

Park High School

Year 10 Curriculum Evening

19th September 2016



Information Booklet

Dear Parent/Carer

Welcome to Park High School and the ongoing partnership between you as parents, your child and the teaching staff as they enter the examination phase of their life at the school.

This curriculum guide outlines the course (KS4) summary information for all core subjects and the options for the second year your child has chosen. In addition to GCSE and BTEC courses as part of their broad and balanced entitlement your child will have PSCHEE, PE and gain a Sports Leadership Award.

Progress is monitored during Year 10 by individual subject teachers and the Year Team. There will be 3 Review Days this year when your child will be able to discuss their progress with his/her tutor based on progress checks completed by all subject staff. You will be able to access further progress checks throughout the year. Do feel free to contact your child's tutor if you require further information about his/her progress.

Year 10 will have end of year examinations in June 2017. Additional assessments related to GCSE outcomes will be added to the assessment calendar available on the school website.

Please encourage your child to maintain good working habits and come fully equipped for lessons with the basic equipment needed (pen, pencil, ruler and rubber). It is also important that you provide suitable conditions for home learning. The contact book is an essential document, which you should check and sign regularly. This will also be checked and signed on a regular basis by your child's tutor. It is designed for students to record details of home learning and any other essential information. It also contains useful information on teaching and learning. If you have any concerns about homework or, other matters please contact your child's tutor.

The school provides many opportunities for students to get involved in extra-curricular activities and a wide range of school visits. We hope that your child will get fully involved in these, because we believe they make an invaluable contribution to students' personal development.

At Park High School we value hard work, take pride in academic and enrichment activities and good discipline. We expect all students to give of their best.

We look forward to a rewarding and supportive partnership between your child and you as parents and the staff of this school.

This booklet will be available on our school website:

www.parkhighstanmore.org.uk

Any feedback on the contents of this booklet will be gratefully received.

Yours faithfully

Mrs C O'Dwyer
Deputy Headteacher

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CONTACT DETAILS

It is very important to us as a school that we always have on-going contact between home and school whenever issues arise which might affect your child's learning at school.

In the first instance, we ask you to contact your child's tutor. Their details are shown below:

Year 10 – Acting Head of Year: Mr Jones		
	Tutor	Contact Details
10BP	Mr Patel	bpatel163.310@parkhighstanmore.org.uk
10EP	Miss Peacock	epeacock4.310@parkhighstanmore.org.uk
10HA	Miss Halai Ms Woodun (Co-Tutor)	rhalai6.310@parkhighstanmore.org.uk dwoodun.310@parkhighstanmore.org.uk
10RS	Miss Selvarajah Mrs Jones	rselvarajah.310@parkhighstanmore.org.uk sjones269.310@parkhighstanmore.org.uk
10KL	Mrs Little Mr Alcott (Co-Tutor)	K.Little.310@parkhighstanmore.org.uk walcott.310@parkhighstanmore.org.uk
10MB	Mr Bagwell Ms O'Connor (Co-Tutor)	mbagwell3.310@parkhighstanmore.org.uk goconnor8.310@parkhighstanmore.org.uk
10SR	Miss S Chamberlain	schamberlain4.310@parkhighstanmore.org.uk
10SS	Miss S Shah	s.shah@parkhighstanmore.org.uk
10PV	Ms Velji Miss Young (co-Tutor)	pvelji.310@parkhighstanmore.org.uk ryoung35.310@parkhighstanmore.org.uk

Mr Jones (Acting Head of Year 10) (cjones.310@parkhighstanmore.org.uk) may also be contacted at school, to discuss wider issues across the year group.

School telephone number: 020 8952 2803
School fax number: 020 8952 6975
School email address: info@parkhighstanmore.org.uk
School website: www.parkhighstanmore.org.uk

KEY DATES

In addition to the subject deadlines which are detailed later in this booklet, there are several important events which affect Year 10 students directly. It is important that students (with the support of their parents / carers) work within the framework of these dates so that they organise their work programmes to meet the deadlines.

All of the dates in this booklet will help the students to complete **each** section of **each** examination course (either controlled assessment or other examination work) to a high standard, accurately and on time.

19 th September 2016	Year 10 Curriculum Information Evening
15 September 2016	School photos
2 nd November 2016	Year 10 (Band B) Parents' Evening
10 th November 2016	Year 10 (Band A) Parents' Evening
17 th November 2016	Student Review Day 1
14 th December 2016	Progress Check 1 'goes live'
8 th February 2017	Student Review Day 2
2 nd March 2017	Year 10 UK Maths Challenge
8 th March 2017	Progress Check 2 'goes live'
20 th – 29 th June 2017	Year 10 Practice Examinations
30 th June 2017	Preparing for Future Opportunities (PFO) Day
3 rd July 2017	Work experience begins
13 th July 2017	Student Review Day 3

There is no 'slack' time in Year 10. Throughout each half term of study, assessments will be taking place in each of the students' subjects which may contribute to the final controlled assessment component or examination marks.

Term & Holiday Dates 2016/17

AUTUMN TERM 2016

Thursday 1 September	Staff Development Day*
Friday 2 September	First day of term for New Y7, Y11 & 13 students only
Monday 5 September	First day of term for Year 8 to 10 students
Friday 23 September	Staff Development Day*
Monday 17 October	Staff Development Day*
Tuesday 18 October	Staff Development Day*
Monday 24 October-Friday 28 October	Half Term Holiday (dates inclusive)
Friday 25 November	Staff Development Day*
Wednesday 21 December	Last day of the Autumn Term

SPRING TERM 2017

Thursday 5 January	First day of the Spring Term
Wednesday 1 February	Staff Development Day*
Monday 13 - Friday 17 February	Half Term Holiday (dates inclusive)
Friday 31 March	Last day of the Spring Term

SUMMER TERM 2017

Tuesday 18 April	First day of the Summer Term
Monday 1 May	May Day Bank Holiday
Monday 29 May – Friday 2 June	Half Term Holiday (dates inclusive)
Friday 21 July	Last day of the Summer Term

***Students are not in school on these days**



Engaged Learning at Park High School



Engaging

...going above and beyond.

A	<p style="text-align: center;">YOU ARE AN 'ACTIVELY ENGAGED LEARNER'</p> <ul style="list-style-type: none"> You are always eager to learn new things and keen to take risks, even if it means failing or making mistakes. You always learn something from such failures, mistakes and experiences and it helps you to move forward. You are resilient, determined and you enjoy persevering at challenging tasks and situations. You have an inner motivation that drives you to be the best that you can be and beyond that. You have a curious and enquiring mind, asking questions of things and situations which takes you beyond the tasks that have been set. You plan your learning logically yet, you are highly reflective and flexible and you revise your learning as necessary. You can learn independently and you are also an effective leader and team player. You can make links between diverse situations and can easily transfer and apply your learning skills across them. You see opportunities where other people might see threats and you can think creatively to solve problems when necessary. You always try to take your learning to new horizons and you habitually set your own targets for self improvement.
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Getting Involved

... expectation and ...

Tip for progress: Ask yourself how you can take your learning further and deeper. Can you go beyond the boundaries of a task? Can you be more reflective? How? Can you be even more determined? Can you afford your work even more effort? How can you become a better learner? Can you set yourself some personal learning challenges? Can you push yourself to work more outside of your comfort zone?

B	<p style="text-align: center;">YOU ARE A 'GOOD STUDENT' (Often involved)</p> <ul style="list-style-type: none"> You complete all class learning and home learning on time and to the best of your ability. You are willing to take risks and learn new things when you are directed. You accept responsibility and willingly complete everything that is asked of you. You are prepared to make the effort needed in all situations. You create a pleasant learning atmosphere. You can learn equally well on your own and in a group.
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Participating

Working towards the ...

Tips for progress: Put more effort into your learning. Have a go at things more often - you can do it! Reflect on your learning and try to improve it. Try really hard to participate more in class and in group learning tasks. ASK for support or guidance!

C	<p style="text-align: center;">YOU ARE A 'COASTING or CAUTIOUS STUDENT' (Usually participating)</p> <ul style="list-style-type: none"> You do just enough to get by. You take part in class learning and home learning but do the bare minimum or leave it incomplete. You probably see failure or making mistakes as a bad thing and, as a result, you do not take many risks or try to learn new things for yourself. You often need support, guidance or encouragement to learn, and without this you might give up easily. You are content to go along with things. You are usually a follower in group learning situations.
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Tips for progress: It is acceptable not to be able to do things. The challenge is to have a go! That is the first step in learning. ASK for help! (Behave yourself. Allow other people to learn without your disruptions and focus more on trying to do your own work.)

D	<p style="text-align: center;">YOU ARE AN 'ACTIVELY NEGATIVE STUDENT' (Occasionally participating)</p> <ul style="list-style-type: none"> You are reluctant to take part in class learning and you often fail to attempt or complete home learning tasks. You give up quickly when you find things challenging. You might even pretend, disguise the truth or blame others in learning situations when you go wrong or cannot do something. You usually need pressure to learn and you might even disrupt the learning of others. You really struggle to be constructive or cooperative in group learning situations.
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Home Learning Engagement Criteria

At Park High School we expect all students to engage with their learning outside of the classroom to develop as independent and well organised young people.

...going above and beyond.

....expectation and ..

Working towards

Code	Criteria
A	<p>You are actively engaged in your home learning</p> <ul style="list-style-type: none"> You take great pride in the effort you put in to your home learning. Your home learning always supports your progress in class. You always reflect on the feedback you receive and regularly use it to improve your work. You have an enquiring mind and research deeper into or around the topics you are studying. You are very well organised so that home learning is never late.
B	<p>You are engaged in your home learning</p> <ul style="list-style-type: none"> You put effort in to your home learning. Your home learning is usually completed to the best of your ability. You take note of the feedback you receive and often use it to improve your work. You take responsibility for using your Contact Book effectively to ensure that home learning is handed in on time.
Top tips	<i>Think of questions you have about the subject and previous feedback. Do some research to help you take your learning further and deeper. Set yourself some personal challenges and push yourself to work beyond your comfort zone.</i>
C	<p>You are sometimes engaged in your home learning. You are 'coasting or cautious' with regards to home learning</p> <ul style="list-style-type: none"> You put just enough effort in to home learning to get by. You often rush to complete home learning just to get it done. You occasionally see feedback and comments on your home learning as something that is connected to your progress. You don't always complete home learning on time.
Top tips	<i>Take responsibility for putting more effort into your home learning. Set aside time to focus on feedback and learn from it. Engage with your teacher if you have questions. Use your Contact Book in a more organised way to plan for each home learning task.</i>
D	<p>You do not engage with your home learning to help you make progress</p> <ul style="list-style-type: none"> You are reluctant to complete home learning either in or outside school. You give up quickly when working outside of the classroom and do not ask for help. You sometimes need to have sanctions applied because your home learning is not handed in on time. You do not respond regularly to feedback. You do not willingly use your Contact Book to record tasks.
Top tips	<i>Accept that home learning is part of the school expectations. Ask your teachers for help and support. Attend home learning club regularly. Write each home learning task into your Contact Book and check it every day. Hand your work in on time.</i>

Document correct at time of going to print.

COURSE SUMMARY INFORMATION

Core subjects – i.e. those studied by all students

Mathematics

In the first year of this GCSE course, most students are expected to complete half of the course materials, with an end of year mock examination.

There is no coursework for this course.

Course specification

Edexcel 1MA1 GCSE Mathematics A Linear

Weightings / deadlines

GCSE mathematics - 100% marks in terminal examination sat in June 2018

The new GCSE Mathematics specification cover broader and deeper mathematical content, delivered through a single extended GCSE which can be taken at higher level or foundation Level. Higher tier will include questions that will stretch the most able. Foundation tier will focus on core mathematical understanding and skills for all students to master.

The GCSE Mathematics specification will be examined by three written papers, each of 1½ hours. The first paper will be assessed without the use of a calculator; calculators will be expected for papers 2 and 3. There will be no difference in the content or assessment objectives assessed in each of the papers.

Three GCSE Mathematics Papers are

Paper 1 (33.3%)	Paper 2 (33.3%)	Paper 3 (33.3%)
Non- calculator	Calculator	Calculator
80 marks	80 marks	80 marks
90 min	90 min	90 min

Useful websites

www.edexcel.org.uk; www.mymaths.co.uk; www.emaths.co.uk;
www.livemaths.co.uk

Contact :

Head of Mathematics: Mrs Bayar m.bayar@parkhighstanmore.org.uk

Key Stage 4 Leader : Mrs Prakash sprakash2.310@parkhighstanmore.org.uk

English

All students will study for two GCSEs in English – Language and Literature. Both courses will be assessed through terminal examination. Mock examinations for both courses will be sat in November 2016. It is really important that students work on their literacy, as 20% of the English Language marks is awarded for the quality of their spelling, grammar and punctuation.

Course specification

(English Language) Eduqas (formally WJEC) C700QSL
(English Literature) AQA 8702

Weightings / deadlines

GCSE English Language

Units	Assessment	%
Component 1: 20 th Century Literature Reading and Creative Prose Writing	1 hour 45 mins Exam	40%
Component 2: 19 th and 21 st Century Non-Fiction Reading and Transactional/Persuasive Writing	2 hour Exam	60%
Component 3: Spoken Language	Non-exam assessment and unweighted	0%

GCSE English Literature

Units	Assessment	%
Paper 1: Shakespeare and the 19 th -century novel	1 hour 45 mins Exam	40%
Paper 2: Modern texts and poetry	2 hour 15 mins Exam	60%

Useful websites:

www.bbc.co.uk/schools/bitesize

Contact :

Head of English: Ms Hubbard

m.hubbard@parkhighstanmore.org.uk

Reading for Pleasure: Planning your Journey



- key to lines**
- Real Life Line: biography & autobiography
 - Catch, Kick & Tackle: sport
 - Shiver Down Your Spine: gothic & horror
 - Edge of Your Seat: thriller & adventure
 - The Other Dimension: sci-fi & fantasy
 - Growing Up Fast: teen fiction/coming of age
 - The Love Line: romance & relationships




PARK HIGH SCHOOL
 Technology College & Leading Edge School

 @ParkHighNews

In association with Kingsbury High

WHERE WILL YOUR IMAGINATION TAKE YOU? 

Science

Students will work towards qualifications in either Separate Sciences (3 GCSEs) or Combined Science (2 GCSEs). A small number of students will complete the Entry Level Science certificate.

Course specification

<u>Combined Science</u>	AQA	8464	GCSE Combined Science (Trilogy)
<u>Separate Sciences</u>	AQA	8461	GCSE Biology
	AQA	8462	GCSE Chemistry
	AQA	8463	GCSE Physics
<u>Entry Level</u>	AQA	5960	Entry Level Certificate

Weightings and deadlines

Both Combined Science and Separate Sciences are assessed through terminal examinations which take place in May / June 2018.

Combined Science (Trilogy)

6 terminal examinations (2x Biology, 2x Chemistry and 2x Physics).

Each paper is 1hr 15mins long and is worth 16.7%

Separate Sciences

2 Biology terminal papers (each one is 1 hr 45mins, worth 50% each)

2 Chemistry terminal papers (each one is 1 hr 45mins, worth 50% each)

2 Physics terminal papers (each one is 1 hr 45mins, worth 50% each)

Entry Level

3 externally set assignments (ESAs) worth 57% and 3 teacher set assignments (TSAs) worth 43%

Useful websites:

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

www.bbc.co.uk/schools/bitesize

www.kerboodle.com (virtual textbook)

Contact:

Head of Science: Mr Scott c.scott@parkhighstanmore.org.uk

Philosophy and Ethics (full course)

All students study the GCSE Philosophy and Ethics full course. There is no controlled assessment component for this course.

Course specification

WJEC Eduqas GCSE Religious Studies Route A, Components 1, 2, 3

Weightings and deadlines

Terminal examination sat in May / June 2018 – 100% of the marks available at this time.

Useful websites: www.eduqas.co.uk www.bbc.co.uk/schools/bitesize

Contact:

Head of Philosophy and Ethics: Miss Shah s.shah@parkhighstanmore.org.uk

Non-core subjects – i.e. 'option' subjects

ARTS SUBJECTS

Art

Art is assessed through a mixture of coursework completed throughout the course, and a final practical examination.

Course specification

AQA 4200 GCSE Art and Design (Full course)

Weightings and deadlines

Coursework (60%) completed by January 2017; final practical examination (40%) in May 2017.

Photography

Photography is assessed through a mixture of coursework completed throughout the course, and a final practical examination.

Course specification

AQA 4206 GCSE Photography: lens-based and light-based media (Full course)

Weightings and deadlines

Coursework (60%) completed by January 2017; final practical examination (40%) in May 2017.

Graphic Design

Graphic Design is assessed through a mixture of coursework completed throughout the course, and a final practical examination.

Course specification

AQA 4203 Graphics Communication (Full course)

Weightings and deadlines

Coursework (60%) completed by January 2017; final practical examination (40%) in May 2017.

Useful websites: www.aqa.org.uk www.bbc.co.uk/schools/bitesize

Contact:

Curriculum leader for Art: Ms Emin l.emin@parkhighstanmore.org.uk

GCSE Dance

GCSE Dance			
Title	Overview	Assessment	
Autumn	Skills for Performance and learning of the Set Phrases	<ul style="list-style-type: none"> Students will recap and develop their understanding of performance skills, applying them both to their practical and written work. 	Mock practical assessment of Set Phrases: end of Autumn Term
	Theory: Safe working practices	<ul style="list-style-type: none"> Students explore different areas of safe practices, such as warm up/cool down, hydration, healthy eating, performance safety and injury prevention/treatment. 	Mock written paper: end of Autumn Term
	Set Work 2: 'Emancipation of Expressionism'	<ul style="list-style-type: none"> Students explore, both practically and theoretically, the second Set Work: 'Emancipation of Expressionism'. Heavily focussed on urban dance styles, students will also gain the opportunity to work with an outside practitioner to develop their understanding and skills. 	Mock written paper: end of Autumn Term
Spring	Set Work 3: 'Shadows'	<ul style="list-style-type: none"> Students explore, both practically and theoretically, the third Set Work: 'Shadows'. Using this work, students develop their choreographic skills and use the piece to inspire a dance which will be performed in February's 'Dance and Drama Showcase 2017'. 	Practical assessment: Showcase Performance
	Finalising understanding of Set Work 3, plus revision of Set Works 1 and 2.	<ul style="list-style-type: none"> In the second half term, students spend their theory lessons revising all of the Set Works, in preparation for a written paper at the end of April. 	Mock written paper: end of Spring Term.
	Recapping of Set Phrases	<ul style="list-style-type: none"> Students will develop their performance of the Set Phrases. 	Mock practical examination: End of Spring Term
Summer	Set Work 4: 'Within Her Eyes'	<ul style="list-style-type: none"> Students explore the fourth work from the GCSE Dance Anthology 'Within Her Eyes'. Students continue to develop their choreographic and performance skills as they investigate this exciting work, whilst developing their knowledge of site-specific work and dance for camera. 	Mock written exam: Summer 2017 (before work experience.

GCSE Dance

Course specification

AQA 8236 GCSE Dance

Weighting and deadlines

GCSE Dance consists of two components:

Component 1: Performance and choreography

What's assessed

Performance

- Set phrases through a solo performance (approximately **one minute** in duration)
- Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

Choreography

- Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

How it's assessed

Internally marked and externally moderated

Performance

- 30% of GCSE
- 40 marks

Choreography

- 30% of GCSE
- 40 marks

Total component 60%

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

Component 2: Dance appreciation

What's assessed

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

How it's assessed

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology.

Student practical coursework is assessed internally between March-May 2018 and then externally moderated by AQA.

The final written examination will be taken in June 2018

The Set Works Anthology

Students are expected to study, in their entirety, 6 professional works:

These works will be studied throughout Years 9, 10 and 11. Students must ensure that they are revising these works throughout the course.

Artificial Things choreographed by Lucy Bennett

A Lina Curva choreographed by Itzik Galili

Infra choreographed by Wayne McGregor

Shadows choreographed by Christopher Bruce

Within Her Eyes choreographed by James Cousins

Emancipation of Expressionism choreographed by Kenrick H20 Sandy

Useful website

www.aqa.org.uk

Contact

(Acting) Curriculum leader for Dance: Ms Peacock epeacock4.310@parkhighstanmore.org.uk

GCSE Drama

GCSE Drama			
	Title	Overview	Assessment
Autumn	Working together/reintroduction to dramatic techniques and practitioners.	<ul style="list-style-type: none"> After the summer break, students are re-introduced to working together as a group and explore different devising methods which link with key practitioners. 	Unit 1: Devising
	Devising	<ul style="list-style-type: none"> Students are introduced to different stimuli and work in groups to devise their own piece of exciting theatre, which links to a practitioner. Learners participate in the creation, development and performance of a piece of devised theatre, whilst also writing up their experience in their portfolio of supporting evidence, which all candidates must produce. 	Unit 1: Devising
	Exploration of GCSE Set Text 'DNA' by Dennis Kelly. Evaluation of Live Theatre	<ul style="list-style-type: none"> Learners continue their exploration of Dennis Kelly's 'DNA' in preparation for Unit 3: Interpreting Theatre. Students will also gain the opportunity to view the performance live in November 2016, and develop their understanding of writing about live theatre. 	Mock written paper: end of Autumn Term
Spring	Mock Unit 2: Performing from a Text	<ul style="list-style-type: none"> Students are given extracts from different texts and work together to create performances for the Dance and Drama Showcase 2017. Students gain opportunity to develop their understanding and appreciation of being a performer, focussing on voice, movement, characterisation, audience awareness and audience communication. 	Practical assessment: Showcase Performance
Summer	Preparation for Unit 1: Devising	<ul style="list-style-type: none"> Learners will begin preparing for their first examination of Year 11 – their devised piece. Students will engage with a variety of different stimuli, recapping key practitioners and developing their skills from the Autumn Term. 	Mock written exam: Summer 2017 (before work experience).
	Live Theatre Evaluation	<ul style="list-style-type: none"> Students will view their second piece of Live Theatre (TBC) and continue to develop their skills of writing and evaluating theatre. 	Mock written exam: Summer 2017 (before work experience).

GCSE Drama

Course specification

WJEC Eduqas 601/8420/6 GCSE Drama

Weighting and deadlines

GCSE Drama consists of three components:

Component 1: Devising Theatre

**Non-exam assessment: internally assessed, externally moderated
40% of qualification**

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

**Non-exam assessment: externally assessed by a visiting examiner
20% of qualification**

Learners will be assessed on **either** acting **or** design.

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre

**Written examination: 1 hour 30 minutes
40% of qualification**

Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. ***The Tempest***, William Shakespeare
2. ***The Caucasian Chalk Circle***, Bertolt Brecht
3. ***Hard to Swallow***, Mark Wheeler
4. ***War Horse***, Michael Morpurgo, adapted by Nick Stafford
5. ***DNA***, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Component 1 – to be *internally* assessed during the Autumn Term 2017

Component 2 – to be *externally* assessed at the end of the Spring Term 2018

Component 3 – to be assessed in the written examination June 2018

Useful website

www.edugas.co.uk

Contact

(Acting) Curriculum leader for Drama: Ms Brewer

mbrewer6.310@parkhighstanmore.org.uk

Music

60% of the assessment is through coursework which consists of two compositions and two performances, one solo and one an ensemble. One composition and the solo performance should be completed by the end of the summer term in Year 10. There is a final examination in June 2018, worth 40%.

Course specification

Edexcel (1MU0) Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Music

Useful websites: www.edexcel.org.uk www.bbc.co.uk/schools/bitesize

Contact:

Head of Music: Mrs Harris l.harris@parkhighstanmore.org.uk

Music Technology

100% of the assessment is through coursework. There is a final portfolio submission at the end of the course in 2017.

Course specification

NCFE Music Technology

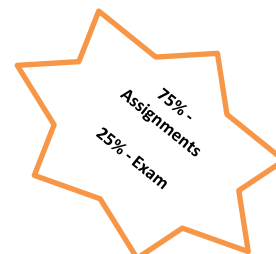
Useful websites: www.ncfe.org.uk

Contact:

Head of Music: Mrs Harris l.harris@parkhighstanmore.org.uk

Year 10

BTEC Level 1/Level 2 First Award in Business



The Edexcel BTEC Level 1/Level 2 First Award:

- is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified
- is for learners aged 14 years and over
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional units
- has 25 per cent of the qualification that is externally assessed. Edexcel sets and marks these assessments
- will be available on the National Qualifications Framework (NQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional units.

Types of units within the qualification

The BTEC First qualifications have core and optional units.

Core units

- each qualification has core units totalling 60 guided learning hours.
- these compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- there are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

Optional units

The remainder of the qualification consists of specialist units. Specialist units are sector specific and focus on a particular area within that sector.

Qualification structure

The Edexcel BTEC Level 1/Level 2 First Award in Business has core and optional specialist units.

Edexcel BTEC Level 1/Level 2 First Award in Business			
Unit	Core units	Assessment method	GLH
1	Enterprise in the Business World	Internal	30
2	Finance for Business	External	30
Optional specialist			
3	Promoting a Brand	Internal	30
4	Principles of Customer Service	Internal	30
5	Sales and Personal Selling	Internal	30
6	Introducing Retail Business	Internal	30
7	Providing Business Support	Internal	30
8	Recruitment, Selection and Employment	Internal	30

Learners must complete the two core units, and a choice of two optional units (chosen by the teacher).

This BTEC First Award has units that your centre assesses (internal) and a unit that Edexcel sets and marks (external).

GCSE courses in Design and Technology

Students studying for a GCSE in Product Design, Textiles Technology or Electronic Products, must complete a single controlled assessment project which is a design, make and evaluate task from a set brief. They then complete a formal written exam at the end of year 11.

Students taking food will be studying for the new GCSE in Food Preparation and nutrition. At the end of year 10 they will be given the briefs for their 2 Non-examined Assessment (NEA) tasks which include a formal practical where they prepare cook and present their final 3 dishes in exam conditions.

Engineering students are taking a double award, with two pieces of controlled assessment to complete; each contributing to a third of to their GCSE Unit 1 is Engineering Design and Graphical Communication task. Unit 2 involves producing an Engineered Product from a set brief. The written examination at the end of the course includes a pre-release material that students.

Exam knowledge and skills are developed throughout year 10 and 11.

Course specification	Board	Course Code
GCSE D&T: Product Design	AQA	4555
GCSE D&T: Food Preparation and Nutrition	AQA	8585
GCSE D&T: Electronic Products	Edexcel	2EP01
GCSE D&T: Engineering (Double Award)	Edexcel	2EG02 (D)
GCSE D&T Textiles Technology	AQA	4570

Weightings and deadlines

Controlled Assessments in Product Design, Textiles Technology or Electronic Products account for 60% of the marks of the course are started in Year 10. This is completed in December of Year 11 with interim deadlines for the final completion of sections provided by the teacher. The written exam accounts for the remaining 40% of the marks. This is the same structure for each of these 3 courses.

The new Food Preparation and Nutrition GCSE is 50% written paper and 50% NEA. The NEAs are split into 2: Food Investigation which consists of a written report and pictorial evidence of practical work, this is worth 30% of the NEA mark: Food Preparation which consists of written and pictorial evidence of planning, making and presenting 3 dishes. NEA briefs are supplied by the exam boards in June of year 10.

Engineering students are taking a double award, with two pieces of controlled assessment to complete, each contributing to a third of to their GCSE. They start either Unit 1 or Unit 2 after an initial introduction. Interim deadlines and formal deadlines for each unit are shared with the students. The written examination at the end of the course provides the other third of the marks.

Useful websites / resources

For all D&T subjects: www.technologystudent.com

www.bbc.co.uk/schools/bitesize

Product Design: www.aqa.org.uk www.design-technology.org

Revision book available from the D&T office

Food Preparation and Nutrition www.aqa.org.uk

Revision books have yet to be released by the exam board. Recommended course book is Food Preparation and Nutrition by Anita Tull and Garry Littlewood. ISBN-13: 978-1-908682

Electronic Products: www.edexcel.org.uk www.design-technology.org

Revision book available from the D&T office

Engineering (Double Award): www.edexcel.org.uk www.engineering.com

www.design-technology.org <http://www.pbskids.org/designsquad>

Recommended textbook: Nelson Thornes GCSE Engineering Text Book by Neil Godfrey and Steve Wallis ISBN 0 7487 8551 5

Textiles Technology: www.aqa.org.uk www.textiles4u.wikispaces.com

Recommended textbook: Textiles Technology: Revision Guide and Textiles Technology: Revision Workbook (Collins GCSE Essentials) ISBN 978-1-9064415-52-5 and ISBN 978-1-90641-553-2

BTEC in Engineering

BTEC First Award

The Edexcel BTEC Level 1/2 First Award in Engineering provides an engaging, robust, broad-based introduction to engineering. It provides underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher and further education. It presents knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application.

This qualification is intended for level 2 learners with level 1 achievement possible, where appropriate, for some learners.

Assessment and weightings

The grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1, Unclassified,

There are 4 units in total each worth 25% of the overall mark.

- Unit 1 and Unit 2 are the core compulsory units.
- Unit 1 is assessed via an on-line exam.

The other units are optional and all are assessed via course work based evidence.

Students should be studying

- Unit 5: Engineering Materials
- Unit 6: Computer Aided Engineering

Useful websites / resources

www.technologystudent.com

www.bbc.co.uk/schools/bitesize

www.edexcel.org.uk

www.engineering.com

BTEC Level 2 First Engineering Student Book by Andrew Boyce

ISBN: 9781846907234

HUMANITIES

Geography

All students attend a compulsory field course to the Isle of Purbeck in June 2017, they will complete an Applied Fieldwork Enquiry exam in May/June 2018 based on it (worth 30%). The other final examination (worth 70%) consists of two different styles of examination papers and will be sat in May / June 2017.

Course specification

Educas 601/8153/9 GCSE Geography B

Fieldtrip information

Dates: Friday 9th-Monday 12th June inclusive

Cost: £190, payable by parent pay in three instalments

Parents meeting: To be held nearer to the fieldtrip date

NB: Your son/daughter will receive a letter about the trip by the end of the second week back at school. This should be signed and returned to their Geography teacher.

Useful websites

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

Contact:

Head of Geography: Ms V Lee v.lee@parkhighschool.org.uk

YEAR 10 HISTORY

This year is about encouraging students to develop their ability to write fluently, effectively and in detail. They will also be studying off the school site which studying the Castles course.

September-November	December-May	June-July
<p>International Relations 1945-2001</p> <ol style="list-style-type: none"> 1. The start of the Cold War <ol style="list-style-type: none"> a. Considering the reasons for growing tension between the USA and the USSR. 2. Proxy War <ol style="list-style-type: none"> a. Vietnam and the Cuban Missile Crisis 3. Controversy- Blame for the Cold War 4. Aftermath of the Cold War 	<p>Germany: The People and the State, 1925-1955</p> <ol style="list-style-type: none"> 1. The Rise of the Nazis <ol style="list-style-type: none"> a. Examining how Hitler's party went from the fringes of German politics to a dictatorship 2. Life in Nazi Germany <ol style="list-style-type: none"> a. Understanding what it was like for ordinary Germans, the Nazis and their victims in Nazi Germany 3. The Legacy of the Nazis <ol style="list-style-type: none"> a. Looking at how Germany and their allied occupiers rebuilt and changed Germany in the 10 years after Hitler's defeat. 	<p>The Historical environment: Castles</p> <ol style="list-style-type: none"> 1. The Development of Castles <ol style="list-style-type: none"> a. How and why Castles were built across Britain. 2. How Castles became obsolete <ol style="list-style-type: none"> a. The development of gunpowder and Early modern warfare. 3. Case Study- Framlingham Castle <ol style="list-style-type: none"> a. An Examination of a historical site- in this case Framlingham Castle in Surrey. <p>NB- As part of this course will be running a trip visit a number of castles, at the end of Year 10.</p>

ICT & Computer Science

In Year 10, the students have the option to progress to OCR Cambridge Nationals in ICT or a GCSE in Computer Science.

ICT Overview

In ICT student will need to complete four equally weighted units in total, in order to achieve the Level 2 qualification, equivalent to one GCSE. In Year 10, the students will complete 2 units and will complete two further units in Year 11.

Computing GCSE overview

Students who have chosen computer science will be entered for the OCR GCSE Specification (J276). The qualification is assessed through external examinations and controlled assessment. Students will need to complete the following three units over the course of two years;

- Computer systems (01). Assessed through external examination worth 40% of their GCSE.
- Computational thinking, algorithms and programming (02). Externally assessed and also worth 40% of their GCSE.

They will also complete Non-Exam Assessment (NEA) Programming project (03/04) in year 11 ONLY. This is worth 20% of their GCSE.

Course specification

OCR J810 Level 1/2 Cambridge National Certificate in ICT

OCR J276 GCSE Computer Science (9-1)

Useful websites

<http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

(Cambridge Nationals)

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/> (Computer Science GCSE)

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

Contact: Head of ICT & Computing department: Mrs S Kerai s.kerai@parkhighstanmore.org.uk

Media Studies

Media Studies is assessed through a mixture of controlled assessments completed throughout the course but submitted towards the end of year 11, and a final written examination.

Course specification

OCR J526 GCSE Media Studies

Weightings and deadlines

B321 Individual Portfolio undertaken under controlled conditions (30%) completed by January 2017. In year 11, B324 Extended Portfolio under controlled conditions (30%) completed by March 2018. Final examination in June 2018 (40%).

Useful websites:

<http://www.ocr.org.uk/qualifications/gcse-media-studies-j526-from-2012/>

Class blog: <http://parksgcsemedia.blogspot.co.uk>

Contact:

Curriculum leader for Media: Mrs Galdin-O'Shea h.o'shea@parkhighstanmore.org.uk

Y10 MFL OVERVIEW

The GCSE specification covers 3 themes. The themes will be covered in all four skills.

<p><u>AUTUMN 1</u></p> <p><u>Identity and culture</u> <u>Marriage and Partnerships 2 weeks</u></p> <p><u>Local, National and International global areas of interest 3 weeks</u> Home town and area Description of photo for writing exam Photo card Role-Play Translation</p>	<p><u>AUTUMN 2</u></p> <p><u>Current and Future Study and Employment 2 weeks</u> School Life</p> <p><u>Current and Future Study and Employment</u> Jobs and Employment Education post 16 Future tense</p>
<p><u>SPRING 1</u></p> <p><u>Identity and culture</u> Freetime activities</p> <p><u>Identity and culture</u> Sport</p>	<p><u>SPRING 2</u></p> <p><u>Identity and culture</u> Customs and Festivals</p> <p><u>Local, National and International global areas of interest</u> Travel and Tourism</p>
<p><u>SUMMER 1</u></p> <p><u>Identity and culture</u> Food and Eating Out</p> <p><u>Identity and culture</u> Technology and social media</p>	<p><u>SUMMER 2</u></p> <p><u>GCSE Exam Skills</u> Past papers Role-Play Translation</p>

Physical Education

GCSE

Sports Science GCSE practical assessments (worth a total of 40%) are started in Year 10 and will continue to take place each half-term, with the majority completed by the end of the autumn term in Year 11. The final written examination (worth 60%) will be taken in May / June 2018.

Course specification

AQA 8582 GCSE Physical Education (Full course)

Useful websites

www.aqa.org.uk

www.bbc.co.uk/schools/bitesize www.s-cool.co.uk

Contact:

Head of Physical Education department: Miss Tompsett c.tompsett@parkhighstanmore.org.uk

BTEC First Award in Sport

Through a combination of practical experiences and written assignments BTEC First Award in Sport is made up of two units per academic year. Students study 'Training for personal fitness' and 'Practical sports performance' in their first year. In the second year students complete 'The sports performer in action' and an online examination unit 'Fitness for sport and exercise'. The final year culminates in the last two units which are 'The mind and sports performance' and 'Leading sports activities'. The course allows for the opportunity for students to complete the course at an extended certificate level as well as level 1 and 2.

Course specification

Edexcel 600/4779/3

Useful websites

www.qualifications.pearson.com

www.bbc.co.uk/schools/bitesize

Contact:

Deputy Head of Physical Education: Mr Whittaker mwhittaker1.310@parkhighstanmore.org.uk

Travel and Tourism

This year we will be studying Unit 1: The Travel and Tourism Sector and preparing for the exam for this module. We will then be starting our coursework based module Unit 2: UK Travel and Tourism Destinations.

Course specification

Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Units

Year 10

Unit 1: The Travel and Tourism Sector

Unit 2: UK Travel and Tourism Destinations

Year 11

Unit 3: The Development of Travel and Tourism in the UK

Unit 4: International Travel and Tourism Destinations

Useful websites

<http://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html>

Contact:

Miss Chamberlain schamberlain4.310@parkhighstanmore.or.uk

THE PURPOSE OF REVISION

"We are or become those things which we repeatedly do. Therefore, excellence can become not just an event, but a habit."

Albert Einstein

Have you ever asked yourself why we need to revise?

Is it to annoy you?

Is it just to put you under enormous pressure?

Does it have any purpose?

Why do we have to sit exams at all?

When sitting an examination the examiner knows that the work being assessed is entirely the student's own work and that how well a student does in an exam is entirely up to them!

In order to do yourself justice in an exam you have to undertake revision, understand revision techniques and examination strategies that you use.

Therefore revision means going over work in order to:

1. Check your understanding.
2. Make links between different topics to see how the whole subject fits together.
3. Remind yourself of material you have forgotten
4. Reinforce your learning.
5. Identify and fill gaps in your knowledge.

Revision Techniques

Where to study

Creating good conditions to study in can help you make the most of the time you spend revising. Here are some suggestions:

1. Find a quiet place to study and make sure you are sitting comfortably
2. Make sure your desk is well lit
3. Keep background noise to a minimum
4. Avoid studying in an area where there will be distractions (like television!)
5. Have everything you need to do your revision to hand before you start

How to study

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

Turn your notes into revision tools;

1. Write ideas and facts on to cards to use as 'prompts'
2. Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help you remember key facts write key facts/notes out and display these around the house where you will see them
3. Record yourself reading notes to listen to
4. Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
5. Work through past question papers – and use a watch to time them so that you can practise timing your answers.
6. Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your needs. Save valuable time and get recommendations from your teachers
7. Remember course notes are also a valuable source of extra help
8. Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you
9. Attend any revision classes that your teachers may be running at school and get their advice on revision methods
10. Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are the less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon

Six simple revision techniques

Condense – fitting notes on one side of paper makes it easier to learn

Highlight – target key areas using colour and symbols. Visuals stimulate the brain

Record – put important points onto tape, listen to them and they will sink in

Talk – read your notes out aloud

Test – what can you remember without notes. Use spider diagrams to map out what you know

Time – in a quiet place go through past papers

Revision techniques

There are countless ways of revising. The least effective ways are those that involve just reading through notes over and over. The most effective ways are those where you interact with the material, making it meaningful to yourself, for example:

1. Using your material to answer a question or address a problem you have not previously tackled.
2. Reworking the material into a chart or diagram.
3. Summarising material under headings onto index cards.
4. Discussing the material with other people.
5. Make links, comparisons and contrasts between different areas of your programme.
6. Evaluate different theories.

A good starting point is to summarise the notes you have on each topic.

Reduce your notes to key words and phrases. This will form the basis of your revision notes. You can reduce your notes further so that information fits on one side of A4 Use diagrammatical notes if you memorise material more easily in a visual form. Use colours, highlighting or different coloured paper to make the notes distinctive.

You can try to rebuild your notes from memory. You can save time writing by using a tape recorder or speak to someone. Use your original revision notes to check where there are gaps in your notes. Check your answers by using the original notes. Fill in forgotten facts with another colour pen. Repeat the process until all the gaps have disappeared.

Another idea is to discuss the revision topic with other students on your course.

Explaining concepts to others and checking their understanding helps to reinforce the knowledge in your mind. Once the knowledge begins to sink in try to answer questions on past papers. Practise writing essay plans for past exam questions (takes less time than writing full answers). Set yourself one or two mock exams to practise writing for a set time. You can examine past exam questions with other on your course.

Think positive!

Remember Preparation + Practise = Pass!!!

SITTING THE EXAM

Exam tips – sitting the exam

Be prepared; find out what is involved in each of the examinations that you are going to sit. Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens pencils, ruler, scientific calculator, etc)
- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions that will best enable you to demonstrate your knowledge to the examiner
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc)
- Use the information provided on the paper (the answer's often nearly all there)
- Pace yourself and allow enough time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes
- Cross out anything you do not want the examiner to read (e.g. an earlier answer to a question)

Dealing with exam nerves

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears. Here are a few tips to help you deal with exam stress:

- Create a revision plan with achievable goals to help you feel in control of the process.
- Take regular 20 minute breaks from revision; don't try to cram too much information in at one time.
- Plan your work carefully around the topics you need to focus on.
- Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these will make you feel better.
- Find out what is involved in the exam:
 - where and when it will take place?
 - how much time is allowed?
 - how many questions you need to answer?
- Think positively.
- Keep the exam in context – even if you do badly, there will be other options open to you.
- It is important to get at least 8 hours of sleep a night.
- Allow yourself some fun-time each day to relax; make sure you still have time for other activities.
- Eat sensibly and regularly – your brain cells need energy to function well.
- Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration.
- Take time to exercise.
- Do some breathing exercises – close your eyes, sit back and control your breathing. Take deep breaths in and out of your nose, counting to 5 each way.
- Sometimes you may want to share your worries over your exam stress. Talk to your parents; Form Tutor; Head of Year or the school Careers' Advisor:

Mrs D Foster: Careers and Employability Co-ordinator

e-mail: dfoster4.310@parkhighstanmore

- There are also the following contacts and links that will be able to help you. Remember – it is better to speak out early than to leave it until later.



KeepInspiring.me

Mind have a downloadable book dealing with stress. Link below.

<http://www.mind.org.uk/information-support/tips-for-everyday-living/stress/>

132-134 College Rd, Harrow HA1 1BQ
Phone: 020 8426 0929

The Samaritans

44 Station Road, Harrow, Middlesex, HA1 2SQ
Phone: 020 8427 7777
Or the National Freephone number: 116 123

Childline 0800 1111

Useful Revision Websites

<http://getrevising.co.uk/>

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

<http://www.buzzin.net/revisiontips/revtips.htm>

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

<http://www.need2know.co.uk/learning/revision>

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



Document correct at time of going to print.

Some Useful Information

THE SCHOOL DAY

08:30	School gate closes (all students should be on site)
08:40	Registration/Assembly
08:55	Period 1
09:45	Period 2
10:40	Break
11:00	Period 3
11:50	Period 4
12:45	Lunch
13:40	Registration
13:45	Period 5
14:35	Period 6
15:30	End of planned teaching day for all year groups, including Sixth Form.

LATES FLOW CHART

WHAT HAPPENS WHEN YOU ARE LATE FOR SCHOOL?

LATE AT THE GATE (after 8.30)



BREAK TIME DETENTION (in L1)



MISS BREAK TIME DETENTION – GO TO S13 THAT DAY AT LUNCHTIME



MISS S13, GO NEXT DAY OR EXPECT AN SLT DETENTION AFTER SCHOOL OR EVEN AN INTERNAL



HAVE A POOR LATE RECORD (3 LATES IN TWO WEEKS) AND GET A DETENTION FROM YOUR DHOY



CONTINUALLY POOR LATE RECORD AT THE GATE OR FOR REGISTRATION AND YOU WILL RECEIVE A HOY DETENTION AND HOME WILL BE CONTACTED



STILL NO IMPROVEMENT? PUNCTUALITY PANEL WITH YOUR CARER/PARENT

REPORTING ABSENCES FROM SCHOOL

What you as Parent/Carer need to do

- If your child is going to be absent from school, please call the office in the morning before 9.30am to inform us of the reason for the absence.
- You need to call the school on **every morning** that your child is absent.
- Messages can also be left on the answer machine which is on when the office is closed.
- When your child returns to school, please enter a note in their contact book to cover the whole period of absence.
- If your child has a pre-booked hospital, medical or dental appointment please put an advance notice into their contact book that they can show to their tutor.
- Please do not e-mail tutors directly regarding absence. You can email the school office on info@parkhighstanmore.org.uk

What we will do

- If your child is absent from school and we have not received a phone call or been previously advised of the absence, we will call you on the contact numbers you have provided us with in priority order.

Please ensure that all of the contact numbers you provide are kept up to date.

- Absence of more than 3 consecutive days, including days that go over a weekend will require confirmation of attendance at your GP surgery.
- Should your child's attendance drop below 95% we will require a medical note for 1 day of absence.

If you feel that your child is trying to avoid coming into school, please let us know and we will offer you support and help to address any issues or concerns you or your child may have.

REQUESTS FOR EXCEPTIONAL LEAVE

Parents and carers are asked not to request absence in term time for their child as this will not be authorised except in exceptional circumstances or if this is due to illness.

In January 2011 the Governing Body of Park High School determined that the school should not authorise absence for students during term time except in genuine emergency situations. Should you take your child out of school during term time this will be recorded as an unauthorised absence unless it can be proved that this is a genuine emergency situation. As a school we are duty bound to report all such absences to the Local Authority.

From September 2013 the Department of Education have informed all schools that attendance will be closely monitored and any absence categorised as unauthorised is likely to result in Harrow Local Authority issuing a penalty notice – a minimum of £60 per parent per child. Persistent unauthorised absence could lead to further fines and eventual court action.

We know that there are clear links between high levels of attendance and academic success and we do all we can to ensure that parents and carers understand this and work with us to make certain that as little schooling is missed as possible.

Unauthorised absence will also have a detrimental effect upon any individual's chances of obtaining the highest levels of rewards in our twice yearly celebration assemblies as well as, in the upper school, negatively affecting their opportunities to achieve their much prized Graduation status.

AUTHORISED ABSENCE FOR RELIGIOUS FESTIVALS

You can find on our website (www.parkhighstanmore.org.uk), under the Parents Section, a guide from the Harrow Standing Advisory Council for Religious Education (SACRE) with the dates on which it is recommended that authorised leave should be granted. These dates are set by representatives of local faith communities each year.

REVIEW DAY INFORMATION

This year there are 3 Review Days on 17 November 2016, 8 February 2017 and 13 July 2017 and will be more concerned with the learning and engagement in all curriculum areas. Your child's success will be highlighted through Progress Check Data which will allow interventions to be put in place to meet individual's needs, such as:

- Learning Conversations
- Parent Meetings
- Home Learning Club
- Differentiated Lessons
- Tutor Support
- Head of Year Interventions

Parents/Carers are **NOT EXPECTED** to attend unless they have been invited by Tutor or Head of Year. All targets will be documented in your child's contact book and will be reviewed at half term. We encourage all parents to play an active role in ensuring that their child meets their goals.

REWARDS

Recognising achievement and giving praise is an important part of our work. To do this Merit cards are awarded to individual students. Certificates and badges are awarded when a number of merits have been received.

Students who achieve certain criteria in attendance, punctuality, uniform and behaviour are awarded Gold and Supergold certificates at the end of each term at the **Celebration Assemblies**. Parents are encouraged to attend these assemblies to celebrate our children's achievements.



LEADERSHIP

This year Park High will continue on an extensive Leadership programme. Students will have many opportunities to develop their leadership skills.

DISCIPLINE

High standards of behaviour are expected. The school aims to be well organised, caring and disciplined. Where praise and reward do not manage to encourage good behaviour then sanctions are used. There are a variety of sanctions and the main one is the detention. Students can be detained for up to 15 minutes without prior notification. If a more serious sanction is required longer detentions are given and parents are notified in advance. We would appreciate your support with this.

CLUBS AND ACTIVITIES

There is a wide variety of enrichment on offer at Park High. Students can take part in any of the activities on offer each week. Students can join them in the knowledge that involvement in these activities provides an added dimension to their education. The number of clubs grows each year and if your child has a particular interest encourage them to tell us, many clubs have started this way!



Communication

Reports and parental consultation

During the year you will receive reports on your child's progress. These will identify the achievements made and give targets for the future. There will also be a parents' consultation event when you can meet key members of staff who will have an overview of your child's progress. Each term, information will be available to you about the level of attainment, engagement and the standard of behaviour for your child in each subject area.

The contact book

At the beginning of the first term each student receives a contact book. We have found this book to be an extremely useful method of communication. There are pages in the book for your child to record home learning details and there are pages for notes and messages to be written on. These pages will have information on them relating to letters sent home and we ask you to sign that you have received them. There will also be comments from teachers about your child's progress. Please feel free to write comments in the contact book and we ask you to use it to provide us with details of any absences. The contact book will be read by the tutor and by any subject staff to whom comments are addressed. It will be signed by the tutor each week and we ask parents to do the same. It is in your child's interest that you check the contact book regularly; we appreciate your support with this.

Please make sure you fill out the page in the contact book detailing the lunchtime arrangements for your child. Students who are allowed to go home for lunch will not be allowed to do so unless this page has been signed by a parent or carer. There are also other home school agreements that must be signed.

Park Life Magazine

This is the school magazine. The object is to keep you informed and through text and photographs, to celebrate the achievements of students, both inside and outside the classroom. We aim to make Park Life an entertaining read for anyone connected to Park High.

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION AND CITIZENSHIP (PSHCE) – Year 10

At Park High School your child will have one lesson a week of PSHCE taught in tutor groups by their tutor.

The Personal Social Health Citizenship & Economic (PSHCE) curriculum is a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE brings together personal, social and health education, work related learning, careers, enterprise and financial capability. Personal Well Being includes sex and relationships education and drug education. Citizenship education aims to help young people become informed and responsible citizens with the skills and knowledge to make an effective contribution to society. Citizenship and PSHCE often consider the same issues but from different perspectives e.g. looking at personal finance in PSHCE in relation to daily lives and in citizenship the national and global implications of financial risk taking. The programmes of study for both PSHCE and citizenship are based on concepts such as risk, relationships, diversity, rights and responsibilities.

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

YEAR 10 PROGRAMME

- Careers and work experience
- Expect respect in relationships
- Financial capability
- Citizenship: Human Rights
- Relationships & Sex Education

The programme is always under review to keep up to date and meet the needs of the students and current issues and for this reason there may be some adaptations during the year. If there are any key areas/topics

which you feel should be addressed and currently aren't please contact Ms Barker (Head of PSHCE) on nbarker7.310@parkhighstanmore.org.uk.

Sex and relationships education (SRE): Parents do not have the right to withdraw their child from SRE that is part of National Curriculum Science. Parents do have the right to withdraw their child from other aspects of the programme (that are not statutory) that may be taught in PSHCE. If a parent wishes their child to be withdrawn from SRE lessons they should discuss this with the Headteacher and make it clear which parts of the programme they do not wish their child to participate in.

To be ready for learning students need to be well equipped so the following items are required:

English dictionary and thesaurus

Pencil case

Blue/black pens (fountain/roller)

Pencils

Eraser

Glue

Calculator

Compass

Rough book

Pencil sharpener

Membership of a local library

Pocket French dictionary

Pocket Spanish or German dictionary

Set square

Protractor/angle measure

Ruler

PE kit

