



Settle College

Year 9

Home Learning Booklet

2011/12

“Learning for Success”

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HOME LEARNING

INTRODUCTION

At Settle College, we believe that home learning is a valuable and essential part of a student's learning. Home learning tasks form an important part of the assessment and progress of all students. Home learning encourages students to develop the skills, confidence and motivation needed to study effectively on their own. It allows students to extend their school learning and it is essential in managing the demands of examination work. Home learning will take on a variety of forms from short tasks to longer-term assignments extending over a number of weeks.

What happens outside school has a significant impact on students' performance at school. The assistance of parents/carers is essential to ensure that students perform to the best of their ability. It does not require specialist knowledge to help your son/daughter with home learning tasks. It is the time you give to your son/daughter and the discussion involved that is important. Your son/daughter can take the role of the teacher and explain what is expected. This is an important learning exercise for students.

This booklet provides you with an outline of home learning topics for each term. Some subjects set longer term home learning projects over a number of weeks, i.e. Art and History, whereas other subjects, such as Maths and MFL set more regular but shorter pieces of work. All home learning tasks and deadlines should be recorded by students in their planners. **Please sign and check your son/daughter's planner on a weekly basis.**

The amount of home learning will gradually increase as students move through the College:

Guided Hours for Home Learning:

Years 9/10/11- 1.5 to 2.5 hours per day

Sixth Form – 14 to 16 hours of independent learning per week.

Home Learning Rewards

Students will receive a variety of rewards for effort and achievement in home learning tasks, e.g, House Points, praise postcards, letters/phone calls home, Student of the Month.

What the research tells us

Research suggests that those students who complete home learning tasks are more likely to achieve their target grades in exams. It is important that students get into the habit of completing home learning tasks in preparation for Controlled Assessment at GCSE and A-Level. In some cases, Controlled Assessment accounts for 60% of GCSE grades.

Home Learning Clubs

The Learning Resources Centre (formerly the Library) is open every day at break and lunchtimes for students to complete home learning tasks. The Learning Resources Manager, Mrs Daley, is on duty to supervise and help students. Most subjects run Study Support and Revision classes on a weekly basis. An ICT room is open on a daily basis every lunch time so that students can use the computers to complete home learning tasks.

Home Learning Sanctions

If a student does not hand in their home learning task by the deadline set, they will be given a chance to hand it in the next morning. If they continue to miss the deadline, they will be given a lunchtime detention. If they do not turn up to the lunchtime detention, they will be given an after school Faculty detention for one hour. If they fail to turn up to the Faculty detention, they will be given a Leadership Team after school detention on a Friday evening for 2 hours. If there is a genuine problem with the completion of home learning, please contact us before we reach the situation of issuing detentions.

Controlled Assessment

As part of the Government's review of GCSE qualifications, Controlled Assessment regulations have been developed for most GCSE subjects. This means that in most cases the actual writing up of Controlled Assessment will occur in class rather than at home. Therefore, if a student is absent for a lesson he/she, may have to complete the Controlled Assessment task during lunchtime or after school in catch up sessions. Controlled Assessment tasks will be completed throughout the school year. Please do not book holidays in term time as you will risk hindering your son/daughter's progress as they prepare for, or complete, their Controlled Assessment tasks. Each subject specification has its own 'Controlled Assessment' guidance.

Please find, on pages 34-36, a Controlled Assessment calendar for the year. This will be updated during the course of the year on the College website.

I hope that you will find the information in this booklet helpful in supporting your son/daughter with their home learning tasks.

Ms M Costello
Vice Principal

How you can help your son/daughter at home

- Help to divide tasks up by encouraging your son/daughter to say what they will achieve in the next 40 minutes.
- Get your son/daughter to tell you what they have learnt after completing a Controlled Assessment or home learning task. This is a very powerful way of enforcing what they have learnt.
- Offer challenges to test them ‘Right, you have got 5 minutes to tell me all you know about...’ Or ‘Give me 4 uses for...’
- Offer small short-term rewards to encourage motivation.
- Have clear guidelines for watching television, playing computer games etc.

Exams

- Help them to plan a revision timetable. There are blank revision timetables on the College website in the Exams section. It is easier to stick to the plan if everyone at home knows about it!
- Encourage short bursts of revision – up to 40 minutes. This will help to keep learning fresh in the mind.
- Remind them to study the meaning of words and phrases used in exam questions such as ‘Explain’, ‘Evaluate’
- Encourage your son/daughter to be creative in his/her revision by creating ‘spider diagrams’ summarising the key points from a topic or asking them to ‘summarise the topic in 6 key words...’
- The formula ‘*Study it, cover it, summarise it and check it*’ can be useful.
- Working with a friend can be useful. Having to explain things to someone else, makes for effective learning.

We will be emphasising the above at school and hope you will be able to adapt some of these ideas at home.

Some exam top tips can be found on the College website in the Exams section.

BTEC Art and Design

Exam Board: Edexcel

BTEC students will be set home learning on a weekly basis. The tasks themselves will be available on the College's Virtual Learning Environment and will take a variety of formats including.

- Research tasks to help develop class learning, including artist research, taking photos, collecting information from books, magazines or the internet.
- Development of work done in class
- Skill based tasks to develop students' practical skills.

All home learning tasks build on class projects which are marked as Assessment Assignments.

Autumn Term

Teacher Set Topics

Fine Art 2D Project) Starting point being a theme linked
Exploring painting and print techniques) to a visit to the World Museum
) Liverpool and Tate North

At the start of the Autumn term, students will be working on developing drawing skills in relation to their set assignments. As the term progresses students will explore the work of others, practical and research techniques and start to develop a final solution.

Autumn/Spring Term

Teacher Set Topics

Fine Art 3D Project or Graphics Project

At the end of the Autumn term, students will be working on developing a wider range of drawing skills in relation to their set assignments. As the Spring term progresses students will explore the work of others, practical and research techniques and start to develop a final solution.

Spring/Summer Term

Major Project

At the end of the spring term students will be working on developing drawing in relation to their major project; choosing styles and techniques appropriate to their individual ideas about the development of the major topic theme. As the term progresses students will explore the work of others and develop an individual final solution.

Assessment

Unit 1	Contextual References in Art and Design
Unit 2	2D Visual Communication
Unit 3	3D Visual Communication
Unit13	Working with Visual Art Briefs

A basic home art kit will be needed by students to fully explore and reach their potential. Suggested items:

- 2B & 4B pencils.
- Blendable colour pencils (W H Smith do a reasonably priced good quality set usually half price in August)
- Fine liner pen
- Water colours
- Scissors
- Pencil sharpener
- Soft rubber/eraser
- Glue

(These items can be purchased through the Art Department)

If students do not have these items at home, they can use the materials in the Art Department during the lunch break.

GCSE BUSINESS STUDIES

Exam Board: Edexcel

Open letter to Parents/Carers

Dear Parents/Carers

As part of the GCSE in Business Studies, pupils need to undertake Controlled Assessment worth 25% of the GCSE.

Controlled Assessment means that research and preparation for the Controlled Assessment *can be completed outside of school*. The results can be recorded in writing or electronically, and can be taken in and out of school and referred to during controlled writing time. However, we as teachers *must* inspect them and be satisfied that they are the students' own work.

We are responsible for supervising this research and will also be responsible for supervising the writing up of the answers to the task (which is done in business lesson time), together with the marking of the work. The work will then be moderated by Edexcel. The time allowed for research is a maximum of **6 hours** and a maximum of *3 hours* for the writing up sessions. The school must keep a written record to ensure that each student's 'writing time' has *not been exceeded*.

For 2011/12, EdExcel has set the following questions. Pupils are only allowed to choose **one**. The emphasis is on investigating a **local, small business** and pupils can choose this.

DO YOU KNOW A LOCAL BUSINESS PERSON WHO MAY BE ABLE TO HELP WITH ONE OF THE TASKS BELOW?

Task 1 (1.1) - What is the most important way that the business you have chosen could improve its collection of market research data?

Task 2 (1.2) - To what extent is innovation and/or invention important to the success of the business you have chosen?

Task 3 (1.3) - To what extent is cash flow forecasting important to the survival of the business you have chosen?

Task 4 (1.4) - What is the most important way in which the business you have chosen could improve the promotion element of its marketing mix?

Task 5 (1.5) - To what extent have recent changes in the level of economic activity affected the business you have chosen?

Can I please stress the importance to you of your child's attendance at **ALL** writing up sessions? In the case of genuine illness missed sessions will need to be substituted by after school sessions by arrangement with the teacher involved.

I hope this clarifies the issue of Controlled Assessment, but if you have any queries please feel free to contact me.

Yours faithfully

Mr S Murphy

Head of Business Studies

Home Learning in GCSE Business

For Year 9 students, a piece of home learning is set each week, although it will not always be a written task. The student may be asked to talk about a current business issue he/she is aware of or collect information from a range of sources.

Each piece of work will be marked and feedback provided. The written feedback will provide a focus on ways in which students can improve.

Autumn Term

In the first three weeks of this term, students are introduced to the theme of **‘spotting a business opportunity’**. They will learn that understanding customer needs is central. They will look at how businesses analyse their market and the competitors. They will look at the meaning and importance of ‘added value’, look at franchising and other start up options open to people wanting their own business.

Home learning: throughout these three weeks, students are expected to look at businesses in and around the Settle area. They are encouraged to talk to people who own their own business. They should pay close attention to their needs as a customer. Are they being met when they consume goods and services? In addition to this, the students will be directed to specific worksheets on the College’s Virtual Learning Environment (VLE).

Suggested websites: www.bized.co.uk/educators/level2/busactivity/lesson/intro1.htm
www.businessstudiesonline.co.uk www.bbc.co.uk
www.tutor2u.com www.startups.co.uk/6678842909145602420/start-a-franchise.html

The focus of week 4 – 7 up until half term is **‘showing enterprise’**. **This is a good time to watch Dragon’s Den on BBC2**. They will look at the skills and risks involved in enterprise. The role of lateral thinking and creativity is investigated and students should look at products and suggest ways they can be improved. They will discover how new ideas come about and how they can be protected. They will realise that this involves weighing up risks versus rewards.

Home learning: As mentioned watching Dragon’s Den is a must! Pupils will be encouraged to study an entrepreneur, perhaps read their biography on Wikipedia. They can also talk to local entrepreneurs who are known in their family. Using the Virtual Learning Environment pupils will be encouraged to analyse whether they display entrepreneurial skills.

Suggested websites: www.bbc.co.uk/dragonsden
www.bized.co.uk www.wikipedia.com
www.businesslink.gov.uk

Week 8 - 11 looks at **‘putting the business idea into practice’**. They will look at financial and non-financial objectives. The skills you need to succeed i.e. determination, initiative, planning, leadership — and luck!

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They will look at how to forecast sales, determining costs and price, the concept of profit. Finally they will look at the concept and importance of cash flow and the short- and long-term sources of finance.

Home learning: students will be expected to bring in business articles/issues for discussion. In addition, students will be asked to design posters indicating suitable sources of finance. Students will be given guidance regarding specific tasks located on the College's Virtual Learning Environment (VLE).

Suggested websites:

www.bized.co.uk

www.businesslink.gov.uk

www.bbc.co.uk/gcsebitesize - select

Business Studies

www.thetimes100.co.uk

Week 12 - 14, students develop an understanding of the economic context. This will involve how changes in the level of economic activity can affect small firms, for example:

They will look at commodity markets such as oil and see their effect on small firms. They will look at how changes in interest rates can affect financing of small firms and consumer spending. They will also look at Exchange rates. They will also see how any business decisions affect stakeholders in different ways.

Home learning: students will be expected to bring in business articles/issues for discussion. Students will be given guidance regarding specific tasks located on the VLE.

Suggested websites:

www.bbc.co.uk/business

www.businessstudiesonline.co.uk

In addition to this they will be expected to revise the topic studied for an end of topic test. There will be 5 of these tests throughout the first term. In December students will sit a 45 minutes multiple choice mock examination and so revision will be needed in this period. In January they will sit the EdExcel examination worth 25% of their GCSE. After this examination they will be preparing for the Controlled Assessment which will be completed in February.

Spring Term (until half term)

In the first 4 weeks of this term, students are introduced to the concept of **Marketing**. This topic considers how to make a business stand out in a competitive marketplace. Businesses need to think constantly about how to gain an advantage over the competition, either through the product, service or image. Students should distinguish between tactical ways of boosting sales temporarily and strategic ways of developing the business in the medium term.

Home learning: throughout these 4 weeks, students are expected to look at examples of marketing carried out by business. They should pay close attention to television and magazine advertisements

In addition to this, students will be directed to specific worksheets on the College's Virtual Learning Environment (VLE) package.

Suggested websites:

www.bbc.co.uk

www.businessstudiesonline.co.uk

www.tutor2u.com

The focus of week 5–7 up until half term is about **‘meeting customer needs’**. This topic focuses on how to achieve customer satisfaction and therefore, repeat purchase. It brings in elements of operations management to provide a rounded approach to the process of meeting or exceeding customer expectations.

***Home learning:** Students will need to be aware of when and where they feel they have experienced poor or good customer service. Bringing examples to the class discussion would be excellent. Students will need to analyse specific business and look at how they deal with customers. This can be done by either visiting the business or by looking on their website. Activities will be placed on the VLE.*

Suggested websites:

www.bbc.co.uk/dragonsden

www.wikipedia.comwww.bized.co.uk

www.businesslink.gov.uk

Spring Term (up until Easter)

This half term looks at **‘effective financial management’**. Successful operations need to be turned into financial success, if only to finance the development of the business. This topic considers how to achieve this.

We will then look at **‘effective people management’**. A key difference between starting and building a business is the number of staff and the complexity of dealing with staff. This topic should lead students to consider whether the staff of an individual business really are ‘its greatest asset’.

Home learning: students will be expected to develop their understanding learnt in the lesson by completing worksheets set for home learning. Students will also be working from a booklet on this topic.

Students will be given guidance regarding specific tasks located on the VLE.

Suggested websites:

www.bized.co.uk

www.businesslink.gov.uk

www.bbc.co.uk/gcsebitesize - select Business Studies

www.thetimes100.co.uk

Summer Term

In this term, students develop an understanding of **‘the wider world affecting business’**. The economic and social context are important influences on the success or failure of a business. The ethical stance of each business also affects its social acceptability and perhaps, therefore, its success. Students need to understand the difficult environmental, social and ethical questions facing businesses.

Home learning: students will be expected to bring in business articles/issues for discussion. Students will be given guidance regarding specific tasks located on the VLE.

Suggested websites:

www.bbc.co.uk/business

www.businessstudiesonline.co.uk

In addition to this students will be expected to revise the topic studied for an end of topic test. There will be 5 of these tests throughout January to April.

In the summer term students will sit an exam entitled ‘Building a Business’.

This is:

- **Worth 50% of the overall GCSE**
- **90 minute exam (max 90 marks)**

The exam is in 3 sections:

- **Section A – multiple choice and short answer questions**
- **Sections B & C – short and long answer questions based on 2 scenarios (one for each section)**

Subject Contact: Mr S Murphy

DESIGN & TECHNOLOGY

Graphics

Exam Board: AQA

All Graphic Design students are following the AQA specification Graphic Products. The course is divided into the exam (40%) and Controlled Assessment (60%).

Autumn Term first Half term

Packaging

Students gain further experience of developing their design and make skills, the topic focuses on the development of packaging for a random everyday product using Adobe Photoshop as a way of producing high quality packaging.

Home learning tasks will be set to develop capabilities for independent research. Tasks include:

- Research tasks (questionnaires, collecting packaging, mood boards and product analysis work).
- Ideas (a range of 6 different ones).
- Development work improving their nets for the packaging including making models.

Autumn Term second half term

Creating a Corporate Identity

Students identify a potential market leading brand and create a corporate identity with promotional materials:

- Design ideas for logos
- Mood board
- Logos through time

Spring Term

Controlled Assessment

After Christmas, students begin their Controlled Assessment, to be completed by Easter. This is to design and make a race and chase style board game. Assignments will be set to complete:

- Research tasks (questionnaires, mood boards and product analysis work).
- Analysis of Research, this is recording down what they have found out.
- Specification in draft form, which is a list of things their Board game needs to do.
- Ideas.
- Review of ideas working out which is the best to develop.
- Development mostly Adobe Photoshop work.
- Planning of manufacture, how are they going to make the board box and counters.
- Further development of their board game.
- Copying up work schedule this is recording down their practical activities.
- Planning.

- Evaluation.

Summer Term

Revision activities in this half term concentrate on exam techniques, exam practice and working on gaps in theory.

Useful websites:

www.designandtech.com

www.technologystudent.com

BBC bitesize. (www.bbc.co.uk/gcsebitesize)

Subject Contact: Mr G Scott

Product Design

Exam Board: AQA

All Product Design students are following the AQA specification Product Design. The course is divided into the exam (40%) and Controlled Assessment (60%).

Autumn Term first half term

Communications device

Students gain further experience of developing their 'design' and 'make' skills. The topic focuses on the development of the 3D CAD (Computer Aided Design) package and use of the CNC router to extend their capabilities. Home learning tasks will be set to develop their capabilities for independent research. As the topic moves to a conclusion, they will gain experience of working to a strict deadline to complete a task.

- Research tasks (smart materials, plastics and designers).
- Ideas (a range of 6 different ones).
- Development work.
- Pro Desktop work
- Planning.
- Evaluation.

Autumn Term second half term

Packaging

Students gain further experience of developing their design and make skills, the topic focuses on the development of packaging for their communications device as a way of producing high quality packaging.

Home learning tasks will be set to develop capabilities for independent research. Tasks include:

- Research tasks (Printing and typography).
- Ideas (a range of 6 different ones).
- Development work improving their nets for the packaging including making models.

Spring Term

Controlled Assessment

After Christmas, students begin their Controlled Assessment, to be completed by Easter. This is to design and make an MP3 Docking Station. Assignments will be set to complete:

- Research tasks (questionnaires, mood boards and product analysis work).
- Analysis of research, this is recording down what they have found out.
- Specification in draft form, which is a list of things their Docking Station needs to do.
- Ideas.
- Review of ideas working out which is the best to develop.
- Development mostly CAD work.

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- Planning of manufacture, how are they going to make the Docking Station and Packaging.
- Further development of their Docking Station.
- Copying up work schedule this is recording down their practical activities.
- Planning.
- Evaluation.

Summer Term

Revision activities in this half term will concentrate on exam technique, exam practice and working on gaps in theory.

Useful websites:

www.designandtech.com

BBC bitesize. (www.bbc.co.uk/gcsebitesize)

Subject Contact: Mr M Greenep

Textiles

Exam Board: AQA

All Textiles students are following the AQA specification. The course is divided into the exam (40%) and Controlled Assessment (60%).

Autumn Term first half term

Task 1. Drawstring bag

This is a skill building project to produce a drawstring bag. This will give students an insight in to how textile items are made in industry and aims to foster good working relationships in the group and develop their practical skills in preparation for the next two tasks.

This task should last less than 2 weeks so should require no home learning.

Task 2. Theory

The purpose of this unit is to give students an understanding of materials, processes and develop practical skills further.

This unit is largely practical and focuses on several techniques for embellishing fabrics. Students will be expected to hand in all of the following throughout the course of the project:

- Materials research.
- Weaving.
- Knitting.
- Felting.
- Batik.
- Free machine embroidery.
- Hand embroidery.
- Screen print.
- Transfer Print.

Home learning tasks will be finishing off items such as embroidery, researching in to different materials and their properties and research into industrial methods of applying these techniques

Autumn Term second half term

Task 3. Dressmaking

The purpose of this project is to prepare the students for the item of clothing/interior textiles they are thinking of producing for their major GCSE project. This project is 100% practical and home learning is individual to the student as they take their project home to work on.

Spring Term

Controlled Assessment

In December, students will begin their Controlled Assessment, to be completed by Easter. This is to design and make a garment or accessory influenced by the swinging 60s or the age of punk. Assignments will be set to complete as follows:

- Research tasks (questionnaires, mood boards and product analysis work).
- Analysis of research, this is recording down what they have found out.
- Specification: this is a list of things their garment or accessory needs to do.
- Ideas.
- Review of ideas working out which is the best to develop.
- Development - testing fabrics, colour schemes, decorative techniques and making a practice piece.
- Planning of manufacture, how are they going to make the garment or accessory.
- Copying up workshop diary - this is recording down their practical activities.
- Planning.
- Evaluation.

Summer Term

Revision activities in this half term concentrate on exam technique, exam practice and working on gaps in theory.

From September 2011, all Textiles resources can be found on Settle College's VLE site under Textiles.

Useful Websites:

www.designandtech.com

www.bbc.co.uk/gcsebitesize

www.technologystudent.com

Subject Contact: Mrs E Partridge

DRAMA

Exam Board: Edexcel

Drama home learning is set weekly and can take the form of written work, research, a reading task, on-line learning, rehearsal and visits to see live performances at the theatre. The teacher assesses both practical and written work and feedback is given. Nearer to a practical exam, rehearsals during lunchtime and after school will increase.

BTEC IN PERFORMING ARTS

Assessment is continuous throughout – students will be given dates of milestone assessments, in addition to the end of unit performances but these can vary according to the ability of the students, allowing time to re-sit certain criteria.

Students must complete a record of their progress in lessons in a Drama logbook. This must be completed after each lesson, in order to provide sufficient evidence to support their achievement in this qualification.

Weekly completion of Drama journals should happen throughout the year and includes write up of lesson activities and tasks completed.

Autumn Term

- Acting Skills (physical and vocal).
- What it takes to be an actor.
- Melodrama and naturalistic drama.

Spring Term

- Weekly completion of Drama journals.
- Developing characterisation.
- Scripted performance – rehearsal and learning of lines.
- Developing an improvised Drama piece.

Summer Term

- Weekly completion of Drama journals.
- Developing characterisation.
- Scripted performance – rehearsal and learning of lines.
- Developing an improvised Drama piece.

Assessment

The course is 100% practical/Controlled Assessment. There are four performances in total: 2 scripted and 2 improvisations.

See Settle College's VLE for examples of assignments and their structures.

Subject Contact: Mrs S Power

ENGLISH

Exam Board: WJEC

The majority of home learning tasks set in English are on a weekly basis. However, longer tasks involving research and completion of project work are set at times. Students are encouraged to partake in as much wider reading as possible and English staff would be delighted to offer recommendations or guidance.

Home learning tasks involve activities such as research, reading, extended written responses and activities to practise technical skills. The Year 9 curriculum does incorporate GCSE Controlled Assessments which could be submitted for either GCSE English or GCSE English Language qualifications if of the necessary standard. Opportunities are available in Year 10 and 11 respectively to re-sit these Units.

Autumn Term

- Creative writing skills
- Introduction to Spoken Language

Spring Term

- Pre 1914 novel
- Media (Shrek / Moving Image)

Summer

- Shakespeare
- Poetry

Subject Contact: Mrs S Power

GEOGRAPHY

Exam Board: AQA B

Home learning in Geography is focused around developing skills such as map skills, research and using resources. The home learning will not always be written work; sometimes it will be research or telling an adult about what they have learnt. Planners may be used as evidence. Teachers will check that all home learning is completed to an acceptable standard for each student. Not all home learning will be appropriate for marking.

Autumn Term

Managing Coasts: Unit 1

- Map Skills
- Coastal Processes
- Managing Coasts

Living with Natural Hazards: Unit 2

- Tectonics, Tropical Revolving Storms & Wildfires
- Impacts of Natural Hazards
- Human responses

Spring Term

Revision Unit 1 (25%)

Local Fieldwork: Unit 4 (15%)

- A local study to be decided.

Issue Investigation: Unit 4 (10%)

- Water based issue

Summer Term

Investigating the Globalisation of Industry: Unit 3

- Global Industry
- Opportunity of global industry
- Sustainable Economies

Unit 2 & 3 revision and retakes for Unit 1

Subject Contact: Mr G Whitaker

HISTORY

Exam Board – Edexcel Course – History B

At GCSE, home learning will be set three or four times a fortnight. It will be a development of work done in class. Examples of home learning tasks might be a practice exam question, note making, further research on a topic, or revising for a test.

Assessment Arrangements

Unit 1: Exam – Medicine through Time – 25%

Unit 2: Exam – Life in Germany 1919-1945 – 25%

Unit 3: Exam – The Transformation of Surgery (source enquiry) – 25%

Unit 4: Controlled Assessment – The Impact of the Second World War on Britain – 25%

Useful websites

Medicine and Surgery:

http://www.historylearningsite.co.uk/history_of_medicine.htm

<http://www.schoolshistory.org.uk/medicine.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>

<http://www.thegarret.org.uk/index.htm> (interactive tour of an old operating theatre and information on surgery)

Germany:

<http://www.johndclare.net/Weimar1.htm> (information on Germany 1918-39)

<http://www.spartacus.schoolnet.co.uk/Germany.htm>

http://www.historylearningsite.co.uk/modern_world_history.htm (sections on Weimar Germany and Nazi Germany)

Controlled Assessment:

<http://www.johndclare.net/wwii1.htm>

www.homesweethomefront.co.uk

<http://www.spartacus.schoolnet.co.uk/2WWhome.htm>

In addition, there are plenty of useful resources on the College VLE, under KS4 History.

Revision Guide

The best revision guide for this GCSE course is *ResultsPlus Revision Edexcel GCSE History B: Schools History Project* (ISBN 978 1 84690 590 2), list price £5.99. It covers all three examination units and provides plenty of practice questions and tips for writing strong answers. We strongly recommend that each student buys a copy of this revision guide.

Subject Contact: Ms P Fisher

ICT

Exam Board: Edexcel

Students will work towards the completion of Edexcel's Diploma in Digital Applications Unit 1. This will give them an AIDA (equivalent to one GCSE). They will use a range of software including Word, Publisher, Excel, Access, Fireworks and Dreamweaver. They will develop creative, organisational and management skills through the project. Home learning will be set once per week and take students 60 minutes.

There are no exams to be taken.

The current Unit one project is "You Can Do It!". The project is based on the Olympics and the SmallSteps4Life programme. It is about taking small steps to improve lifestyles by taking challenges to eat well, get active and feel good.

Students will prepare publications to promote the Olympic values and SmallSteps4Life challenges by:

- creating a food database
- creating a questionnaire and carry out a survey of students
- using a spreadsheet to analyse the survey data
- producing database reports about portion sizes and ingredients
- creating a 'try new things' meal card
- creating an information point about values and challenges
- creating a challenge card for students to record progress

The Summative Project Brief (SPB) can be visited on:

<http://www1.edexcel.org.uk/D201-0910/html/SPB201Index.htm>

In addition, web sites <http://www.teach-ict.com/> and <http://www.yacapaca.com/> are good resources for Home Learning and revision.

Students will have to ensure that a fully functioning E-Portfolio is created.

Subject Contact: Mrs E Partridge

MATHEMATICS**Exam Board: OCR**

The nature of testing in Mathematics means that a short snappy home learning task is the most effective.

We set one home learning task per week and we try to adhere to the same night each week, in order that students can develop a routine.

Predominantly the nature of the work is:

- Consolidation and further practice of concepts studied in class.
- Learning topic concepts in preparation for a quick-fire test at the start of the next lesson.

In addition home learning tasks may take the following form:

- Research
- Online mathematical worksheets
- Test preparation
- Developing materials (posters, revision materials etc)
- Puzzles
- Project Work

If for any reason your son/daughter has not been issued with a weekly task, the websites listed below offer a wealth of opportunity for personal study.

Your son/daughter will be placed in a set according to their mathematical ability. We will commence with an induction task, to check we have accurately placed your child. Thereafter, they will study mathematical topics at a variety of appropriate grades. In addition, a great deal of emphasis will be placed on problem solving, applying mathematical knowledge to real-life contexts and removing the 'fear factor' from Maths. More detail of the set by set topic order can be found on the school VLE (Moodle).

Useful Websites:

Settle College VLE

MyMaths

www.mymaths.co.uk (login: settle password: plus)

Additionally, students have personal log-in details which allows them to build up a personal profile.

Manga High

www.mangahigh.com. All students have personal log-ins which allows us to set specific tasks.

BBCEducation

http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml

EMaths

www.emaths.co.uk

SATsMunchers

<http://www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index>

Mr Barton Maths

www.mrbartonmaths.com

Webmaths

www.webmaths.co.uk/PLindex.html

Subject Contact: Mr M Hulzebus

MODERN FOREIGN LANGUAGES Exam Board: AQA

“Little and often” is the best policy for learning languages. Home learning tasks will be set after most lessons and some tasks may take up to 60 minutes.

Students should revise new vocabulary and grammar weekly, and in order to prepare well for Speaking and Writing Controlled Assessments they should chunk their learning during the term by learning each section after it has been marked and approved by their teacher. This avoids leaving all sections to be learnt at once. Students could be helped at home with regular testing by listening to each section as it is completed.

GCSE

Controlled Assessment tasks will be prepared both in class and at home. Students who keep to interim deadlines will complete assignments comfortably but after College and lunchtime sessions for Controlled Assessment tasks will be arranged with staff where necessary.

Unit 1 (Listening – 20%) and Unit 2 (Reading – 20%) will be assessed by examinations set and marked by AQA.

Unit 3 (Speaking - 30%) will be assessed by Controlled Assessment, set and marked internally and moderated by AQA.

Unit 4 (Writing – 30%) will be assessed by Controlled Assessment, set internally and marked by AQA.

French & Spanish

There are 4 Contexts to be studied. Each context is subdivided:

Autumn Term

Context: Leisure/Lifestyle

- Self, family and friends
- Free time

Context: Home and environment

- House, town, region

Spring Term

Context: Education and work

- School and future study
- Part time jobs and work experience
- Future careers

Context: Leisure

- Holidays

Summer Term

Context: Lifestyle

- Food and drink
- Health

Context: Environment

- World issues

Useful Websites:

atantot.com

linguastars.com

linguascope.com

sunderlandschools.org/mfl

ashcombe.surrey.sch.uk/Curriculum/modlang/

www.oup.com/uk/francoscope

www.aqa.org.uk

bbc.co.uk/bitesize

languagesonline.org.uk

frenchteacher.net

French & Spanish Continuity Language

Foundation Certificate of Secondary Education (FCSE)

Assessment tasks will be prepared both in class and at home. Students who keep to interim deadlines will complete assignments comfortably but after College and lunchtime sessions will be arranged with staff where necessary.

Section 1 (Listening & Reading: 50%) will be assessed by examinations set and marked by AQA.

Section 2 (Speaking & Writing: 50%) will be assessed by examinations set and marked internally and moderated by AQA.

Three themes will be assessed.

Autumn Term

Theme 1: My World

Spring Term

Theme 2: Holidays & Leisure

Summer Term

Theme 3: Lifestyle

Useful Websites:

atantot.com

linguastars.com

linguscope.com

sunderlandschools.org/mfl

ashcombe.surrey.sch.uk/Curriculum/modlang/

www.oup.com/uk/francoscope

www.aqa.org.uk

bbc.co.uk/bitesize

languagesonline.org.uk

frenchteacher.net

MUSIC**Exam Board: AQA****Overview**

Home learning takes two forms in Music. For Performance Controlled Assessment, students are expected to practise their solo and ensemble pieces for short periods most days of the week. It is the student's responsibility to discuss with their peripatetic teacher suitable pieces as they have an extra 20 minute lesson with them every week. Students will also be set larger pieces of home learning every couple of weeks to complete over a longer time, on occasions it may be split into shorter tasks. This could involve researching, composing, completing worksheets to practising exam style questions and listening tasks. On core pieces of class and home learning, students will be marked formally and given a GCSE grade and a target for their work.

AutumnFirst Half

- Basic theory/Introduction to Music GCSE
- Introduction of Cubase and Sibelius 4 Software
- Compositional techniques (Controlled Assessment Preparation)
- Solo performance preparation and techniques (Controlled Assessment)
- The Western Classical Tradition (Listening Exam)

Second Half

- Popular music of the 20 and 21st centuries (Listening Exam)
- Ensemble performance preparation (Controlled Assessment)
- Composing & appraising Controlled Assessment preparation (Controlled Assessment)
- Solo and composing Controlled Assessment

www.naxos.com/education/introduction.asp

www.naxos.com/education/glossary.asp

<http://ababasoft.com/music/>

<http://neilhawes.com/sstheory/theory.htm>

<http://library.thinkquest.org/15413/theory/theory.htm>

SpringFirst Half

- World Music
- Continue Ensemble and Composing & appraising Controlled Assessment
- Solo recording and practise
- Composition annotation and recording
- Score writing/ performance directions (linked to composition)

Solo Performance Controlled Assessment Deadline – January

****Composing Controlled Assessment Deadline - February ****

Second Half

- Complete World music
- Appraising 2 hour Controlled Assessment
- Begin REVISION of three stands for Listening Exam (Western, Popular, world)
- Composition recording and annotation
- Ensemble recording and practise

Ensemble performance Controlled Assessment Deadline – March

** Composing and appraising Controlled Assessment Deadline – April**

www.worldmusic.about.com

<http://ababasoft.com/music/>

<http://library.thinkquest.org/15413/theory/theory.htm>

Summer

- EXAM TERM
- Revision material/ recap all areas of study
- CRF for Composing and appraising, annotations, exam preparation, Controlled Assessment to be sent off.

<http://ababasoft.com/music/>

<http://neilhawes.com/sstheory/theory.htm>

BBC BITESIZE – VARIOUS DIFFERENT AREAS THROUGHOUT THE YEAR

Deadlines

Solo Performance: 20th January 2012
Composing Controlled Assessment: 10th Feb 2012
Ensemble performance: 16th March 2012
Composing and appraising: 30th March 2012

An overview and table will be given to the students at the start of the course detailing the lesson structure, topics and deadline dates of each term.

Subject Contact: Miss K Moore

RELIGIOUS EDUCATION (RE)

Exam Board: Edexcel
Course: Short Course GCSE
Course code: 3RS01
Course studied: Unit 2

Students begin the GCSE Philosophy and Ethics course soon after beginning Year 9. Students will begin their RE course at Settle by asking the most fundamental question of all.... Is there a God? The purpose of the course is to give students a real introduction into philosophy and ethics while at the same time developing the skills they will need for the GCSE course. By the end of this module, students should be able to answer the following questions: What are the differing views about the existence of God? What leads some people to an unshakeable belief in a Christian God while others remain adamant that no such God exists? What are the main different religions in the world? What are their fundamental beliefs? Why have many people in this country strayed from traditional Christian beliefs? What kind of beliefs and philosophies are people increasingly interested in?

There is a levelled assessment task for this module. This will enable staff to check student progress against their nationally set target and ensure that work is appropriately set to meet students' needs.

Home learning support:

Initial home learning will centre on developing skills such as research, empathy and reasoned argument.

The DVDs, books and music suggested are for students who would like to discover more about the topic we are covering. It is hoped that the suggestions will also provide a platform for discussion at home. This list is also helpful for students who may have seen, heard or read a segment in lesson and would like to see or hear the rest.

Books: (fiction)

The Chronicles of Narnia by CS Lewis, Harry Potter and the Prisoner of Azkaban by JK Rowling,

Books:(non-fiction)

Life after death by Tony Ward

Against an Infinite Horizon by Ronald Rolheiser

Life after Death: The book of answers by Deepak Chopra

Is There Life After Death? The Extraordinary Science of What Happens When We Die: Why Science Is Taking the Idea of an Afterlife Seriously by Anthony Peake

Websites:

www.reonline.co.uk

www.bbc.co.uk/religion

www.users.daelnet.co.uk/allinson/ctisad.htm

www.vle-settlecollege.org

Films:

Harry Potter
The Chronicles of Narnia
Star Wars
Batman Returns
Ghost
Contact

Students in Year 9 start their GCSE course late in the autumn term.

Students cover a range of topics including Belief, Social Cohesion, Family Life and Equality; therefore tasks will often require them to think about issues related to these.

A wide variety of tasks will be set, from a standard written response through to a discussion with people at home about a topic. When relevant, students may be asked to watch a programme on television that addresses the issue we are covering. Sometimes students will be preparing something for the next lesson, either being asked simply to think about something, or bring a newspaper article, object or resources for a presentation.

Below are listed some helpful websites and films that will support learning and interest:

Marriage and Family life

Websites:

www.reonline.co.uk
www.bbc.co.uk/religion
www.users.daelnet.co.uk/allinson/ctisad.htm
www.vle-settlecollege.org
www.rickyreligion.co.uk
www.mariestopes.org.uk
www.lifecharity.org.uk
www.rsrevision.com/GCSE/christian_perspectives/life/infertility/against

Films:

Four Weddings and a Funeral
Return to Me
Keeping the Faith
Vera Drake

Community Cohesion

Websites:

www.reonline.co.uk
www.bbc.co.uk/religion
www.vle-settlecollege.org
www.rickyreligion.co.uk
www.nelsonmandela.org

www.thekingcentre.org
www.historylearningsite.co.uk

Films:

Invictus
Bobby
A Time to Kill
Roots

Matters of Life and Death

Websites:

www.reonline.co.uk
www.bbc.co.uk/religion/ethics/abortion
www.vle-settlecollege.org
www.rickyreligion.co.uk
www.mariestopes.org.uk
www.lifecharity.org.uk

Books: (fiction)

The Chronicles of Narnia by CS Lewis, Harry Potter and the Prisoner of Azkaban by JK Rowling,

Books:(non-fiction)

Life after death by Tony Ward
Against an Infinite Horizon by Ronald Rolheiser
Life after death:The book of answers by Deepak Chopra
Is There Life After Death? The Extraordinary Science of What Happens When We Die: Why Science Is Taking the Idea of an Afterlife Seriously by Anthony Peake

Films:

Ghost
Contact
It's a Wonderful Life
A Matter of Life and Death
Meet Joe Black
Truly Madly Deeply
PS I Love You
City Of Angels

Subject Contact: Ms C Filler

SCIENCE

After a short introduction to Science at Settle College, during which we will also complete any outstanding Key Stage 3 content, all students will start GCSE Science modules allowing students to progress in Year 10 and Year 11 to Triple Award (Biology, Chemistry and Physics GCSEs) or a combination of Science GCSE and a BTEC Applied Science qualification.

GCSE Sciences

Exam Board: OCR

All Twenty-first Century Science Courses are modular. We will cover 5 units in Year 9

GCSE Science unit	Unit Code	Summary of Content
You and your genes	B1	In this module students learn basic concepts of inheritance, genes as units of inheritance, the interplay between genes and the environment and sexual reproduction as a source of variation.
Keeping healthy	B2	Students will learn about the immune system, vaccination, antibiotics, “superbugs” and how the risk of heart disease can be minimised.
Air Quality	C1	Students will learn about the gases that make up the Earth’s atmosphere and how it is changing. The health consequences of some chemical pollutants are considered as are ways that air quality can be improved.
Material choices	C2	Students will learn about natural and man-made polymers, how their properties can be tested and how this informs the choice of material for a particular purpose.
The Earth in the universe	P1	In this unit students learn about the scale of the Universe and its past, present and future. Closer to home students will learn about changes to the Earth’s crust and in particular about volcanoes and earthquakes.
Radiation and life	P2	By considering the need to protect the skin from sunlight, students are introduced to a general model of radiation travelling from the source to a receiver. They learn about the electromagnetic spectrum and the harmful effects of some radiation.

Home learning tasks will be of three types: online home learning activities, exam style questions set from the College VLE and tasks designed to prepare students for their Controlled Assessment.

Subject Contact: Dr H Williets

BTEC SPORT STUDIES**Exam Board: Edexcel****BTEC First. Level 2 Extended Certificate**

The 30-credit BTEC Level 2 Extended Certificate covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units.

15 credits are provided by the mandatory units. These are ...

- Unit 1: Fitness Testing and Training. (Term 1)
- Unit 2: Practical Sport. (Term 1 & 2)

The 15 remaining credits are made up from the optional units ...

- Unit 7: Planning and Leading Sports Activities. (Term 2 & 3)
- Unit 11: Development of Personal Fitness (Term 2)

Those students who elect to be involved in further qualifications will find that these will add value to their studies in the BTEC First course. Examples of these are

- Community Sports Leaders Award
- Health and Safety Executive (HSE) First Aid qualifications
- Duke of Edinburgh Award scheme.

Websites that support learning in this course.**Units 1 & 2**

Amateur Swimming Association: www.britishswimming.org

British Cycling: www.britishcycling.org.uk

British Gymnastics: www.british-gymnastics.org.uk

The British Olympic Association: www.olympics.org.uk

Coachwise: www.1st4sport.co.uk

English Basketball Association: www.Englandbasketball.co.uk

The Football Association: www.thefa.com

The Lawn Tennis Association: www.lta.org.uk

The Rugby Football Union: www.rfu.com

Sports Leaders UK: www.sportsleaders.org

UK Athletics: www.ukathletics.net

UK Sport: www.uksport.gov.uk

Units 7 & 11

American College of Sports Medicine: www.acsm.org

British Association of Sport and Exercise Sciences: www.bases.org.uk

Human Kinetics: www.humankinetics.com

Sport Science: www.sportsci.org

Sports Coach UK: www.sportscoachuk.org

Top End Sports: www.topendsports.com

Subject Contacts: Miss A Vickery/Miss S Morley