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/Employability_Personal_and_Social_Development/5546/Level%202/Centre_Documents/5546_L2_logbook_v5-0.pdf
- http://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/Employability_Personal_and_Social_Development/5546/Level%202/Centre_Documents/5546_L2_logbook_v5-0.pdf

Progression routes and career opportunities

- The employability skills award is recognised by colleges and further education establishments.
- The employability skills course gives pupils vital tools to successfully write CV's, personal statements and complete application forms.

Who to contact and how if you have a query regarding your child

| Name | Position | Email Address | Telephone |
|----------------|-------------------------------|----------------------------------|------------------|
| Mr Sam Welbury | Subject Leader- Employability | swelbury@haileyhall.herts.sch.uk | 01992 465208 |