

Park High School

Year 11 Curriculum Evening

14 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 your child has chosen. In addition to GCSE 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 11 by individual subject teachers and the Year Team. There will be 2 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 11 will have their final GCSE examinations in May 2017. Additional assessments related to GCSE outcomes will be added to the assessment calendar available on the school website.

Please encourage your son/daughter 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 son's/daughter'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](http://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:

11AB	Mr Boniface	<a href="mailto:aboniface1.310@parkhighstanmore.org.uk">aboniface1.310@parkhighstanmore.org.uk</a>
11MD	Mrs Bailey	<a href="mailto:jbailey54.310@parkhighstanmore.org.uk">jbailey54.310@parkhighstanmore.org.uk</a>
11MW	Mr Whittaker	<a href="mailto:mwhittaker1.310@parkhighstanmore.org.uk">mwhittaker1.310@parkhighstanmore.org.uk</a>
11NA	Miss Barker	<a href="mailto:nbarker7.310@parkhighstanmore.org.uk">nbarker7.310@parkhighstanmore.org.uk</a>
11NK	Mrs N Kerai	<a href="mailto:nkerai@parkhighstanmore.org.uk">nkerai@parkhighstanmore.org.uk</a>
11PA	Mrs Prakash	<a href="mailto:sprakash2.310@parkhighstanmore.org.uk">sprakash2.310@parkhighstanmore.org.uk</a>
11PE	Miss Perrett	<a href="mailto:mperrett1.310@parkhighstanmore.org.uk">mperrett1.310@parkhighstanmore.org.uk</a>
11PW	Ms Ward	<a href="mailto:oward23.310@parkhighstanmore.org.uk">oward23.310@parkhighstanmore.org.uk</a>
11SI	Miss Sethi	<a href="mailto:msethi@parkhighstanmore.org.uk">msethi@parkhighstanmore.org.uk</a>
11WR	Miss Wasu	<a href="mailto:rwasu1.310@parkhighstanmore.org.uk">rwasu1.310@parkhighstanmore.org.uk</a>

Miss Perren (Head of Year 11) ([hperren.310@parkhighstanmore.org.uk](mailto:hperren.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](mailto:info@parkhighstanmore.org.uk)

School website: [www.parkhighstanmore.org.uk](http://www.parkhighstanmore.org.uk)

## **Key dates**

In summary, here are some key dates affecting your child during this year:

<b>Date</b>	<b>Key event</b>
14 September 2016	Year 11 Curriculum Information Evening
TBC October 2016	University Trip
13 October 2016	Sixth Form Open Evening
19 October 2016	Elevate Workshop
10 November 2016*	Progress Check 1 'goes live'
17 November 2016	Student Review Day 1
28 Nov – 8 Dec 2016	Year 11 Practice Examinations
14 December 2016	GCSE Predicted Grade Issued- used on Sixth Form/ College Applications
5 – 6 January 2017	Year 11 'Day in a Life of a Sixth Former'
11 January 2017*	Progress Check 2 'goes live'
13 January 2017	Applications to Sixth Form completed
26 January 2017	Year 11 Parent Consultation Evening (A band)
2 February 2017	Year 11 Parent Consultation Evening (B band)
8 February 2017	Student Review Day 2
8 March 2017*	Progress Check 3 'goes live'
23 March 2017	Sixth Form Conditional Offers sent home
23 March 2017	Elevate Workshop
11 May 2017	Year 11 Graduation Evening
12 May 2017	Study Leave begins
May 2017	Summer GCSE written examinations begin
7 July 2017	Year 11 Prom
13 July 2017	Student Review Day 3
17 July 2017	Academic Bridging released via Canvas
24 August 2017	GCSE Results Day

\* Progress Check dates are correct at time of going to print and may be subject to change

Throughout the first half of Year 11, 'controlled assessments' will take place for many subjects. These will have separate assessment deadlines, which will be issued to each student.

**There is no 'slack' time in Year 11.**

At all times, there will be either final assessments taking place in each of the students' subjects, or vital preparation for final practical examinations or written papers.

## **Term & Holiday Dates 2016/17**

### **AUTUMN TERM 2016**

Thursday 1 September	Staff Development Day*
Friday 2 September	First day of term for New Year7, 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**

## Course summary information

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

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

## GCSE English Literature

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

### Useful websites:

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact:

Head of English: Ms Hubbard [m.hubbard@parkhighstanmore.org.uk](mailto:m.hubbard@parkhighstanmore.org.uk)



# Reading for Pleasure: Planning your Journey



In association with Kingsbury High

WHERE WILL YOUR  
IMAGINATION  
TAKE YOU?



## Mathematics

In the last year of this GCSE course, most students are expected to complete the course materials by the end of the first term, with an end of term mock examination. In the second term students will be consolidating their knowledge and preparing for their terminal 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 2017

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:

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

### Useful websites

[www.edexcel.org.uk](http://www.edexcel.org.uk);  
[www.livemaths.co.uk](http://www.livemaths.co.uk)

[www.mymaths.co.uk](http://www.mymaths.co.uk);

[www.emaths.co.uk](http://www.emaths.co.uk);

### Contact:

Head of Mathematics: Mrs Bayar [m.bayar@parkhighstanmore.org.uk](mailto:m.bayar@parkhighstanmore.org.uk)

Key Stage 4 Leader: Mrs Prakash [sprakash2.310@parkhighstanmore.org.uk](mailto:sprakash2.310@parkhighstanmore.org.uk)

## Science

For students who study two science GCSEs, the Core Science qualification is largely completed in Year 10 and the Additional Science qualification is completed by the end of Year 11.

Some students study for three science GCSEs, the Biology, Chemistry and Physics qualifications are completed across Years 10 and 11.

Controlled assessment for all students is completed in Year 11.

Examinations for science courses take place in the summer of Year 11.

### Course specification

<u>Two Science GCSEs</u>	AQA	4405	GCSE Science A (Core)
	AQA	4408	GCSE Additional Science A
<u>Three Science GCSEs</u>	AQA	4401	GCSE Biology
	AQA	4402	GCSE Chemistry
	AQA	4403	GCSE Physics

### Weightings

#### Two science GCSEs

Core Science - 3 terminal examinations (25% each); controlled assessment (25%).

Additional Science as Core.

#### Three science GCSEs

Biology - 3 terminal examinations (25% each); controlled assessment (25%).

Chemistry and Physics as Biology.

### Useful websites

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

[www.kerboodle.com](http://www.kerboodle.com)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact

Head of Science: Mr Scott [c.scott@parkhighstanmore.org.uk](mailto: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**

OCR J621 GCSE Religious Studies B: Philosophy and Applied Ethics (Full Course)

### **Weightings and deadlines**

Terminal examination sat in May / June 2017 – 100% of the marks available at this time.

### **Useful websites**

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### **Contact**

Head of Philosophy and Ethics: Miss Shah [s.shah@parkhighstanmore.org.uk](mailto: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.

### **Contact**

Curriculum leader for Art: Ms Emin [l.emin@parkhighstanmore.org.uk](mailto:l.emin@parkhighstanmore.org.uk)

## 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](http://www.aqa.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact

Curriculum leader for Art: Ms Emin      [l.emin@parkhighstanmore.org.uk](mailto:l.emin@parkhighstanmore.org.uk)

## Photography

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

### Course specification

AQA            4206            Photography (Full course)

### Weightings and deadlines

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

### Useful websites

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact

Curriculum leader for Art: Ms Emin      [l.emin@parkhighstanmore.org.uk](mailto:l.emin@parkhighstanmore.org.uk)

# GCSE Dance

GCSE Dance			
Title	Overview	Assessment	
<b>Autumn</b>	<b>Completion of Unit 4a (solo choreography)</b>	<ul style="list-style-type: none"> <li>This is the last opportunity for students to complete their solo choreography during lesson time.</li> <li>Focus will be on developing the solo – aiming to develop targets set at the end of the summer term.</li> </ul>	<b>Mock examination</b> in November which will inform predicted grade.  <b>Final examination</b> TBC – between March and May 2017
	<b>Introduction to Unit 3 (Performance in a Duo/Group)</b>	<ul style="list-style-type: none"> <li>Students will be allocated groups to learn and collaboratively develop their Unit 3 performance piece.</li> <li>There is heavy focus on technical and artistic skills to enable students to achieve as highly as possible in their GCSE.</li> </ul>	<b>Mock examination</b> in November which will inform predicted grade.  <b>Final examination</b> TBC – between March and May 2017
	<b>Set Works and written revision</b>	<ul style="list-style-type: none"> <li>Allocated lessons will be given to revise and recap the written aspects of the course, looking at the Set Works: <i>Swansong</i> and <i>And Who Shall Go To The Ball</i>.</li> <li>Students will also develop their understanding of how to write about performance and choreographic practices.</li> </ul>	<b>Mock examination</b> in November which will inform predicted grade.  <b>Final examination</b> – June 2017
	<b>Recap of the Set Dance (Unit 2)</b>	<ul style="list-style-type: none"> <li>Students are given opportunity to develop and further their practical performance of the Set Dance in preparation for the final exam in April.</li> <li>Focus will be placed on individual targets of improvement for the solo performance.</li> </ul>	<b>Mock examination</b> in November which will inform predicted grade.  <b>Final examination</b> April 2017

<b>Spring/Summer</b>	<b>Unit 4b – group choreography</b>	<ul style="list-style-type: none"> <li>• This challenging aspect of the course pushes students to choreograph a 3 minute piece based on a stimulus of their choice.</li> <li>• Students are expected to research their stimulus in depth, audition dancers and rehearse both in and out of lessons to create challenging and inspirational dance work.</li> </ul>	<p><b>Work in progress dates</b> are set throughout the term by the class teacher to assess candidate progress.</p> <p><b>Final practical examination</b> TBC – between March and May 2017</p>
	<b>Preparing for final performance of the Set Dance (Unit 2)</b>	<ul style="list-style-type: none"> <li>• Students are given opportunity to develop and further their practical performance of the Set Dance in preparation for the final exam in April.</li> <li>• Focus will be placed on individual targets of improvement for the solo performance.</li> </ul>	<b>Final examination</b> April 2017
	<b>Revision of all other units</b>	<ul style="list-style-type: none"> <li>• Whilst students work on their Unit 4b, students will also be pushed to rehearse, develop and improve their other units, in preparation for their final examination.</li> </ul>	<p><b>Final written examination</b> June 2017</p> <p><b>Final practical examination of Units 4a, 4b and 3</b> TBC – between March and May 2017</p>

# GCSE Dance

## Course specification

AQA            4230            GCSE Dance

## Weighting and deadlines

GCSE Dance consists of four Units – three of which are practically based (80% of final grade) one of which is a written paper (20% of final grade)

### ***Unit 1 – The Written Paper (20%)***

Externally assessed after examination in June 2017

Mock written paper in November 2016, which informs predicted grade.

### ***Unit 2 – The Set Dance (20%)***

Externally assessed by video. Deadline for video footage is mid-May 2017. Therefore the final examination will take place during April 2017

Students will perform a mock Set Dance in November 2016, which will inform their predicted grade.

### ***Unit 3 – Performance in a Duo/Group (20%)***

Internally assessed by teacher and external AQA moderator during moderation which will be confirmed in the Spring Term. This date will be between April and May 2017.

Students will perform a mock Unit 3 piece in November 2016, which will inform their predicted grade.

### ***Unit 4 (4a – Solo Choreography, 4b Group Choreography) (40%)***

Internally assessed by teacher and external AQA moderator during moderation which will be confirmed in the Spring Term. This date will be between April and May 2017.

Students will perform their Unit 4a solo in November 2016, which will inform their predicted grade.

## Useful website

[www.aqa.org.uk](http://www.aqa.org.uk)

**Contact:** (Acting) Curriculum leader for Dance: Ms Peacock  
[epeacock4.310@parkhighstanmore.org.uk](mailto:epeacock4.310@parkhighstanmore.org.uk)



# GCSE Drama

GCSE Drama			
	Title	Overview	Assessment
<b>Autumn</b>	<b>Completion of Unit 2 written work: Live Theatre Evaluation</b>	<ul style="list-style-type: none"> <li>This is the last opportunity for students to complete their Live Theatre Evaluation of <i>The Curious Incident of the Dog in the Night Time</i>. Departmental deadlines will be strictly adhered to for this piece of coursework.</li> </ul>	<b>Unit 2 Coursework deadline TBC in September.</b>
	<b>Unit 1: The Holocaust</b>	<ul style="list-style-type: none"> <li>Using their bridging work from the summer holidays, students begin their Unit 1 practical exploration of The Holocaust.</li> <li>The practical sessions are controlled assessments, which will be continuously assessed as students explore the devastation and impact of the Nazi Party and WW2. All students will be expected to attend all lessons in the Autumn Term.</li> <li>Students will also be required to complete their final piece of written coursework – their 2000 word evaluation of the practical lessons.</li> </ul>	<b>Continuous examination in lessons throughout the Autumn Term.</b>  <b>Unit 1 Coursework deadline TBC in October.</b>
	<b>Unit 3: Performing Play Texts</b>	<ul style="list-style-type: none"> <li>At the end of the Autumn Term, after Unit 1 and 2 completion, learners will begin exploring Unit 3.</li> <li>Candidates will be separated into groups between 3-6, and given a play which they are to turn into their own exciting and original performance.</li> <li>This enjoyable unit is worth 40% of their final grade, and all learners <b>must</b> be focussed, committed and dedicated if they want to succeed.</li> </ul>	<b>Mock practical examination in November.</b>  <b>Final examination TBC between March-April.</b>
<b>Spring/Summer</b>	<b>Unit 3 Cont.</b>	<ul style="list-style-type: none"> <li>Students continue to create and rehearse their Unit 3 performances, ready for assessment.</li> </ul>	<b>Final examination TBC between March-April.</b>

## GCSE Drama

Practical coursework (worth 30%) will be completed at the beginning of Year 11 (2DR02); there is a further set of coursework (worth 30%) to be completed by the end of the Autumn term 2016; a final practical examination (worth 40%) is to take place between March-April 2017.

### Course specification

Edexcel                      2DR01 & 5DR02              GCSE Drama

### Useful websites

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact

(Acting) Curriculum leader for Drama: Ms Brewer

[mbrewer6.310@parkhighstanmore.org.uk](mailto: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 2017, worth 40%.

### Course specification

Edexcel                      2MU01                      GCSE Music

### Useful websites

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

### Contact

Curriculum Leader for Music: Mrs L Harris [l.harris@parkhighstanmore.org.uk](mailto:l.harris@parkhighstanmore.org.uk)

## BTEC Level 2 First Award in Business

BTEC First Award in Business is a level 2 qualification however is graded at Level 2 Pass, Merit and Distinction. This is a 120 guided-learning-hour qualification, which has core and additional units. 25% of the qualification is externally assessed, 75% of the qualification is internally assessed where students are required to complete a series of assignments.

### Core Units

Unit 1 - Enterprise in the Business World – Students have already completed and submitted learning aim A. They are now working on completing learning aim B and C.

Unit 2 – Students completed all the learning and sat the external examination in June 2016 whilst in year 10. There is an opportunity to re-sit this examination in year 11.

### Additional Units

Unit 3 - Promoting a Brand – Learning aim A and B

Unit 8 - Recruitment, Selection and Employment – Learning aim A, B and C

Edexcel BTEC Level 2 First Award in Business				
<i>Year</i>	<i>Unit</i>	<i>Core Units</i>	<i>Assessment Method</i>	<i>GLH</i>
10/11	1	Enterprise in the Business World	Internal Assignment	30
10	2	Finance for Business	External Online Exam	30
Additional Specialist				
11	3	Promoting a Brand	Internal Assignment	30
11	8	Recruitment, selection and employment	Internal Assignment	30

The school will be moving from Fronter to Canvas. As before, deadlines will be given to students to submit their work onto Canvas. After work has been marked students are given a two week window to improve and re-submit any alterations. This work must be completed in their time; students will not be allocated any lesson time.

### Course specification

Edexcel

600/4786/0

BTEC Level 1/Level 2 First Award in Business

### Useful websites

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

**Contact:** Curriculum leader for Business Studies: Ms Sethi

[m.sethi@parkhighstanmore.org.uk](mailto:m.sethi@parkhighstanmore.org.uk)

## Design and Technology

Students studying for a GCSE in Food Technology, 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 who study Food Technology also take part in a formal practical where they prepare cook and present their final ideas 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.

<b>Course specification</b>	<b>Board</b>	<b>Course Code</b>
GCSE D&T: Product Design	AQA	4555
GCSE D&T: Food Technology	Edexcel	2FT01
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 Food Technology, Product Design, Textiles Technology or Electronic Products account for 60% of the marks of the course are started in the autumn term of 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 4 courses.

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](http://www.technologystudent.com)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

**Product Design:** [www.aqa.org.uk](http://www.aqa.org.uk) [www.design-technology.org](http://www.design-technology.org)

Revision book available from the D&T office

**Food Technology:** [www.edexcel.org.uk](http://www.edexcel.org.uk)

Recommended Edexcel textbook: Edexcel GCSE Design and Technology: Food Technology Student Book ISBN 978-1-84690-753-1

**Electronic Products:** [www.edexcel.org.uk](http://www.edexcel.org.uk) [www.design-technology.org](http://www.design-technology.org)

Revision book available from the D&T office

**Engineering (Double Award):** [www.edexcel.org.uk](http://www.edexcel.org.uk) [www.engineering.com](http://www.engineering.com)

[www.design-technology.org](http://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](http://www.aqa.org.uk) [www.textiles4u.wikispaces.com](http://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

## Humanities

### Geography

The Controlled Assessment was completed in the summer of 2016 – there is no opportunity to redo this, this year and so the focus is on examination content and skill acquisition; single lessons from January onwards will focus on this in particular. The final examinations (worth 75%) will be sat in May / June 2017.

#### Topics to complete this academic year:

Theme 2: PHYSICAL PROCESSES & RELATIONSHIPS BETWEEN PEOPLE AND ENVIRONMENTS (Rivers and flooding, ecosystems)

Theme 3: UNEVEN DEVELOPMENT AND SUSTAINABLE ENVIRONMENTS

#### Examinations:

Unit 1: 60minutes, 60 marks: Theme 1 and Theme 2 – knowledge papers with extended answers and case study questions

Unit 2a: 30minutes, 30marks: Theme 3 – exam style as above

Unit 2b: 90minutes, 60 marks: The decision making paper – three sections, section C is an extended answer where a decision has to be explained.

#### Course specification

WJEC 4240SA GCSE Geography B

#### Useful websites

<http://www.eduqas.co.uk/> or [www.wjec.co.uk](http://www.wjec.co.uk)

#### Contact

Head of Geography: Ms V Lee [v.lee@parkhighschool.org.uk](mailto:v.lee@parkhighschool.org.uk)

## YEAR 11 HISTORY

*Year 11 have already completed their courses on USA 1919-41 and Britain 1951-79. They will be revising those topics for their mocks in December. They now have the Controlled Assessment and their Cold War Course to Complete.*

<b>Autumn</b>	<b>Spring</b>	<b>Revision</b>
<p><b>Civil Rights Controlled Assessment</b></p> <ol style="list-style-type: none"><li>1. Early Civil Rights<ol style="list-style-type: none"><li>a. Considering what Martin Luther King Jr. and the civil Rights movement were fighting for.</li></ol></li><li>2. Later Civil Rights<ol style="list-style-type: none"><li>a. Looking at how the Civil Rights movement achieved a lot of success in the 60s, but also had a long way to go.</li></ol></li><li>3. Other Protest<ol style="list-style-type: none"><li>a. Understanding that civil rights was not the only subject of protest in 60s America.</li></ol></li></ol>	<p><b>International Relations 1943-1991</b></p> <ol style="list-style-type: none"><li>1. The Causes of the Cold War<ol style="list-style-type: none"><li>a. Discussing who takes most blame for the breakdown of the Grand Alliance.</li></ol></li><li>2. Three Cold War Crises<ol style="list-style-type: none"><li>a. The Berlin Crisis</li><li>b. The Cuban Missile Crisis</li><li>c. The Czechoslovakian Crisis</li></ol></li><li>3. The End of the Cold War<ol style="list-style-type: none"><li>a. An evaluation of whether it was Reagan's Second Cold War or Gorbachev's reforms that ended the Cold War.</li></ol></li></ol>	<p><b>Edexcel GCSE History A</b></p> <ol style="list-style-type: none"><li>1. International Relations 1943-1991</li><li>2. The USA 1919-41</li><li>3. Britain 1951-79</li><li>4. Controlled Assessment</li></ol> <ul style="list-style-type: none"><li>• <b>Each unit is worth 25%</b></li><li>• <b>Revision materials and sessions are available for all exam units.</b></li></ul>

## ICT & Computer Science

GCSE ICT students would have completed their controlled assessment in year 10 which is worth 60%. The remaining 40% of the course will be assessed by examination which will be sat in May/June 2017.

GCSE Computing students would have completed two controlled assessments in year 10 totalling 60% of the course. The remaining 40% of the course will be assessed by examination which will be sat in May/June 2017.

### Course specification

Edexcel	2IT01	GCSE ICT (Single Award)
OCR	J275	GCSE Computing

### Useful websites

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

### Contact

Head of ICT & Computer Science department: Mrs Kerai  
[s.kerai@parkhighstanmore.org.uk](mailto: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
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### Weightings and deadlines

B321 Individual Portfolio undertaken under controlled conditions (30%) completed by January 2017. 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](mailto:h.o'shea@parkhighstanmore.org.uk)



## Modern Foreign Languages (MFL): French, German or Spanish

Head of MFL: Mrs Gorman

[l.gorman@parkhighstanmore.org.uk](mailto:l.gorman@parkhighstanmore.org.uk)

French, German and Spanish are studied as courses through the same examination board, so the following information applies equally to all courses.

### Course specifications

French	AQA	4655	GCSE French
German	AQA	4665	GCSE German
Spanish	AQA	4695	GCSE Spanish

### Weighting and deadlines

'Listening' (worth 20%) and 'reading' (worth 20%) will be assessed in the final examination in May / June 2017; 'writing' (worth 30%) and 'speaking' (worth 30%) are assessed through controlled assessments by the end of Year 11. Each student will complete five pieces of assessed work in total, with the best two pieces in each area being submitted to the examination board.

### Controlled assessment - Speaking

	FRENCH	SPANISH	GERMAN
November 2016	Education and Work	Education and Work	Education and Work
February 2017	Environment	Environment	Environment

### Controlled assessment - Writing

	FRENCH	SPANISH	GERMAN
November 2016	Education and Work	Education and Work	Education and Work
February/March 2017	Environment	Environment	Environment

## Useful websites

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

[www.kerboodle.com](http://www.kerboodle.com)

[www.linguascope.com](http://www.linguascope.com)

## Contact

Head of MFL department (Spanish): Mrs Gorman [l.gorman@parkhighstanmore.org.uk](mailto:l.gorman@parkhighstanmore.org.uk)

Deputy HOD for MFL (French): Mrs Sallet [r.sallet@parkhighstanmore.org.uk](mailto:r.sallet@parkhighstanmore.org.uk)

Responsibility for German: Ms Brumsack [s.brumsack@parkhighstanmore.org.uk](mailto:s.brumsack@parkhighstanmore.org.uk)

## Physical Education

### GCSE

Sports Science GCSE practical assessments (worth a total of 60%) 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 40%) will be taken in May / June 2017. There is the opportunity to move towards a double award in this subject.

### Course specification

AQA	4890	GCSE Physical Education (Short course)
AQA	4892	GCSE Physical Education (Full course)
AQA	4894	GCSE Physical Education (Double award)

## Useful websites

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize) [www.s-cool.co.uk](http://www.s-cool.co.uk)

### Contact:

Head of Physical Education department: Miss Tompsett  
[c.tompsett@parkhighstanmore.org.uk](mailto: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](http://www.qualifications.pearson.com)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)

**Contact:** Deputy Head of Physical Education: Mr Whittaker  
[mwhittaker1.310@parkhighstanmore.org.uk](mailto:mwhittaker1.310@parkhighstanmore.org.uk)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>
<b>PSHCE</b>	Employment	Citizenship: different levels of government	British values	Sex and relationships	Staying healthy physically and mentally

# Travel and Tourism

Half of the course has been completed in Year 10. In Year 11 we will be completing our coursework modules (75%) and sitting the final exam (25%) in May/June 2016.

## Course specification

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

## Units

### Year 10

Unit 1: The Travel and Tourism Sector **Completed**

Unit 2: UK Travel and Tourism Destinations **Completed**

### 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](mailto: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 others on your course.

**Think positive!**

**Remember: Preparation + Practice = 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.
- 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>

## **Planning your options for after Year 11**

Now that you are in Year 11, you need to start thinking about your post-16 options. This academic year you have some important decisions to make about your future. The information below outlines your options and provides a timeline of what you could be doing this year to help you with these important decisions.

The raising of the participation age implies that students currently in Year 11 (summer 2017 leavers) will have to participate in learning till the age of 18. Continuing in learning after Year 11 does not necessarily mean staying on at school; you can choose to do one of the following:

- Full-time study at a school or college
- Apprenticeships or Traineeship
- Full-time work or volunteering (20 hours or more) combined with part-time accredited study.

Whatever you want to do in life, there is a learning route to help you do it. The important thing is to choose the right route, qualifications and subjects, based on your career aspirations, interests, learning style and academic achievements. To do this you need to understand the different learning routes available.

# 14-19 Learning Routes

It is possible to move across qualification types as well as from one level to another

Levels 4-6	Professional/management qualifications, higher apprenticeships and higher education qualifications			
	ACADEMIC	GENERAL VOCATIONAL	VOCATIONAL	APPRENTICESHIPS
Level 3 (advanced)	International Baccalaureate, AS & A2 levels Entry = 5/6 GCSEs A*-C minimum	BTEC Level 3 Nationals Entry = 4 GCSEs A*-C or Level 2 qualification	Level 3 Entry = 4 GCSEs A*-C or Level 2 qualification	Advanced Apprenticeship Entry = 4 GCSEs A*-C or Level 2 qualification + interview
Level 2 (intermediate)	GCSEs A*-C	BTEC Level 2 First Diplomas Entry = generally 4 GCSEs D+ and a school report or Level 1 qualification	Level 2 Entry = less than 4 GCSEs A*-C or Level 1 qualification or assessment	Apprenticeship Entry = some GCSEs at D or above or Level 1 qualification + interview
Level 1 (foundation)	GCSEs D-G	BTEC Level 1 Diploma Entry = interview or assessment	Level 1 Entry = interview or assessment Foundation Learning	Pre-apprenticeship Entry = interview or assessment Foundation Learning
Entry level	Certificate in Lifeskills, Certificate in Skills for Working Life, Foundation Learning, Learning Links Programme			

Please note: Entry requirements can vary, so check with schools, colleges and training providers

7

Choices 2013

## Academic Pathway

Learners embarking on an academic pathway could gain qualifications such as GCSEs, AS/A levels and/or The International Baccalaureate. Academic courses involve studying a range of subjects such as maths, history, geography, art etc. Students on these courses are mainly assessed through exams, however many academic subjects also involve course work and controlled assessments.

### A levels: Options 16+

AS and A level qualifications are at Level 3 on the National Qualification Framework and are usually taken by students in Years 12 and 13. A level is a two year programme; the first year is called the AS level, the second year is known as A2. Entry to AS / A levels is usually with 5 -7 GCSEs at A\*-C grades, including English and maths. Students following an A level programme usually study 4 subjects at AS level and continue with 3 subjects at A2 level, enabling them to keep their career options open. There are about 80 AS and A level subjects available. You can continue with subjects taken in Years 10 and 11 and/or take new ones.

### **The International Baccalaureate: Options at 16+**

The International Baccalaureate (IB) Diploma Programme is at Level 3 on the National Qualification Framework. The IB is a two year internationally recognised qualification for students aged 16 to 19. It is based around detailed academic study of a wider range of subjects including; languages, the arts, science, maths, history and geography. It leads to a single qualification, rather than separate qualifications for individual subjects. If, however, you do not achieve the full diploma, you'll be awarded a certificate for each subject taken.

Students studying a Level 3 programme such as A levels or the IB, can progress into Higher Education, Work and/or Apprenticeships.

### **GCSE Retakes: Options 16+**

GCSEs are the main qualifications taken in Year 10 & Year 11. However, students who want to pursue an academic pathway after Year 11, but did not achieve the grades in their GCSEs to do so, may choose to retake GCSEs at a college or sixth form. GCSE retake is usually a one year course and entry to this course is usually with GCSEs grades A\*-D. Colleges / sixth forms may offer students the opportunity to choose 4 to 5 GCSE subjects to retake and/or may offer a GCSE retake package such as the GCSE science package, whereby students would study biology, chemistry, physics, maths and English. This qualification mainly involves studying the theory of a subject, combined with some investigative work. GCSEs are at level 1 and 2 on the National Qualifications Framework, depending on the grades you achieve.

Students who have not achieved GCSE grade C or above in English and/or maths, are required to retake these or their equivalent till they do achieve these grades and/or till they are 19 years old.

GCSE English & maths can be retaken alongside other qualifications such as BTEC Diplomas.

### **The AQA Baccalaureate**

This is an additional qualification that you can take alongside your A levels and helps you gain additional life skills. It includes an Extended Project for independent learning and opportunities to broaden your studies. You will also take an AS subject from general studies, critical thinking or citizenship.

## **General Vocational Pathway**

Learners embarking on a general vocational pathway can gain qualifications such as BTEC and/or OCR Nationals. General vocational courses involve studying one broad career area such as Health & Social Care, Travel & Tourism, Engineering, Performing Arts etc. These courses combine academic study with practical learning; students on general vocational courses are mainly assessed through course work and practical assignments.

**BTEC and OCR** courses are available from Level 1 to Level 3 on the National Qualification Framework. Level 3 courses are usually taken by students in Year 12 and 13, having successfully achieved 4-5 A\*-C grades in their GCSEs, including

English and/or maths. The BTEC Level 3 Extended Diploma is equivalent to 3 A levels and the BTEC Level 3 Diploma is equivalent to 2 A levels. Students who successfully complete a Level 3 General Vocational Qualification can progress into Higher Education, Work and/or Apprenticeships

Students who do not achieve the necessary grades to study a Level 3 course can study for a Level 2 or Level 1 general vocational course (BTEC) after Year 11. The BTEC Level 2 Diploma is a one year course and entry to this course is usually with 4 GCSEs at grades A\*-D. The BTEC Level 1 Diploma is usually a one year course and entry is with GCSEs at grades D-G.

### **Vocational Pathway**

Vocational courses train you for a specific job, such as catering, hairdressing, carpentry, plumbing, motor mechanics, childcare. Vocational courses are practical. They involve studying one occupational area and you will be assessed on your ability to do a particular job. Learners embarking on a vocational course can gain Vocational Qualifications (VQ) at Level 1, 2 and 3, and others such as City & Guilds.

### **Apprenticeships Pathway**

An Apprenticeship is a job with a high level of training leading to work-based qualifications such as a National Vocational Qualification (NVQ). Apprenticeships are available at level 2 (Intermediate Apprenticeship) and level 3 (Advanced Apprenticeship) in a wide range of occupational areas (career frameworks) such as motor mechanics, engineering, customer services, hairdressing, hospitality etc. Apprentices will spend most of their time in the work place (80%), however they would also spend some time (20%) in off-the-job training, which could be at a local college or training centre. Apprentices work towards work-based qualifications where they have to demonstrate, against a set of standards, that they have the relevant skills, knowledge and competencies for that particular job. Apprentices currently get paid a training allowance of £3.30 per hour.

There are also pre-apprenticeships and/or traineeship programmes for young people who do not have the necessary qualifications and/or experience to go directly onto an apprenticeship. Pre-apprenticeships/ traineeships involve improving functional skills such as literacy, numeracy, ICT, communication etc. Learners can also start working towards a vocational qualification, do work experience, and improve confidence and job hunting skills. You do not get paid on a pre-apprenticeship /traineeship programme, but some providers offer lunch vouchers and Oyster cards for free travel on buses.

### **Foundation Learning**

There are also foundation learning programmes at Entry Level 1, 2, 3 and Level 1 for students who may not have the necessary grades to progress onto a Level 2 qualification. Young people on Foundation Learning follow personalized programmes that are tailored to their particular needs, interests and aspirations, focusing on helping them to achieve their intended destination – such as GCSEs, level 2 college courses, apprenticeships or skilled work. Students on these programmes focus on

functional skills such as literacy, numeracy, ICT and may also have the opportunity to study vocational options.

## **Academic Year Calendar - Planning for your post-16 options**

### **Autumn Term - (September 2016 to December 2016)**

- Research your career ideas and options for after Year 11.
- Consider your interests, best subjects and potential exam grades.
- Discuss your options with your careers adviser, teachers and family.
- Find out which courses/subjects are available and where, using the UCAS Progress website [www.ucasprogress.com](http://www.ucasprogress.com)
- Check dates for open evenings at school sixth forms /colleges and attend.
- Decide which school sixth forms/colleges you are interested in applying to and confirm application deadlines, as each sixth form/college may have different deadlines. Even if you have decided on a school sixth form or college, it is worth applying to one or two others as a back-up.
- If you are interested in doing an apprenticeship, start to prepare your CV and look at the National Apprenticeship website for potential opportunities [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
- School sixth form /college and job application forms will ask for a reference, so find out from your school who will be the best person to give you a reference and ask their permission before quoting them as a referee.
- Focus on your mock exams, these are important! From your mock exams, you will get predicted grades. School sixth forms and colleges will look at your predicted grades in the first instance, to judge if you are suitable for the course you are applying for and to make you a conditional offer.

### **Spring Term - (January 2017 to April 2017)**

- If you have not applied for school sixth forms / colleges yet, you must apply this term. If you are applying to a sixth form / college within the Harrow Collegiate, your school will provide you with the form and support you through this process.
- Though interviews for further education colleges run from January until August, most colleges and school sixth forms would interview you this term. To make sure you are prepared, you will need to explain why you have applied for that particular sixth form/college and course. It is important that you attend your sixth form / college interview, if you cannot attend you must inform the sixth form/college, so that they can rearrange your interview.
- If you want to do an apprenticeship and/or other work-based learning you should register on the National Apprenticeship website [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) and start applying for suitable opportunities.
- You should start receiving offers from the school sixth forms / colleges that you have applied to. If you have no offers by the end of the spring term, you should see your careers adviser.

### **Summer Term - (April 2017 – July 2017)**

- You should accept / confirm your school sixth form / college offers. If you have not heard back from your sixth forms / colleges and/or if you do not have any offers, you should speak to your careers adviser.
- If you are looking for an apprenticeship/work based learning, you should keep in regular contact with your careers adviser for information on new opportunities. The official date when you finish compulsory education is the last Friday in June 2017, therefore you can only legally start an apprenticeship or work based learning, after this date, even if you are 16 before or after that date.

### **Summer Holidays:**

GCSE results come out in August (usually third Thursday in August). It is advisable to avoid being on holiday the week when your results are due out. If your results are not what you expect and you have to reconsider your options, your teachers and careers advisers will be available on results day to give you advice on your options. Many colleges/sixth forms also offer enrolment sessions in late August and early September, and therefore you would need to be available for this to secure your place.

For further information on the 14-19 Learning Routes and Options for after Year 11 please contact:

Mrs D Foster: Careers and Employability Co-ordinator

e-mail: [dfoster4.310@parkhighstanmore](mailto:dfoster4.310@parkhighstanmore)



## **GSK Apprenticeship programme starting September 2017**

GSK are a science-led global healthcare company that researches and develops a broad range of innovative products in three primary areas of pharmaceuticals, vaccines and consumer healthcare.

Register your interest now as applications open in October 2016. For more details and to download a brochure <http://uk.gsk.com/en-gb/careers/apprenticeships/>

## **National Citizen Programme (NCS)**

If you're 15 to 17 years-old, this is your chance to embark on exhilarating challenges, make your mark and build skills for work and life. **This Autumn half term. Sign up for one unmissable week.**

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

- UCAS recommends students include NCS in their personal statement
- You learn the skills employers value, Lean to budget and live for yourself
- Meet incredible people and get your voice heard.

## **Skills London 2016**

Taking place on 9 & 10 December at Excel London, Skills London is the biggest interactive jobs and careers event for young people in London.

Aimed at 15-24 year olds, this event will provide young people and their families with a rare chance to discover careers through interactive, inspirational activities and demonstrations, and help young people visually bridge the gap between what they enjoy doing and what they could potentially do as a career. Students are offered a real insight into the world of work, a chance to try out new skills and activities and gain impartial advice about global opportunities. To make a booking or find out more register online at [www.skillslondon2016.co.uk](http://www.skillslondon2016.co.uk)

## **Pilot Careers Live**

**Saturday 5 November 10.00 – 16.30. Sofitel Hotel, Heathrow, Terminal 5. TW6 2GD**

Europe's leading career exhibition. Guaranteed to inform and inspire you on how to become an airline pilot. You do not need to be an expert on pilot training to attend. The exhibition will equip you with enough knowledge about the pilot training process, ensuring you get the best possible, independent advice at the start of your career. To purchase tickets and obtain further information at

<http://www.pilotcareernews.com/live/london/>

## **Future Wise**

Unsure what subjects to study? Want to learn more about university courses or discover your career path? Our career insight events will really help you. Take part in networking sessions with employers, hear from leading experts in their field, learn valuable skills and meet new friends from other schools. All of this will help you prepare for your next steps and set you up for success in years to come. To view events and costs visit

[http://www.myfuturewise.org.uk/courses\\_and\\_events.aspx](http://www.myfuturewise.org.uk/courses_and_events.aspx)

## **Apprenticeships**

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

This website shows live vacancies of apprenticeships available.

## **QS World University Tour**

Sunday 16<sup>th</sup> October 13.30 – 16.30 at The QEII Conference Centre

Broad Sanctuary, Westminster, London SW1P 3EE. The QE II Conference Centre is located near Westminster Tube station which is on the Jubilee, District and Circle lines.

Students will have the opportunity to meet face to face with admission directors from over 30 of the world's top universities. It is advisable for sixth form students to attend; it is also useful for students at the GCSE level to figure out their subject choices for the future. Parents are welcome to attend and do not have to register, as long as their child has - link below.

<http://www.topuniversities.com/events/qs-world-university-tour/europe/london>

## **Study in the USA.**

Don't miss the UK's largest US university fair. Meet representatives from over 150 universities. Learn admissions tips from experts in the field.

23 September 2016 4.30pm – 7.30pm and 24<sup>th</sup> September 2016 10.30am – 3.00pm  
ILEC Conference Centre, London. Free when you register at [www.fulbright.org.uk](http://www.fulbright.org.uk)

## **Vision Junior Conference**

Sir Alexander Fleming Building, Imperial College London

Vision is an established society at Imperial College School of Medicine with the aim of widening participation in medicine. We run conferences advising students on all aspects of the medical school admissions process. Holding our first event back in 2007 we have quickly built up an excellent reputation, doubling in capacity since this time to cater for 500 students annually and featuring in the British Medical Association (BMA) widening access to medicine guide (available [here](#))

There is a Junior conference for year 12 students and a Senior Conference for year 13. Senior conference is being held on Sunday 25<sup>th</sup> September. Places are open for booking. For more information please see <http://www.icsmvision.co.uk/Senior1.html>  
For dates of the Junior conference check here <http://www.icsmvision.co.uk/junior1.html>

## **National Careers Service**

Ready to make some tough decisions about courses, careers and your future. You do not need to make these decisions alone. Contact the National Careers Service on 0800 100 900 lines are open 8am – 10pm seven days a week or text your name and 'advice' to 07766 413 219. Professional career advisers here to help. You can speak to an adviser in your own language using our translation service. Simply call 0800 100 900 and tell the adviser which language you would like translated.

## **University Open Days**

<http://www.opendays.com/calendar/>

This website will show you all the open days of Universities in the UK.

## College and Sixth Form Open Events 2016 - 2017

Name of school or college	Dates of open events
All Harrow High Schools with Sixth Forms	Thursday 13th October 2016 - confirm start time with the school you plan on visiting.
Amersham & Wycombe College	<b>Amersham:</b> Wednesday 12 <sup>th</sup> October 2016 6pm - 8pm, Wednesday 16 <sup>th</sup> November 2016 6pm - 8pm <b>High Wycombe:</b> Tuesday 18 <sup>th</sup> October 2016 6pm - 8pm, Tuesday 22 <sup>nd</sup> November 2016 6pm - 8pm Beat the queues and pre-register <a href="http://www.amersham.ac.uk/courses/open-evenings/">http://www.amersham.ac.uk/courses/open-evenings/</a>
Barnet and Southgate College	<b>Wood Street Campus:</b> Saturday 12 <sup>th</sup> November 2016 10am-2pm, Wednesday 8 <sup>th</sup> March 2017 5pm-7pm, <b>Southgate Campus:</b> Wednesday 19 <sup>th</sup> November 2016 5pm - 7pm, Saturday 4 <sup>th</sup> March 2017 10am-2pm. <b>Colindale:</b> Saturday 5 <sup>th</sup> November 2016 10am - 2pm, Saturday 11 <sup>th</sup> March 2017 10am-2pm,
Bishop Ramsey Church of England School	Tuesday 11 <sup>th</sup> October 2016 5.30pm - 8.30pm
<b>Capel Manor College</b> Capel Manor is a specialist college for land based courses e.g. horticulture, animal care and management, groundsmanship, garden design, floristry, arboriculture, countryside management.	<b>Enfield Centre:</b> Saturday 15 <sup>th</sup> October 2016 10am-3pm, Saturday 22 <sup>nd</sup> April 2017 10am-3pm, Saturday 10 <sup>th</sup> June 2017 10am-3pm. <b>Gunnersbury Park Centre:</b> Saturday 1 <sup>st</sup> October 2016 10am-3pm, Saturday 29 <sup>th</sup> April 2017 10am-3pm, Saturday 17 <sup>th</sup> June 2017 10am-3pm. <b>Regents Park Centre:</b> Saturday 22 <sup>nd</sup> October 2016 10am-3pm, Saturday 13 <sup>th</sup> May 2017 10am-3pm, Saturday 1 <sup>st</sup> July 2017 10am-3pm. <b>Courses also run at Crystal Palace Park Centre and Capel Manor at Newham College.</b>
City of Westminster College	Next open day is scheduled for October 2016. <b>To attend an Open Day it is essential you book a ticket and register using our booking form. The booking form will be available three weeks before the event.</b> <a href="http://www.cwc.ac.uk/openday/Pages/OpenDaysatCWC.aspx">http://www.cwc.ac.uk/openday/Pages/OpenDaysatCWC.aspx</a>
College of North West London	Wednesday 23 <sup>rd</sup> November 2016 4pm - 7pm
Ealing, Hammersmith & West London College	<b>Ealing Campus:</b> Wednesday 2 <sup>nd</sup> November 2016, Tuesday 17 <sup>th</sup> January 2017 - 4pm - 8pm <b>Southall Campus:</b> Thursday 3 <sup>rd</sup> November 2016, Thursday 22 <sup>nd</sup> June 2017 4pm - 8pm <b>Acton Campus:</b> Thursday 3 <sup>rd</sup> November 2016, Thursday 22 <sup>nd</sup> June 2017 4pm - 8pm <b>Hammersmith Campus:</b> Tuesday 1 <sup>st</sup> November 2016, Tuesday 17 <sup>th</sup> January 2017 4pm -8pm
Harrow College	<b>Harrow on the Hill Campus:</b> Wednesday 16 <sup>th</sup> November 2016 4pm-8pm
Haydon School	Thursday 13 <sup>th</sup> October 2016 6pm-8pm
(The) Henrietta Barnett School	Thursday 17 <sup>th</sup> November 2016 4pm - 6.30pm
Mill Hill County High School	No date arranged yet, generally mid November at 7.30pm. Check website <a href="http://www.mhchs.org.uk/">http://www.mhchs.org.uk/</a>

<b>Queens School</b>	Thursday 6 <sup>th</sup> October 2016. <b>Check website or telephone nearer the date to confirm times. <a href="http://www.queens.herts.sch.uk/">http://www.queens.herts.sch.uk/</a></b>
<b>Richmond upon Thames College</b>	Saturday 15 October, 2016 10am-2pm, Wednesday 19 October, 2016 5-8pm, Thursday 10 November, 2016 5-8pm <b>You will need to complete a short registration form at <a href="http://www.rutc.ac.uk">www.rutc.ac.uk</a> ahead of the open day.</b>
<b>Stanmore College</b>	<b>No date confirmed yet check website <a href="http://www.stanmore.ac.uk/schools/open-days-taster-sessions">http://www.stanmore.ac.uk/schools/open-days-taster-sessions</a></b>
<b>St Charles Catholic Sixth Form College</b>	<b>No date finalised yet check website; <a href="http://www.stcharles.ac.uk/">http://www.stcharles.ac.uk/</a></b>
<b>St Dominic's Sixth Form College</b>	Saturday 8 <sup>th</sup> October 2016 9.30am-3pm
<b>Uxbridge College</b>	<b>Uxbridge Campus:</b> Wednesday 9 <sup>th</sup> November 2016 3pm-8pm, Saturday 4 <sup>th</sup> March 2017 11am-2pm, Wednesday 14 <sup>th</sup> June 2017 3pm-7pm. <b>Hayes Campus:</b> Wednesday 23 <sup>rd</sup> November 2016 3pm-7pm, Wednesday 15 <sup>th</sup> March 2017 3pm-7pm.
<b>Watford Grammar School for Boys</b>	Saturday 1 <sup>st</sup> October 2016 9am - 12.30pm
<b>Watford Grammar School for Girls</b>	Wednesday 2 <sup>nd</sup> November 2016 4.30pm-6.30 pm
<b>West Herts College</b>	<b>Dacorum Campus:</b> Saturday 8 <sup>th</sup> November 2016 9.30am-12.30pm. <b>Kings Langley Campus:</b> Saturday 8 <sup>th</sup> November 2016 9.30am-12.30pm. <b>Watford Campus:</b> Saturday 15 <sup>th</sup> November 2016 9.30am-2.30pm.
<b>West Thames College</b>	<b>Isleworth Campus</b> (for all courses except catering, engineering, motor vehicle and construction): Thursday 13 <sup>th</sup> October 2016 5pm-7pm, Saturday 12 <sup>th</sup> November 2016 10am-1pm, Wednesday 8 <sup>th</sup> February 2017 5pm-7pm, Saturday 25 <sup>th</sup> March 2017 10am-1pm. <b>Feltham Campus</b> (for catering, engineering, motor vehicle and construction): Thursday 17 November 2016, 4-6pm
<b>William Morris Sixth Form</b>	October 2016. <b>Further information will be updated on the school/college website shortly.</b> <b><a href="http://www.wma.ac.uk/openevenings">http://www.wma.ac.uk/openevenings</a></b>
<b>Woodhouse College</b>	Saturday 12 <sup>th</sup> November 2016 <b>Check website or telephone nearer the date to confirm times. <a href="http://www.woodhouse.ac.uk/">http://www.woodhouse.ac.uk/</a></b>

Use [www.ucasprogress.com](http://www.ucasprogress.com) to see which schools and colleges offer the subject(s) and qualification you are considering.

*Check website or contact institutions directly for more information and to confirm date and time of open event.*

# **Some Useful Information**

# THE SCHOOL DAY

<b>08:30</b>	<b>School gate closes (all students should be on site)</b>
<b>08:40</b>	<b>Registration/Assembly</b>
08:55	Period 1
09:45	Period 2
<b>10:40</b>	<b>Break</b>
11:00	Period 3
11:50	Period 4
<b>12:45</b>	<b>Lunch</b>
<b>13:40</b>	<b>Registration</b>
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](mailto: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](http://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.

## **Year 11**

### **PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION AND CITIZENSHIP (PSHCE)**

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 11 PROGRAMME

- Becoming an adult – next steps and future life
- Citizenship: refugees
- Relationships & Sex Education
- British values
- Study Skills, Mental Health & Well Being

*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](mailto: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

