



# **Parents' Information Booklet**

## **Year 10 2023-24**

## The Kingsley School's Academic Ethos

Since its founding in 1884, The Kingsley School has continually sought to deliver an excellent educational experience. Our aspiration for all our students is that they become the very best version of themselves. We are a special community with a love of life-long learning and genuine care for one another at the heart of it. We are proud to empower young people on their journey with us where we enable them to grow in confidence through a holistic 21<sup>st</sup> Century education.

We are committed to high quality teaching and learning at every stage of life. We will support pupils in class giving them individual attention and enabling them to make excellent progress. We expect pupils in return to invest time and effort in their own studies and homework, taking responsibility for their learning and growing in independence. We are proud that through our approach to teaching and learning our students are able to perform well in public examinations, typically achieving one whole grade higher at GCSE or A level compared to their baseline predictions.

The Kingsley School runs an elective Enrichment Programme which aims to extend and enhance the core curriculum. The inclusive programme takes place within the school day enabling all pupils to enjoy new experiences and develop essential skills. Combined with our broad co-curricular programme, this provides new horizons and enriching challenges for pupils to develop leadership skills, teamwork and resilience.

This Parents' Information Booklet is designed to guide you through the academic programme that your child will experience this year, as well as providing you with important details about resources and opportunities available. Should you have any questions or require further support please do contact the school, initially via your child's Form Tutor or Head of Year, and we will be happy to assist.



**James Mercer-Kelly**  
Headteacher

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## OUTLINE OF GCSE SUBJECTS

Core Subjects	Examination Board
English Language IGCSE	Edexcel
English Literature IGCSE	Edexcel
French/Spanish	AQA
Mathematics	Edexcel
Science IGCSEs	Edexcel

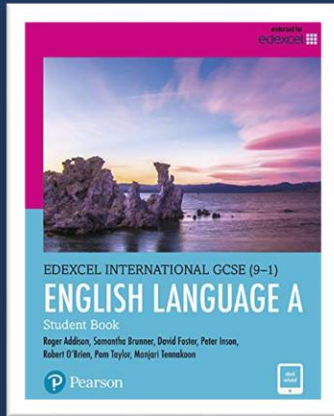
Option Subjects	Examination Board
Business	Edexcel
Classical Civilisation	OCR
Creative Media (Cambridge National Level 1/2)	OCR
Drama	AQA
Fashion and Textiles (O-level)	Cambridge International
Fine Art	AQA
Food Preparation and Nutrition	AQA
Geography	OCR B
History	AQA
Latin	EDUQAS
Music	OCR
Physical Education	AQA
Philosophy, Ethics and Religion (PER)	AQA
Spanish	AQA

### Examination board websites

[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.edexcel.com](http://www.edexcel.com)  
[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.wjec.co.uk](http://www.wjec.co.uk)

These give access to both parents and students on:

- Examination timetables
- Past examination papers and mark schemes
- Helpful tips and how to avoid common errors
- Suggestions for further study



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## **ENGLISH LANGUAGE**

IGCSE Core Subject

**Head of Department:**

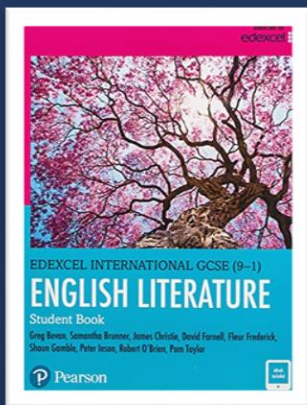
Miss R Forde

[r.forde@kingsleyschool.co.uk](mailto:r.forde@kingsleyschool.co.uk)

- **Our vision: English students at The Kingsley School will develop a passion for literature and the power of confident communication.**

Students will complete two pieces of coursework which will compile 40% of the final grade for English Language. They will write one creative piece of writing and one essay on a small selection of prose and poetry which they will analyse according to a chosen theme. Their coursework is subject to a drafting phase but will only be marked with feedback once from their teachers before a final draft is submitted.

Students will learn an anthology of 10 non-fiction texts that they will study in preparation for their English Language examination. They will learn how writers use language, form and structure to engage their chosen audiences. The examination has two sections – A) Analysing Non-fiction and B) Transactional Writing. In Section A, they will be given an unseen non-fiction text to compare with their studied text although they will not know which one will be tested prior to the exam. In Section B, they will be given a writing prompt to craft a piece of non-fiction writing such as a letter, article or speech.



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## ENGLISH LITERATURE

IGCSE Core Subject

**Head of Department:**

Miss R Forde

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- **Our vision: English students at The Kingsley School will develop a passion for literature and the power of confident communication.**

Students will take two examinations to test their understanding of a range of literature. They will study the following texts:

- Shakespeare play: 'Macbeth'
- Modern prose text: examples are 'Of Mice and Men,' or 'To Kill a Mockingbird'
- A modern play: 'An Inspector Calls'
- Poetry across the centuries: this selection ranges from romantic poets such as William Blake to modern poets such as Carol Ann Duffy
- Unseen poetry

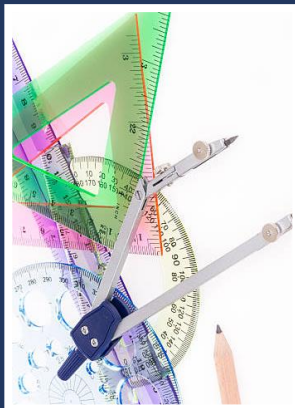
The students will complete two pieces of coursework for their IGCSE English Literature. They will write an essay on Shakespeare's Macbeth and another on the play, 'An Inspector Calls.' The two coursework pieces are together worth 40% of the qualification. The students will be able to submit one first draft for feedback, and then a final draft for a summative mark.

They will then complete one examination in which they will answer a question on their chosen prose text, a second on the poetry they have studied, and the final on an unseen poem. The examination is closed book so students do not have access to the books during the examinations.

Supporting your daughter's studies at home is hugely beneficial. These websites are useful for this purpose: <https://www.shmoop.com>, <http://www.sparknotes.com>, <https://www.bbc.com/bitesize/examspecs/zcbchv4> (language)

Additionally, York Notes or CGP guides for all the literature texts studied are very useful, but there are many study guides available online and in high street stores such as Waterstones. Pearson or CGP AQA workbooks are very good for Language exam practice also.

The other key ways to help include sharing the experience of reading the texts, listening to the audiobooks, watching the films, creating flashcards for key quotations and helping them to memorise these.



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## **MATHEMATICS (EDEXCEL)**

IGCSE Core Subject

**Head of Department:**

Mr T Spillane

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In Year 10, students continue to study the IGCSE course that they started in Year 9. The new curriculum delivers a better experience of mathematics to students. It enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques;
- acquire a foundation of mathematical skills for further study in the subject or related areas;
- enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems;
- appreciate the importance of mathematics in society, employment and study.

Students are set according to mathematical ability and learning style; there are three sets. All classes are taught material which could lead into Year 11 entry for either the Higher or Foundation Tiers. Higher Tier candidates can gain IGCSE grades 9-4; Foundation Tier candidates can gain IGCSE grades 5-1. Grade 9 is the highest grade and grade 1 the lowest.

In the interests of candidates, it is essential that they are entered for the tier appropriate to their ability, since those who obtain a mark below the minimum required for the award of the lowest grade will be ungraded. For students that may struggle to get a grade 6, the Foundation Tier may provide a better mathematical experience. However, there will be approximately 40% of questions targeted at grades 4 and 5 across papers to award comparable standards between tiers. The final decision on the tier of entry of individual students is made as late as possible.

Topics tested within the syllabus are briefly outlined below.

Demonstrate knowledge, understanding and skills in number and algebra:

- Numbers and the numbering system
- Calculations
- Solving numerical problems

- Equations, formulae and identities
- Sequences, functions and graphs
- Calculus involving differentiation

Demonstrate knowledge, understanding and skills in shape, space and measures:

- Geometry and trigonometry
- Vectors and transformation geometry

Demonstrate knowledge, understanding and skills in handling data:

- Statistics
- Probability

The Foundation course contains less problem solving and less mathematical reasoning in comparison to the Higher Tier. Examined assessment objectives percentages vary from year to year but range from: **AO1 (57-63%), AO2 (22-28%), AO3 (12-18%).**

There are two final examination papers - both calculator papers. Each paper is 2 hours long. Students will be provided with a formula sheet in the examination. Coursework is no longer a requirement for the course but problem-solving skills are assessed on both examination papers.

Students will have an internal mid-year review assessments around January. All external examinations will be taken in Year 11.

An Additional Mathematics course (FSMQ – OCR) is offered to Year 10 students interested in further mathematical studies. This qualification is examined in Year 11.

Suggested revision resources:

- [www.mathswatch.co.uk/vle](http://www.mathswatch.co.uk/vle) - all Kingsley students have access to this online resource
- Edexcel IGCSE Maths (9-1) Revision workbooks
- [www.corbettmaths.com](http://www.corbettmaths.com)
- [www.dr frostmaths.com](http://www.dr frostmaths.com)
- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)





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## **SCIENCE (AQA)**

GCSE Core Subject

### **Head of Department:**

Dr C Robertson

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The current Year 10 are following the IGCSE specification for Edexcel examination board. Teaching of the IGCSE commenced at the start of Year 9, so we are partway through the course. The intention is for the top set in Years 10 and 11 to study for the separate science IGCSEs (IGCSE Biology, IGCSE Chemistry and IGCSE Physics) whilst set two will study for IGCSE Science Double Award. We will monitor the progress of students closely and make adjustments to sets where necessary. Examinations for IGCSE Science Double Award will comprise papers in biology, chemistry and physics; marks from these will be aggregated to give a double grade i.e. two IGCSE grades in science. All examinations will be at the end of Year 11. There are no controlled assessment/coursework components; all assessment will be on the final examinations. Examination papers are all at the same tier; there are no foundation and higher tier papers for Edexcel IGCSE Science.

Practical work lies at the heart of science education. There is a sequence of compulsory practical activities that IGCSE candidates must carry out during the course. Examinations will contain questions not just on practical techniques, but also on candidates' abilities to plan and evaluate practical investigations. Therefore, during the IGCSE courses, students will be expected to write up some practical activities as full investigations, whereas others will be carried out more simply to develop the students' skills at handling apparatus.

### **Resources**

We will be inviting all students to purchase a revision guide for each subject. These have all the material for the separate science IGCSEs, but the material that does not apply to IGCSE Combined Science is clearly marked.

### **Additional resources**

Further resources include the BBC Bitesize website, which is useful for revision and for clarifying specific topics. There are other online resources such as Seneca Learning, although this will also be used for some routine homework exercises.



## **BUSINESS (EDEXCEL)**

GCSE Option Subject

**Head of Department:**

Mrs M Bennett

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GCSE Business is an engaging and inspiring course and one which reflects the demands of a modern and evolving business environment. Although the course content is specified by the examination board, it is brought to life through the use of real life case studies, using businesses and scenarios that students are familiar with and can relate to.

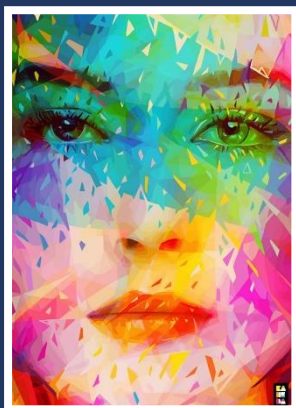
The qualification is split into two themes and during year 10 students study Theme 1.

Theme 1 focuses on investigating small businesses, although much of the content is applicable to larger businesses. We will study some of the theory in both small and large business contexts to demonstrate how business theory can be applied to a wide range of scenarios. This approach helps students to develop their application and analysis skills, both of which are vital to success at GCSE.

Theme 1 includes the following sections:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

Theme 2, which is studied in Year 11, builds on the knowledge, understanding and skills developed in Theme 2 which relate to the main business functions, i.e. marketing, finance, production and human resources. In Theme 2, there is a greater focus on larger businesses.



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## **CREATIVE MEDIA (OCR)**

Cambridge National Level 1/2 Option Subject

### **Head of Department:**

Mrs M Roberts

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The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills in the creative digital media sector. They start at pre-production planning documents such as moodboards, mindmaps, concept artwork, storyboards and visualisation diagrams. They then learn about production for a variety of digital media such as audio recording, film recording and animation techniques. Finally, they discover various post-production editing skills such as adding non-diegetic sound, colour adjustment e.g. brightness, saturation, adding subtitles and using layout conventions. They develop their understanding of tools and techniques through practical assignments and create a comprehensive folder of notes for the examination.

### **1. Unit R093: Creative iMedia in the media industry (*examination*)**

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations

### **2. Unit R094: Visual identity and digital graphics (*NEA Non Examined Assessment*)**

In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

### **3. Unit R097: Interactive digital media (*NEA Non Examined Assessment*)**

In this unit students will learn how to plan, create and review interactive digital media products. Topics include:

- o Plan interactive digital media
- o Create interactive digital media
- o Review interactive digital media



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## **DRAMA (AQA)**

GCSE Option Subject

### **Head of Department:**

Mrs E Smith

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The Year 10 course prepares students for the three examined units taken during Year 11.

It is advisable for all girls to attend theatre trips and performances independently where possible. It is also recommended that they read 'The Stage' newspaper and other related articles such as theatre reviews in weekend papers, The Telegraph and The Guardian.

**Component 1 (40%)** is a written exam consisting of multiple choice terminology questions, structured questions about a set text (Noughts and Crosses) and a question based on a seen live performance.

**Component 2 (40%)** is a devised unit in which students will be assessed internally by the teacher and then moderated by an external examiner. Students will also produce a devising log evaluating the process.

**Component 3 (20%)** is the performance of extracts from a selected play text. This unit is examined by an external examiner and seen by an invited audience.

Year 10 will see students develop a theoretical knowledge of dramatic genres and key theatre practitioners; the study of a set text and completion of mock examination conditions.



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## **FASHION AND TEXTILES**

Cambridge International O-level Option Subject

### **Head of Department:**

Mrs C Dempsey

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*Syllabus number 6130 (fully equivalent to UK GCSE)*

By following this theoretical and practical syllabus, candidates cover a range of topics including: use of fabrics, style and choice of clothing, use of patterns, fitting and assembling garments. The aim is to develop candidates' creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles. Candidates develop the practical skills essential for further study. Through their studies, candidates also develop a discriminating and informed approach to the making of clothes, learning how to assess suitability and recognise quality, in the context of fashion and textiles.

### **Assessment**

*Written Paper 2 hours - 50% of qualification*

This examination is taken in June in Year 11. The written paper is divided into two sections. Some of the questions are based on source material provided in the paper. Section A consists of a range of short-answer questions based on the source material provided in the paper. Candidates answer all the questions in this section in the spaces provided on the paper. Section B consists of structured questions, some of which are based on the source material provided in the paper. Candidates answer three questions.

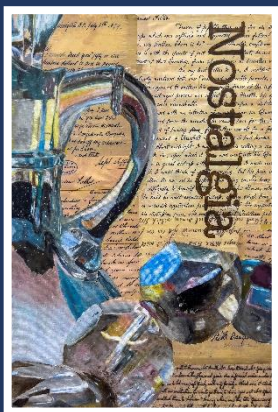
### **Coursework**

*50% of qualification*

This coursework is marked and handed in for March in Year 11. Candidates submit two fashion items and accompanying folders containing a range of supporting evidence. Item 1 Candidates submit one fashion garment and accompanying folder. Item 2 Candidates submit one fashion accessory and accompanying folder.

### **Additional Information**

Specialised and basic equipment and resources will be provided by the school, although students will be expected to provide their own fabrics for projects and any specialised components.



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## **FINE ART (AQA)**

GCSE Option Subject

**Head of Department:**

Mr E Lax

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GCSE Fine Art aims to foster talent and encourage independent learning through nurturing creativity and imagination. The subject is based around improvement of formal drawing skills and development of ideas around individual interests. Girls' ideas are structured and supported through private tutorials.

February half term - final submission of first coursework project.

Between September and February half term in Year 10, girls produce their first introductory coursework project, culminating in a final personal response. On return from the half term break they will start their second major coursework project.

These two projects together count for 60% of their final GCSE grade. The remaining 40% will come from an 'Externally Set Assignment' between January and May in Year 11. Both the coursework projects and the externally set assignment are marked internally and then externally moderated at the end of Year 11. Each project must adhere to four assessment objectives that are clearly outlined in the AQA specification:

*AO1: Artist/contextual references*

*AO2: Development of materials and ideas*

*AO3: Recording of ideas and observations*

*AO4: Final response*

### **Possible extension work**

All students are encouraged to visit local or national galleries and exhibitions relevant to their chosen topics of study. They may also submit other work completed outside of the course, such as photography portfolios, or workshops in new media such as life drawing, glass fusing, painting classes, textiles workshops, etc. These extra pieces of art do not have to relate to the sustained projects completed in class.





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## **FOOD PREPARATION & NUTRITION (AQA)**

GCSE Option Subject

**Head of Department:**

Mrs K Hughes-O'Sullivan

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Food preparation and nutrition skills are taught during Year 10 and at the start of Year 11. The **integrated sections** are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

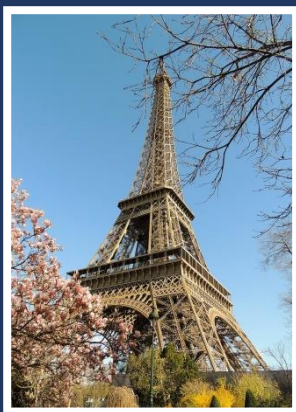
The range of food and ingredients studied reflect the recommended guidelines for a healthy diet based on the main food commodity groups. The **food groups** include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, cheese and yogurt
- Meat, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup

Twelve skill groups are integrated throughout the specification. Students are taught how and when food preparation skills can be applied and combined to achieve specific outcomes. The **twelve skill groups** are as follows:

- General practical skills e.g. test for readiness
- Knife skills e.g. fillet a chicken breast
- Preparation of fruit and vegetables
- Use of the cooker
- Use of equipment e.g. pasta machine
- Cooking methods
- Prepare, combine and shape e.g. falafels
- Sauce making e.g. starch based, reduction and emulsion
- Tenderise and marinate
- Dough e.g. bread, pastry and pasta
- Raising agents
- Setting mixtures e.g. coagulation of protein in eggs

The students are given logins to the AQA text book website and a nutritional analysis programme. The written examination requires the theoretical knowledge of food preparation and nutrition. The examination is worth 50% of the GCSE qualification.



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## **FRENCH (AQA)**

GCSE Option Subject

**Head of Department:**

Mrs A Gomez-Garcia

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*GCSE marks breakdown - each of the four skills are worth 25% of the final mark.*

Year 10 students are studying the specification set by AQA examination board. They continue to develop their skills in reading, writing, listening and speaking.

All assessment is terminal, so girls will undertake formal examinations during Year 11.

Girls will continue to cover various aspects of the GCSE themes. The themes are as follows:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

### **Class textbook**

AQA GCSE French Higher

### **Additional information**

Vocabulary must be learned thoroughly and grammar practised regularly. Independent use of websites such as Languages Online or mobile applications such as Duolingo or Memrise is encouraged. We subscribe to [kerboodle.com](http://kerboodle.com), for which girls have login details and should use independently to practise all four language skills. Access to French films, books, news and radio programmes would also be an advantage.

### **Useful websites**

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

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

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

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

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

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

[www.20minutes.fr](http://www.20minutes.fr)





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## **GEOGRAPHY (OCR B)**

GCSE Option Subject

**Head of Department:**

Mrs K Ahmed

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The geography department has chosen the OCR B (Geographical Themes) Specification for the 9-1 GCSE course. This is because it offers new, exciting and current topics based on both UK and global geographical processes, concepts, ideas and issues through enquiry-led learning. Assessment is through 3 Units:

### **Unit 1 - Our National World** (1 hour 15 minute written paper)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems

### **Unit 2 - People and Society** (1 hour 15 minute written paper)

- Urban Features
- Dynamic Development
- UK in the 21<sup>st</sup> Century
- Resource Reliance

### **Unit 3 - Exploration** (1 hour 30 minute written paper)

- Geographical Skills
- Decision Making Exercise

There is a compulsory residential fieldwork trip where both human and physical field work will take place which is assessed within both Units 1 and 2. There is an additional cost of approximately £220 for this course which is likely to take place in June 2024.

The new textbook will be issued to students and will provide a basis for independent study and revision. Students will also use GIS programmes such as ArcGIS provided by ESRI, as well as Google Earth and digimaps to interpret and present geographical information.

### **Additional information**

All students would benefit from keeping up to date with current geographical affairs by watching the news regularly, using an online news application such as BBC News, or reading a weekend broadsheet newspaper and analysing content for social, economic and environmental issues.



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## **HISTORY (AQA)**

GCSE Option Subject

**Head of Department:**

Mrs C Partridge

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This qualification is linear which means that students will sit all their exams at the end of the course. The GCSE History content comprises the following elements: one period study, one thematic study, one wider world depth study and one British depth study. There will be no coursework element to the course and all students must take assessments in two broad units, both worth 50% of the total GCSE grade:

<b>Unit 1: Understanding the modern world</b>	<b>Unit 2: Shaping the nation</b>
Germany, 1890-1945: Democracy and dictatorship	Britain: Health and the people, c1000 to the present day
Conflict and tension, 1918-1939	Elizabethan England, c1568-1603

Unit 1 will be taught in Year 10 and Unit 2 will be completed in Year 11.

### **Additional information**

Students will also be completing some homework pieces using online resources through Class Charts and they will be provided with textbooks at the beginning of each academic year. All students are encouraged to keep up to date with current political international affairs and extend their knowledge by watching relevant TV programmes and visiting museums such as the Imperial War Museum and special temporary exhibitions. Films, old and new, are of value too.

### **Useful websites**

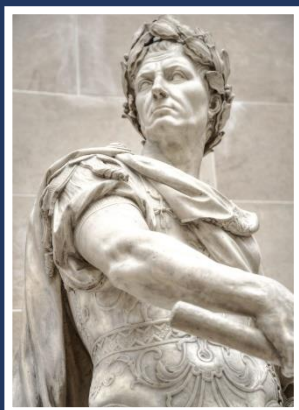
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

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

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

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

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



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## **LATIN (EDUQAS)**

GCSE Option Subject

### **Head of Department:**

Mrs I Peace

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Students will be working towards gaining the Latin EDUQAS GCSE specification which incorporates Latin Language, Roman Civilisation and Latin Literature.

Students will be translating Latin stories using the Cambridge Latin course textbook and website. Vocabulary for the language paper will be systematically learnt and tested. Most of the grammar required for the language paper will be covered in Year 10. In the summer term, students will start translating the literature text, discussing themes and analysing the authors' style. Work will also begin on the civilisation topic of 'Daily life in a Roman town', looking at houses.

### **Class textbooks**

- Cambridge Latin Course Books II and III
- Ashley Carter Latin Language Tests
- EDUQAS Latin Literature study booklet
- EDUQAS Roman Civilisation source booklet

### **Additional information**

The Cambridge Latin Course website ([www.cambridgescp.com](http://www.cambridgescp.com)) is particularly helpful for learning the different aspects of language, and includes interactive grammar and vocabulary tests. The website also contains useful links for the literature and civilisation. Quizlet or Memrise are also invaluable tools for practising vocabulary.



## MUSIC (OCR)

GCSE Option Subject

**Head of Department:**

Mr D Chambers

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There are three components to GCSE Music—Performance, Composition, and Listening—which are covered through a range of musical styles from classical to jazz, rock and pop to musical theatre and film music.

### Performance

Students are required to record a performance of at least two pieces with a total duration of 4-6 minutes on an instrument of their choice, which can include singing. One must be a solo performance (which may be with piano accompaniment); the other will be an ensemble involving between two and eight live performers. The pieces chosen to be performed should be at or above ABRSM Grade 3 standard, and the recordings must be taken between September and March of Year 11.

### Composition

Students are required to compose at least two pieces with a total duration of 3-6 minutes. One composition will be a free choice composition chosen by the student, begun during Year 10 and completed during Year 11. The second composition will be to one of four briefs, each connected to an Area of Study, published by Eduqas in September of Year 11.

Both the Performance and Composition components are internally assessed and externally moderated, and must be completed by March of Year 11.

### Listening Exam

Listening, appraisal and notation skills are assessed in an examination at the end of the course which covers four main topics as well as two set works: 'Badinerie' by JS Bach and 'Africa' by Toto.

### Area of Study 1: Musical Forms and Devices

Forms and devices are really important in musical compositions, and many used by composers today have their origins in the Western Classical Tradition. This topic covers a variety of music from the Baroque, Classical, and Romantic periods, providing context for the study of binary, ternary, minuet and trio, rondo, variation and strophic forms.



## PHYSICAL EDUCATION (AQA)

GCSE Option Subject

**Head of Department:**

Mrs A Warrillow

a.warrillow@kingsleyschool.co.uk

Students will be studying the following theory topics throughout Year 10 in preparation for the Paper 1 written examination in Year 11:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

They will also be assessed in a range of practical activities to begin preparation and final selection of their three highest performances in three different sports. These activities/sports must consist of:

1. An individual sport/activity
2. A team sport/activity
3. An individual or team sport/activity

A short written analysis and evaluation of their own performance in one sport/activity will also be completed.

### **Class textbook**

AQA GCSE PE

### **Additional information**

Students are encouraged to participate in as much sport as possible. Joining a local club to extend their skills further is also highly recommended, as is participating in the school's sports teams. Students participating at club, county, regional and national level, or in external activities such as equestrian or skiing, will require video evidence of their achievements.

Watching live sport and reading a high quality weekend broadsheet newspaper is also highly recommended.

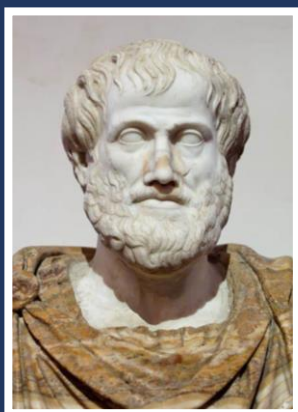
### **Useful websites**

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

[www.uksport.gov.uk](http://www.uksport.gov.uk)

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

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



## PHILOSOPHY, ETHICS & RELIGION (AQA)

GCSE Option Subject

**Head of Department:**

Miss R Bubb

r.bubb@kingsleyschool.co.uk

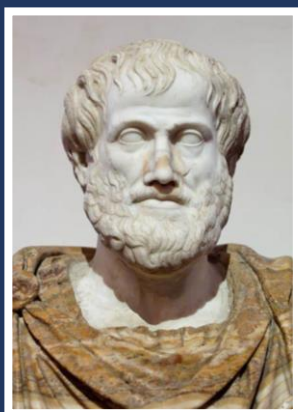
*Year 10 students will be following the AQA GCSE specification A.*

Girls taking Philosophy, Ethics and Religion will look at the following topics over the course of their GCSE.

### **Component 1: The study of religions: beliefs and practices**

This is worth 50% of the GCSE. It is compulsory to study two religions. We have chosen Christianity and Sikhism. Each religion will make up 25% of component 1. For each religion we will be studying the following:

<b>Christianity</b>	<b>Beliefs (Year 10)</b> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Afterlife</li> <li>• Jesus Christ and salvation</li> </ul>	<b>Practices (Year 11)</b> <ul style="list-style-type: none"> <li>• Types of worship</li> <li>• Sacraments</li> <li>• Pilgrimage (Lourdes and Iona)</li> <li>• Celebrations (Christmas and Easter)</li> </ul>
<b>Sikhism</b>	<b>Beliefs (Year 10)</b> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Human life and opportunity to connect with God</li> <li>• Karma and rebirth</li> <li>• 5 stages of liberation and barriers to mukhti</li> <li>• Importance of being God centred (gurmurkh)</li> </ul>	<b>Practices (Year 11)</b> <ul style="list-style-type: none"> <li>• Religious features of the Gurdwara</li> <li>• The role of the Gurdwara in the community</li> <li>• The role of prayer in the home</li> <li>• Akhand path</li> <li>• Langar</li> <li>• Nam japna</li> <li>• Festivals</li> <li>• Naming ceremony</li> <li>• Initiation ceremony</li> <li>• Importance of visiting Sikh temples</li> </ul>



## PHILOSOPHY, ETHICS & RELIGION (AQA) CONTINUED

GCSE Option Subject

**Head of Department:**

Miss R Bubb

r.bubb@kingsleyschool.co.uk

### Component 2 - Thematic studies

This is worth 50% of the GCSE. Girls must study 4 out of 8 themes within this component. We have chosen the following themes:

<p><b>Theme A: relationships and families (Year 10)</b></p> <ul style="list-style-type: none"> <li>• Contraception</li> <li>• Sex and relationships</li> <li>• Homosexuality</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Gender roles in the family</li> <li>• Procreation</li> </ul>	<p><b>Theme B: religion and life (Year 10)</b></p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Animal experimentation and vegetarianism</li> <li>• Origins of the universe and life</li> <li>• Stewardship and the environment</li> <li>• Sanctity of life</li> </ul>
<p><b>Theme D: religion peace and conflict (Year 11)</b></p> <ul style="list-style-type: none"> <li>• Violence</li> <li>• Weapons of mass destruction</li> <li>• Pacifism</li> <li>• Terrorism</li> <li>• Just War Theory</li> <li>• Victims of war</li> <li>• Peace making</li> <li>• Nuclear weapons</li> </ul>	<p><b>Theme E: religion crime and punishment (Year 11)</b></p> <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Death penalty</li> <li>• Forgiveness</li> <li>• Reasons for crime</li> <li>• Aims of punishment</li> <li>• Types of punishment including the death penalty</li> </ul>

### Additional information

Useful websites include BBC GCSE Bitesize (Miss Bubb has written some of the revision content here herself), [www.sikhiwiki.org](http://www.sikhiwiki.org) and [www.reonline.org.uk](http://www.reonline.org.uk).





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## **SPANISH (AQA)**

GCSE Option Subject

### **Head of Department:**

Mrs A Gomez-Garcia

[a.gomez-garcia@kingsleyschool.co.uk](mailto:a.gomez-garcia@kingsleyschool.co.uk)

*GCSE marks breakdown - each of the four skills are worth 25% of the final mark.*

Year 10 students are studying the specification set by AQA examination board. They continue to develop their skills in reading, writing, listening and speaking.

All assessment is terminal, so girls will undertake formal examinations during Year 11.

Girls will continue to cover various aspects of the GCSE themes. The themes are as follows:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

### **Class textbook**

VIVA! GCSE Spanish Higher

### **Additional information**

Vocabulary must be learned thoroughly and regularly and access to Spanish films and news broadcasts would be an advantage. Students will benefit from regularly using the Vocabulary booklets and TaskMagic to practise skills and vocabulary.

### **Useful websites**

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

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

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

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

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

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

[www.study-spanish-language.com](http://www.study-spanish-language.com)



## CAREERS

Kingsley's careers programme reflects the aims and aspirations of our girls. With a programme of activities throughout the Senior School and Sixth Form, we support the girls to explore career areas they may be aware of, but also to broaden their experiences and motivate them to consider a range of possibilities. More importantly, however, we want to support them in developing the skills needed to succeed in today's rapidly evolving workplace - adaptability, resilience and a good understanding of their own skills and attributes to make effective career decisions throughout their lives.

The careers department at Kingsley aims to help girls to:

- Assess their personal skills, talents, interests and aspirations.
- Aim high in their education and career choices.
- Develop their decision making skills.
- Increase their awareness of educational training and career opportunities.
- Make a successful transition from school to higher education and ultimately into work.

Modern careers guidance is as much about inspiration and aspiration as it is about advice, and many are responsible for guiding our girls on their career journey; school, careers professionals, family, friends and employers. We have built up excellent partnerships with local businesses and professionals who offer work experience placements, practice interviews and support our guest speaker programme.

## ENRICHMENT

Enrichment will take place between 3.20pm and 4pm (on Mondays, Wednesdays and Thursdays) and cover a range of activities. Pupils have access to approximately 20+ clubs. The provision is outlined in the Enrichment booklets which are distributed in advance of clubs starting. On Tuesdays we come together as a community to engage in House activities or singing. **If you have any queries or comments about Enrichment, please contact Mrs K Ahmed ([k.ahmed@kingsleyschool.co.uk](mailto:k.ahmed@kingsleyschool.co.uk)).**

## LEARNING RESOURCE CENTRE (LRC)

Our LRC is light, modern and airy, yet retains wonderful period fireplaces and ceilings. It is a popular place for studying, meetings and relaxing in between classes. We have a progressively wide range of resources (just over 10,000 items at last count!) including fiction and non-fiction books and subject-related resources such as textbooks, reference material and magazines. As pupils move up through the school we encourage them to make increasing use of the resources on offer, both for projects and coursework and to broaden and extend their knowledge. Teachers may bring a whole class into the LRC to research a topic, or send individuals or small groups for independent study. The English department bring Year 7, 8 and 9 classes to the LRC once a week for reading sessions.

Our main emphasis is to provide material to complement subject departments and a wide range of contemporary and classical fiction, which we review regularly and feature as book lists on the school website. We actively encourage and promote reading for pleasure, and

hold a range of events to inspire reading, such as the Year 9 Book Awards, where Year 8 pupils are given a selection of new titles to read, discuss and review during their transition into Year 9. Each year we take part in the Carnegie Prize and Warwickshire Book Awards, which gets pupils involved in discovering a range of contemporary literature, including graphic novels and poetry books.

We also lend DVDs, audio books and CDs, which can be borrowed on a short loan basis of three school nights. Pupils are only allowed to borrow films appropriate to their age. We do not censor books but pupils are advised on the suitability of some novels, and weekly collections are displayed for younger and older readers. Seven books at a time may be borrowed for up to two weeks, inclusive of one CD and one DVD or video. As well as paperback books, pupils also have access to the school e-library, which features an extensive range of new and well-loved titles, and can also be accessed from home. There is no charge to borrow any resources.

Naturally, we expect quiet and sensible behaviour in the LRC at all times. Food, drink and mobile phones are completely banned, but water bottles are acceptable. During lunchtimes and after school club, however, there is a more relaxed atmosphere and pupils may play board games, read newspapers and magazines and use the computers, including an Apple Mac. While the computers are intended primarily for research during lesson times, we do allow pupils to play games on them at lunchtime. Priority is given to anyone wanting to work, and silent study areas are provided during exam periods.

**If you have any queries or comments about the LRC, please contact our LRC Assistant, Ms P Tudway ([p.tudway@kingsleyschool.co.uk](mailto:p.tudway@kingsleyschool.co.uk)).** We welcome suggestions for resources and ideas can be sent via email.

## LEARNING SUPPORT

The Learning Support Team at The Kingsley School consists of a SENDCo, Assistant SENDCo and teaching assistants. We work in partnership with pupils, parents, fellow teachers and other professionals to remove the barriers which make it harder for pupils with special educational needs to fulfil their academic potential. For example, a former head girl, who had received support for her dyslexia, was awarded a first class honours in Theology at the University of Durham and is now studying for a Ph.D.

We use a multi-sensory approach to support pupils who have a diverse range of learning needs, including: skills for life (literacy and numeracy), dyslexia, dyspraxia, ADHD, hearing and visual impairment, and ASD.

The support we provide includes:

- Specialist one-to-one support designed to ameliorate and manage difficulties experienced by children with specific learning needs
- Collaborative work with subject teachers to support pupils within the classroom setting
- Support for small groups of pupils who share similar needs within a specific area of the curriculum
- Study skills advice to enable pupils to become confident and independent learners
- Liaison with other professionals to design programmes of support

- Access arrangements for examinations, as required, in accordance with JCQ (Joint Council for Qualifications) regulations
- Suggestions to help parents support their children at home

The Learning Support Team sees each pupil as a unique individual. We place the specific needs of each pupil at the heart of what we do so that they can go on to fulfil their academic potential.

**If you have any queries concerning Learning Support please contact Mrs M Bruchez ([m.bruchez@kingsleyschool.co.uk](mailto:m.bruchez@kingsleyschool.co.uk)).**

## REPORTING DATES

Parents of Year 10 students receive two virtual parents' consultation meetings as well as one full written report per academic year. In addition, Interim Progress Reports (IPRs) which summarise attainment, progress and attitude to learning are distributed termly along with the end of year examination results in June. Form tutors and students spend dedicated time after teaching staff enter IPR data to discuss their grades and set targets to ensure further progress. Dates for the Spring and Summer Term reporting cycle will be confirmed shortly and distributed in the Spring and Summer Term parent calendars.

### Parents Information Evening- Thursday 21 September

AUTUMN TERM	SPRING TERM	SUMMER TERM
Interim Progress Report Parents' Evening	Interim Progress Report Parents' Evening	End of Year Exam Result Full Report

## YEAR 10 TEACHING STAFF

Head of Year	Mrs A Alton	a.alton@kingsleyschool.co.uk
Art	*Mr E Lax	e.lax@kingsleyschool.co.uk
Business	Mrs K Ahmed	k.ahmed@kingsleyschool.co.uk
Drama	Mrs E Smith	e.smith@kingsleyschool.co.uk
English	*Mrs R Forde Ms A Alton	r.forde@kingsleyschool.co.uk a.alton@kingsleyschool.co.uk
Fashion Textiles	*Mrs C Dempsey	c.dempsey@kingsleyschool.co.uk
Food and Nutrition	*Mrs K Hughes-O'Sullivan	k.hughes-o'sullivan@kingsleyschool.co.uk
French	Miss M Mahé	m.mahe@kingsleyschool.co.uk
Geography	*Mrs K Ahmed	k.ahmed@kingsleyschool.co.uk
History	*Mrs C Partridge	c.partridge@kingsleyschool.co.uk
ICT	*Mrs M Roberts	m.roberts@kingsleyschool.co.uk
Classics and Latin	*Ms I Peace	i.peace@kingsleyschool.co.uk
Mathematics	*Mr T Spillane Mrs L Laubscher Mrs P Davies Dr A Smith	t.spillane@kingsleyschool.co.uk l.laubscher@kingsleyschool.co.uk p.davies@kingsleyschool.co.uk a.smith@kingsleyschool.co.uk
Music	*Mr D Chambers	d.chambers@kingsleyschool.co.uk
PE and Games	*Mrs A Warrillow Mrs A Rigney Mr M Moseley	a.warrillow@kingsleyschool.co.uk a.rigney@kingsleyschool.co.uk m.moseley@kingsleyschool.co.uk
Philosophy, Ethics and Religion (PER)	*Miss R Bubb	r.bubb@kingsleyschool.co.uk
Science	*Dr C Robertson (head of biology) Mrs S Bacon (head of physics) Mrs S Baker Mrs S Bains (head of chemistry) Miss S Jorgensen	c.robertson@kingsleyschool.co.uk s.bacon@kingsleyschool.co.uk s.baker@kingsleyschool.co.uk s.bains@kingsleyschool.co.uk s.jorgensen@kingsleyschool.co.uk
Spanish	*Mrs A Gomez-Garcia Mrs H Foulerton	a.gomez-garcia@kingsleyschool.co.uk h.foulerton@kingsleyschool.co.uk
Learning Support	*Mrs M Bruchez Mrs R Athwal Mrs S Imerson Mrs B Freeman	m.bruchez@kingsleyschool.co.uk r.athwal@kingsleyschool.co.uk s.imerson@kingsleyschool.co.uk b.freeman@kingsleyschool.co.uk

*\*Head of Department*

## NOTES

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