

Sierra Bernia School
British School



KEY STAGE 4 INFORMATION

(YEARS 10 & 11)

Welcome to Sierra Bernia's Key Stage 4 Department.

Attendance

Students

The register should be taken every morning and sent to the school office before 09:20 am. Number of absences are recorded on end of term reports. All absences should be justified in writing. If staff notice a student is often absent without an explanation from home they should report this. Any unexplained absence which is longer than 3 days should be reported.

Teacher's – Absence

If a teacher is going to be absent they must telephone the school office after 8:30 am (before 08:30 am you can leave message on the answer phone).

If a teacher knows they are going to be absent, they must inform the office and arrange set work for the period of the absent.

Breaks and Lunch Times

Children are not permitted to enter the main school building or any classroom during break-times. Students use the outside toilets during break time. They should not to disrupt their lessons by using the toilet during class time. They may enter the dining room to buy snacks/drinks from the machine.

Any incidents must be dealt with immediately, reported to the class/ form teacher on collection of their class, and if necessary, reported in the incident as soon as possible.

At the end of each break, students must line up in their classes and await a teacher for collection.

Duties

Morning Break 10:40 - 11:00

Afternoon Break 13:30 – 14:10

Staff are expected to cover lunch and patio duties. Duties are allocated fairly to ensure staff have an equal amount of 'free' time. Staff duties are advised on a published weekly rota. Please be punctual for duties. If you know that you are going to be absent and you have a duty, please change with someone else. In case of unforeseen absence a substitute will be found. Please ensure you collect your class after each break time.

LUNCH TIME — DINING ROOM

Lunch 1 13:30 – 13:50

Lunch 1 duty teacher must ensure that school dinner students have entered the dining room for lunch (under the responsibility of the dining assistant) and that all other students have brought lunch and are seated on the benches outside.

The teacher must ensure that students who have brought their own lunch have eaten an acceptable amount of food. If a student fails to eat an acceptable amount of food on a regular basis, the duty teacher should inform the students class/form teacher and note must be written in the homework diary to be countersigned by a parent/guardian.

Student must leave the benches tidy; rubbish in the bins, food picked up off the floor, and lunch bag/boxes left in a tidy manner. Students are responsible for cleaning up their own spillages and mess.

Lunch 2 13:50 – 13:00

Lunch 2 duty teacher is responsible for overseeing students who are still finishing their food in addition to monitoring the play area, football pitch and outdoor toilet.

Wet day arrangements.

Morning 8:00-9:00 am

Students wait in the dining room under the supervision of a teacher.

Morning and Afternoon Break

Students remain in their tutor rooms under the supervision of the tutor teacher.

Lunch Times

Students eat in the dining room as a normal, then return to their tutor room under the supervision of the tutor teacher.

KEY STAGE FOUR

The school life of a pupil is divided in FIVE sections. These sections are referred to as ‘Key Stages’. These ‘stages’ are organised into years in the following way:

PRIMARY

Key Stage One	Years 1 - 2
Key Stage Two	Years 3 – 6

SECONDARY

Key Stage Three	Years 7 – 9
Key Stage Four Key	Years 10 & 11
Stage Five	Years 12 & 13

During the two years of KEY STAGE FOUR (Years 10 & 11) teachers prepare pupils for an examination that indicates the level they have reached, in that particular subject, at the end of their secondary education. This examination is called IGCSE. It is taken by all Year 11 pupils in England and those who attend British schools throughout the world. Outside of Britain there are approximately **324,000** candidates presented for this examination in over **124** different countries.

USEFUL INFORMATION

This booklet provides the details of the courses that the students will be following. As always the staff are available to help and explain to parents about the courses and the demands of each subject's syllabus.

The internet is also a very useful resource for parents to get to know the courses the pupils follow. Here are some useful websites:

Edexcel International Examinations - <http://www.edexcel-international.org>

BBC (a great resource for parents and pupils): <http://www.bbc.co.uk/schools/>

The school web site: <http://www.sierraberniaschool.es>

TUTOR GROUPS

In Key Stage 4 (Years 10 & 11) pupils will have a tutor who will remain with them throughout the two years. This gives the tutors more contact with the students, allowing them to get to know the pupils better and guide them through any difficulties they have over the two year period.

DIARIES

The diary will still be our main form of communication with parents. We ask parents to sign the diaries on a weekly basis and check over the previous week to see the homework set and any notes/comments from teachers. We would ask that if any teachers make comments to parents, that the parents sign that comment to confirm that it has been read.

PARENTS' MEETING

The school provides an opportunity for parents to meet and talk to teachers twice per school year. This is a fundamental part of school life and it is important that all parents attend.

Apart from these general meetings parents are always welcome to arrange an appointment with the tutor in order to receive information about the pupil's progress or any other queries.

The Secondary Uniform

Students must wear only the official uniform.

- School polo t-shirt or school shirt. If a student wishes to wear another t-shirt underneath in cold weather, it must be plain white.
- The official navy blue school trousers, Bermuda shorts or skirt.
- Plain black or dark blue shoes: moccasins, “*náuticos*” (soft leather shoes) or “*bailarinas*” (flat leather ballet shoes) are allowed and leather sandals may be worn (not flip flops or similar).

An explanatory note from parents is required if there is a reason why your child cannot come in the proper uniform. If for whatever reason, the uniform issue is not resolved within a week of the note being written, another note must be written.

For P.E*. the sports uniform.

*A note from home is required if a student needs to be excused from P.E.

Jewellery

Students may wear a small, common sense amount of jewellery should they wish to. We suggest the following:

- Small discreet earrings
- Simple, discreet bracelets may be worn (maximum 2 per arm)
- Two rings may be worn
- A simple, discrete chain or necklace may be worn

Any type of *body piercing* is prohibited and all jewellery must be removed for P.E. lessons.

Homework Expectations

At Sierra Bernia School we believe that homework plays an essential role in the curriculum and should be set regularly for all students. It provides an opportunity for students to reinforce and build

upon what they have been learning at school as well as developing skills of independent

learning and research. The amount of homework given to the student varies from subject to subject and parents often question about the amount of time their child should be spending on homework.

Below is a general guideline that outlines the length of time we expect our students to spend on homework in Key Stage 4. Periodically we also talk to the students to get their views on how much time they are spending on homework and whether they feel they are being overloaded (or not given enough!) We tend to find that on average our students do spend the expected time on their homework.

	EXPECTED HWK TIME (week)
English	1-2 hours (plus reading)
French	30-45 mins
ICT	30-45 mins
Maths	30-45 mins
PSHE	10 mins
Science	30 mins
Geography	30-45 mins
Span.Leng/Lit	30 - 60 mins
History	90 mins
Art	30 mins
Business	15 mins
Economics	15 mins
TOTAL	5-8 HOURS PER WEEK APPROX.*

OPTIONS

Due to the demands of the IGCSE courses pupils need to have more contact time with the subject specialists. Therefore pupils have to 'drop' certain subjects and choose at least 5 subjects that they will study in preparation for the IGCSE examination. For more details of subjects available see section 'Options' in the booklet.

IGCSE

This current Year 10 will be presented for their IGCSE examinations in May 2017 and these are the examinations taken in England. The cost for each component of an examination is around 100 euros but depends according to the exam and the exam board (Edexcel). Parents will be informed of the cost before students are officially entered.

PUPILS PROGRESS

During Year 10 and 11, every pupil will have an individual interview with their tutor to discuss their progress, hopes and dreams for the future, any difficulties in subjects and to receive advice. Parents will be informed if any concerns are raised.

Parental Information

We ask parents to please take note of the following points:

1. Student must not bring toys, sweets, fizzy/energy drinks; chewing gum, jewellery or money to school. (Sweets and fizzy drinks are allowed, with the teacher's permission on birthdays.)
2. All student should wear school uniform School sports uniform is also compulsory for all children. All clothes should be clearly named.
3. The school office should be informed of any absences.
4. We do not encourage student to bring medicines to school and class teachers are not permitted to administer the same. Medicines are to be sent to the school office with specific written instructions.
5. There is a Secondary Department behaviour/discipline policy which encourages respect, good manners and acceptable social behaviour to members of the school community.
6. Students should wait in the infant playground until the bell rings at 9: 00 am Teachers then accompany students to their classrooms. We encourage parents to ensure their students arrive at school punctually, ready for registration.
7. Many illnesses are contagious and in some cases students should be kept at home and not allowed to mix with others.
 - a) Colds are infectious from one day before the symptoms start until 3-4 days later.
 - b) Tummy bugs and gastro-enteritis - the student should be kept at home as long as he/she has any diarrhoea or fever and for 24 hours after vomiting.
 - c) Conjunctivitis (bacterial) is infectious from when the eye is red, until a day after he starts antibiotics. Viral conjunctivitis is contagious for 5-7 days. Students should be kept at home until treatment proves to be effective. ,

Parents should inform the school if a student has any of these illnesses.

Contact with Parents

School Reports

Parents receive reports on their child's progress in the next school term. Each pupil receives a report which signifies their current attainment. By comparing this report with the previous term, this will show how the pupil has progressed from the previous term and how they compare with the expected level of attainment for their year group. They will also receive a grade for effort, progress, organisational and effort to use spoken English. Each term, subject teachers will write a specific comment of advice for improvement. The tutor will then collate the information given by subject teachers into a review of the student's term.

Parent Interviews

If parents wish to speak to teachers we usually ask the parent to make an appointment.

Parent Evenings

There is a parent meeting for each year group twice a year. The meetings are held before start the school year. Parents will be informed of the date by email and make an appointment with reception staff. In addition, at the end of the school year there is one day made available for parents to meet with the teaching staff.

Respect for learning

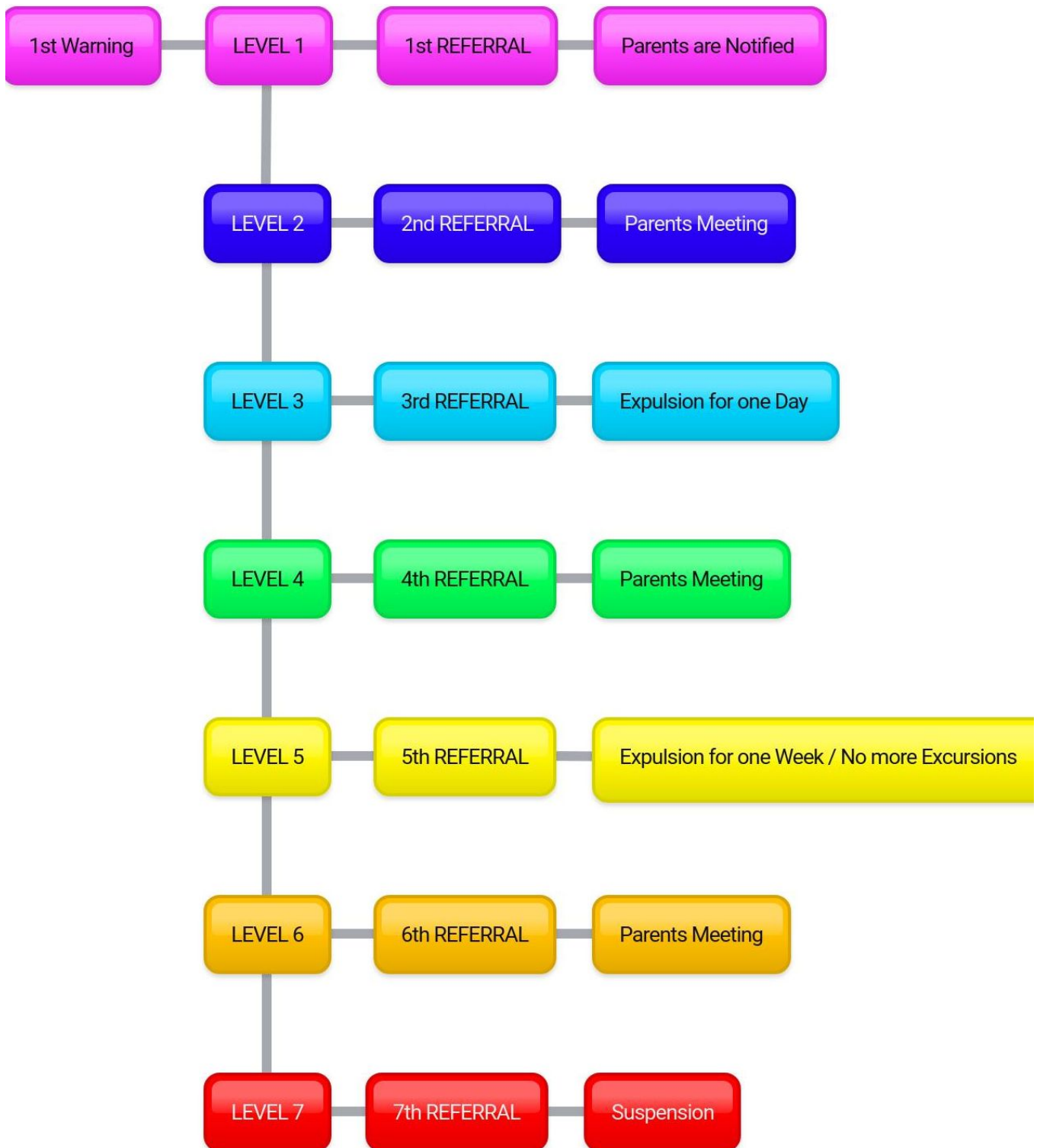
At Sierra Bernia we believe that everyone has the right to achieve their potential. In order to do this we believe that our students should be clear about the expectations in the classroom and that a consistent approach is applied to ensuring their ability to learn without distraction. In September 2016 we introduced a policy of 'respect for Learning' which ensures that each student understands the classroom rules and the consequences of breaking those rules. In order to signal to a student that they are breaking classroom rules they are given a *Warning*. A *Warning* is given to a student if he or she is not:

Ready to learn.

**Respecting others' right
to learn. On-task.**

Using correct language.

There is then an incremental escalation policy of the consequences of breaking further classroom rules. This is demonstrated in the diagram below.



The Secondary Curriculum

From the academic year 2017-18 all classes in the Secondary school will follow the New National Curriculum, (except key stage 4 English, mathematics and science, which will follow in the next academic year). Classes consist of 2 or 3 year groups and care must be taken to ensure that students are studying at their correct year levels.

Suggested timetable allocation

The Secondary day is divided into 7 periods, 50 minutes lessons:

5 English	5 Mathematics	5 Spanish	6 Science
2* History	3* Geography	2* ICT	2 Art, D&T
2 Sports	2* MFL	1 PSHE	3* Business/Economics

ASSESSMENT AND RECORD KEEPING IN THE KS4 DEPARTMENT

Continual assessment should form part of all teachers work, giving a basis to make the decisions on the subsequent work for class teaching. Thus demonstrating what a pupil has learned and mastered but also to help us plan effectively the next steps in the pupils' learning. This should enable both teachers and parents to ensure that the pupils is making adequate progress.

Assessment will be part of the on -going activities in the classroom by observing what the pupils do or what they produce. The majority of assessment activities will arise out of the normal teaching situation. Assessment will not fragment or hinder the pupils' learning but will help to form it. This assessment may be recorded in individual ways but all teachers are required to keep records on children's individual progress within their mark book/ assessment file. It is useful to support theses records with significant examples of work.

Teachers should use appropriate assessment approaches that:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the pupil and for which they have been adequately prepared.
- Use a materials which are free from discrimination.
- Provide clear and unambiguous feedback to pupils to aid further learning.
- A copy of each student's SPINS is passed on to a new teacher when a child changes class. The experience a student has had with another teacher is relevant and should be referred to by succeeding teachers

Apart from the curriculum, the teachers can access to different websites like:

<https://www.tes.com/teaching-resource/assessing-pupils-progress-app-in-english-6089433>

ENGLISH LANGUAGE & LITERATURE

Aims

- to enable students to communicate accurately, appropriately and effectively in speech and writing;
- to enable students to understand and respond appropriately to what they hear, read and experience;
- to encourage students to enjoy and appreciate variety in language;
- to explore ideas and areas of universal human concern, thus leading to a greater understanding of themselves and others.

The IGCSE examinations:

Students are prepared for the following IGCSE examinations:

IGCSE First Language English (B) 3 Hour Exam IGCSE
English Literature

In Key Stage 4 English students are divided into smaller teaching groups with targeted support where necessary. By the end of Year 11 the students will have been prepared for the IGCSE English Specific Edexcel Board. It is imperative that students produce their best work in order to achieve the best

possible grade for their IGCSE exam.

Homework

Students will normally receive TWO pieces of homework **per week**

Year 11 Students are expected to practise past papers.

What can I do to help my child?

Parents can motivate their children by taking an interest in their child's learning, looking over their work and talking to them about their progress. Students need as much exposure to English as possible outside of school. English DVDs or videos are excellent for improving listening skills. They should read approximately one book a month. Teachers can help students to choose appropriate reading books if necessary. Finally, the internet provides students with many useful websites, for example:

www.bbc.co.uk/bitesize www.learn.co.uk

www.englishresources.co.uk Teachit.com

MATHEMATICS

Description

Pupils in Years 10 and 11 are prepared for the Edexcel Exam. There is no coursework element and the final assessment is in the form of TWO written exam papers (both with calculator) in the *Extended* curriculum. The *Extended curriculum is targeted at grades A* to C.*

The aim of the Mathematics Department is to enter all students for this exam. All exam papers are externally marked.

Both pages carry 50 % weightage.

Textbooks

All pupils will use the *Oxford Essential Mathematics for Cambridge IGCSE Extended* textbook throughout the two years of the course. It is recommended that they also purchase a revision guide too. We recommend the *Hodder and Stoughton IGCSE Revision Guide for Mathematics* but there are a number of others available.

Assessment

Students in Key Stage 4 are tested regularly using a similar format to the Edexcel examinations. The aim is to complete the syllabus towards the middle of the second term in Year 11 to allow for plenty of revision and past exam paper practice.

Aims and Objectives of the Course

Successful Mathematics students gain lifelong skills, including:-

1. The development of their mathematical knowledge,
2. Confidence by developing a feel for numbers, patterns and relationships,
3. An ability to consider and solve problems and present and interpret results,
4. Communications and reason using mathematical concepts,
5. A solid foundation for further study.

All candidates will study the following topics:

6. Number
7. Algebra
8. Geometry
9. Co-ordinate geometry
10. Trigonometry
11. Transformations
12. Probability & Statistics
13. Calculus
9. Vectors
10. Functions
11. Sets

Homework

Homework will generally be set twice a week and should take about an hour to complete. Students should never say they have “no homework” as in KS4 there is always revision to be done. The students should take responsibility for reviewing and repeating exercises, especially if they have not fully understood the topic.

Please refer to the list of useful websites and encourage your child to visit them regularly, no matter which topic they are currently studying in class.

Equipment

Students are expected to be responsible for bringing the correct equipment to every Maths lesson. The following are essential items:

Pen (black or blue) Pencil

Ruler with centimetres Rubber Protractor Compass set

Exercise book Text book Scientific calculator

Programmable calculators (such as the Casio FX-82 or FX-115 range) are not allowed for the final exams. We recommend the Casio FX-85 range and your child’s Maths teacher can advise further on this. It is particularly important that each student becomes familiar with the functions of his/her own Casio calculator.

Other Useful Websites

www.cimt.plymouth.ac.uk/projects/mepres/allgcse/allgcse.htm www.bbc.co.uk/bitesize
www.studymaths.co.uk www.mathsrevision.net/gcse www.s-cool.co.uk www.cie.org.uk
Physics and Maths tutor ixl

SCIENCE

COORDINATED SCIENCE (DOUBLE AWARD)

All students in Year 10 and Year 11 will follow the IGCSE **Double Award Coordinated Science** Syllabus. The course is designed to provide a valuable educational experience, through the study of experimental and practical science, whether or not they go on to study science beyond this level. The course is designed to enable students to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics.

Emphasis is placed on learning by enquiry, and practical work forms a significant part of the course.

Homework

Homework is regarded both as an essential extension of class work and as a means to promote independent study. Year 10 and Year 11 students are expected to do a minimum 30 minutes of Biology, 30 minutes of Chemistry and 30 minutes of Physics each week.

Performance Assessment

Homework, topic tests and periodic examinations (including practical examinations) will provide teachers with opportunities to assess performance and monitor progress.

External Assessment

All students will be entered for the following papers:

1. **Bio Paper 1**
2. **Chem Paper 1**
3. **Phsy Paper 1**

Progress into Year 12

Given the big step up from IGCSE Coordinated Science to Advanced Level Biology, Chemistry and Physics, students intending to study science courses in Year 12 may be asked to sit an internal entrance examination to assess their suitability for such courses.

These entrance examinations will take place at the end of Year 11 when the external IGCSE examinations have finished.

General Expectations

By the end of Key Stage 4/Year 11, pupils should be able to:

1. Plan simple investigations, distinguishing between Independent, dependent and control variables and understand the need for a fair test.
2. Decide on the extent and range of data to be collected and the techniques, equipment and materials to use.
3. Use a wide range of equipment and materials appropriately and safely.
4. Produce a simple risk assessment.
5. Make a range of observations and measurements, including the use ICT for data logging, to an appropriate degree of precision.
6. Understand the difference between qualitative and quantitative data.
7. Record observations, data and results in the following ways: Drawings Diagrams Tables Charts and graphs
8. Identify and explain patterns or relationships in data.
9. Perform calculations and present results of calculations to the appropriate degree of accuracy.
10. Use observations, measurements and data to draw conclusions and link conclusions to predictions.
11. Use scientific knowledge and understanding to explain and interpret results and conclusions.
12. Evaluate methods and suggest any possible improvements.
13. Work effectively within a team during practical work.
14. Present all work in an appropriate and acceptable format.
15. Use a wide range of scientific, technical and mathematical language.
16. Use appropriate symbols and conventions, including S.I. units and balanced equations.
17. Understand the meaning of keywords in science questions.

FRENCH

In Year 10 & 11, students consolidate and build upon what they have previously learned in Year 7-9, culminating in the IGCSE Foreign Language French Examination at the end of Year 11.

Topics include: *School, Home life, Family and Relationships, The World of Work, Holidays and Travel, Free Time and Hobbies.*

Our Aims

- To provide an enjoyable and stimulating language learning experience for students of all levels of ability.
- To develop the ability to use French effectively to communicate both within and outside the language classroom.
- To establish competence in the four key skills: Speaking, Listening, Reading and Writing – all of which will be examined at IGCSE level
- To develop a knowledge and understanding of French speakers throughout the world. To establish skills and awareness of the language learning process which will facilitate the learning of other languages.
- To promote a range of learning styles, including collaborative work and independent learning.

Resources and Materials

We use many resources including: photocopies, Moodle listening material, songs, poems, videos, DVD's and other visual aids. The use of Information Technology and the Internet have endless possibilities for language learning and their use is encouraged where appropriate. The majority of every lesson is conducted in French.

The IGCSE Examination		
1. SPEAKING	25%	<i>two role plays, a presentation and conversation in French</i>
2. READING	25%	
3. LISTENING	25%	
4. WRITING	25%	<i>3 written responses</i>

Homework

Each week students will normally receive a written homework and/or a learning homework for French. In addition, we strongly recommend that pupils revise French independently on a regular basis (e.g. 15 minutes of revision of work 3 times a week or making visual aid to help consolidate vocabulary or grammar). Students could read simple books or magazines in French, try and watch DVDs in French, and course there are many useful web sites for French learners.

What can I do to help my child?

Parents can motivate their child by taking an interest in their child's learning. It is a good idea to help the child to revise for tests (regardless of their own ability in French!), taking an interest in their child's homework and class work. Ideally, they might take their child to a French speaking country and encourage the child to practice French whenever possible.

OPTIONAL SUBJECTS

Students must choose THREE subjects:

Business/Economics or Geography

ADT or History

French or ICT

ART & DESIGN

This is a two-year course. The first year of the course serves to teach the student many techniques and ways to investigate a theme in depth, covering all of the possible specialisms offered within the Art and Design course:

Graphics Design– design posters, CD/DVD covers, logos etc.

Observational work – drawing and painting from direct observation

Interpretative work – developing skills towards producing more conceptual and abstract work.

Within all of these areas are the opportunities to develop skills using painting and drawing, 3D media, computer programs and photography.

At the end of this year it is hoped that students have a clearer idea of where their strengths lie and in which area they wish to specialise in the second year.

In the second year, students work on their final coursework project, investigating a theme of their own choice or working to a design brief clarified through discussion with their teacher.

At the end of the first term in Year 11 students will produce a final piece for their mock exam (10 hours) usually sat over two days.

In the second term of Year 11 students will work in improving their final pieces and presenting their coursework folder.

The examination questions usually arrive at school in the second week of February and students are given them as soon as possible in order to start the preparatory work for the 10 hour practical exam which they sit approximately 6 weeks later.

Equipment:

Students should have the following materials:

A good set of watercolors at least two good brushes 2B, 4B pencils and rubbers.

Primary colours in acrylic

Students will receive topic plans at the beginning of each session of coursework in which classwork and homework pieces along with dates of submission will be clearly listed.

BUSINESS STUDIES

Business Studies is a popular 2 year option taken in Year 10. Many students then opt to take it at A2 level due to finding the transition into the higher level easier but also because this subject is relevant in many careers such as engineering, architecture and of course, entrepreneurs.

Students will learn through a variety of teaching and learning methods such as case studies, information technology, extended essay answers, presentations and role play.

During Year 10 students will cover the following topics:

Business activity and the changing environment – examines areas such as the objectives of the business, the economic climate, Government intervention, stakeholders and location of industry.

Human Resources – covers areas such as the internal organisation of a business and the main functions, communication, recruitment, selection, training and motivation.

Accounting and Finance – students start to understand where businesses obtain sources of finance from, what the costs are, how to calculate business profits, how they are distributed and they also learn to compose financial statements.

During Year 11, students will cover the following areas.

Marketing – the role of marketing, market research, advertising and promotion, how products are distributed and pricing strategies.

Production – this unit covers the different production methods which businesses use, productivity and quality.

At the end of Year 10, students will sit a ‘mock’ IGCSE exam based on the topics which they have been taught. The final exam is taken at the end of Year 11 and consists of a two hour exam. Students are expected to have a good level of English and Maths in order to be able to cope with the demands of this course.

Useful web pages are:

www.bized.co.uk www.tutor2u.com www.s-cool.co.uk www.businessstudiesonline.com

GEOGRAPHY

In Years 10 and 11 this subject is taught in mixed ability groups.

Assessment

There are two examinations at the end of the course, worth 45% and 27.5% of the total marks available. Each student will also complete coursework, which is worth 27.5% of the total. The coursework is based on fieldwork.

Content:

Physical Geography: *Water and Hazards*

The water cycle, rivers, coasts and flooding plus the major natural hazards of tropical storms, earthquakes and volcanoes.

Economic Geography: *Production and Development*

Agriculture, industry and energy supply and the development patterns in a changing world.

Human Geography: *Population, Migration and Urban Environments*

Population change throughout the world, war, famine and refugees, changes in urban environments and the growth of cities.

Fragile Environments:

A study of the major issues facing the world today: pollution, global warming, climate change, the loss of rainforests and the spread of deserts.

Globalisation:

The growth of the global economy and the increasing importance of large transnational companies. Also a study of international tourism.

Homework

There will be work to complete at home each week. This will take a variety of forms:

- Graphical skills: compiling graphs, using symbols, annotating diagrams;
- Map skills: using grid references and scales and referring to an Atlas for information;
- Photo interpretation skills: reading satellite images, aerial photographs, Google Earth;
- Sketching skills: communicating ideas through simple sketch maps and field sketches;
- Statistical skills: interpretation of data using statistical analysis;
- Exam style questions will be provided from time to time in order to check understanding of each topic.

How can parents help?

Geography has something for everyone. Join in whenever possible. There are many films, both entertainment and documentary, which you could watch about earthquakes for example. Many parents have knowledge about things such as the floods in Valencia years ago, or the volcano on Lanzarote. Many families travel abroad for their holidays, which is always useful for this subject.

Also there are many issues

in the news, such as the problems of global warming, events such as Hurricane Katrina, the development of the port area in Valencia, etc., which are directly linked to the work the students will be completing.

HISTORY

The students will be taught in mixed ability groups, there is no extended or core group.

Assessment

The exam is broken up into **TWO** papers:

Paper 1 -2 Questions- Group B, Group C.

Paper 2 -2 Questions:

- A) Historical Investigations.
- B) Breadth study in change.

Content

The syllabus is based on the years 1918 – 2000 and the five topics studied are:

1. Development of dictatorship- Germany 1918-1945
2. A world of divided: Superpower relations, 1945- 1962
3. A divided union: Civil Rights in the USA, 1945-1974
4. The USA, 1917-1929
5. The changing role of international organisations, The League and the UN, 1919-2000

Skills

Across the syllabus the emphasis is on explanation and evaluation rather than description. Students will also have to be able to interpret and evaluate sources.

Homework

This will be set twice a week and will take a variety of styles, e.g.

- past questions - empathy exercises
- learning for tests - presentations
- research - preparing for debates

Recommendations

Ideally students should have a very good level of written and spoken English and most importantly an interest in the subject.

How can you support your child?

This is a very contemporary course and there are often television programmes on the related themes. The internet is also a very useful resource but be cautious about political bias. The students will have a textbook which should be read regularly as this will help their vocabulary and understanding.

INFORMATION & COMMUNICATION

TECHNOLOGY

This subject places importance on the understanding of the practical aspects of I.C.T. Much of the course for the first year involves ‘hands on’ experience with a range of software which builds on the knowledge and skills acquired in Key Stage 3. Students will become competent users of key software packages such as the Microsoft Office suite of programs.

The second year has a greater emphasis on the wider use of computers in society and the use of software for solving problems. Students examine the effects that computers have on society, how technology is used globally and how world-wide communications affect the way we live.

The IGCSE course falls under the following headings:

Chapter 1: Hardware

Chapter 2: Backing Storage and memory

Chapter 3: Software

Chapter 4: Word processing and desktop publishing

Chapter 5: Spreadsheets and modelling

Chapter 6: Databases

Chapter 7: Graphics, audio and video editing software

Chapter 8: Presentations software

Chapter 9: Web authoring

Chapter 10: Data input and output

Chapter 11: Applications and effects

The course is practical and fun as it offers students the chance to explore the software applications

and extend their knowledge as far beyond the course as they would like. There is a mixture of some academic work and a lot of practical activities which will enable the students to acquire a broad understanding of the nature of ICT together with a sophisticated level of user skills

With most areas of employment now requiring at least basic ICT skills, the course provides a valuable qualification in its own right. It also provides a good foundation for students who wish to continue their studies at AS and A Level.

SPANISH CURRICULUM

The Spanish Curriculum is the same as K.S.4 in Language & Literature, Social Science, Valenciano And Spanish as a Foreign Language.

Books:

Yr. 10 Lengua Castellano y Literatura 3, Teide.

Yr. 11 Lengua Castellano y Literatura 4, Anaya. Spanish as a Foreign Language- Similar to French.