



**BEAUMONT SCHOOL**

**COURSE  
INFORMATION  
BOOKLET**

**YEAR 9**

**2008/2009**

## THE CURRICULUM

Our prime objective at Beaumont is to enable each individual, including those of exceptional ability and slow learners, to develop his or her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each pupil's social and academic progress.

Our arrangements are designed to ensure that:

- ◆ all pupils receive the broad and balanced education needed for life in the 21st century
- ◆ all pupils experience a range of teaching and learning styles
- ◆ pupils of all abilities can achieve success
- ◆ parents are kept well informed about the progress of their children
- ◆ pupils are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- ◆ a number of subjects
- ◆ a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- ◆ certain themes which occur in a planned way across several subjects.

Parent(s)/carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual pupil. In most cases, contact with the class teacher or form tutor will be more than adequate, but Mr Sievwright (Head of Year), Mr Cross, (Assistant Headteacher—Pastoral) or Mr Levoir (SENCO) should be contacted if the information is especially sensitive or difficult. Pupils are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

This booklet is designed to give you information about each subject studied by pupils in Year 9. It gives details of the course content, the skills being developed, the means of assessment and the homework. It also contains the Parent and Pupil Information sheets which are part of the school's Homework Policy.

When you receive your child's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

B Carter  
Assistant Headteacher  
September 2008

## **Homework**

### **Parent Information Sheet**

#### ***What is “homework”?***

“Homework” is any work or activity which your child is asked to do outside lesson time, either on their own or with you, their parent/carer. It is an essential part of the learning process and we place a strong emphasis on it at Beaumont. Staff are required to set and assess appropriate homework on a regular basis. All pupils across the age and ability range are expected to complete homework tasks. You are encouraged to take an active role in the process.

#### ***Principles***

We believe that homework plays an important part in your child’s learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom and extends school learning which permits more rapid progress to be made in school;
- it makes use of outside interests and resources;
- it may involve you and other adults in their work, improving home-school and community-school links.

#### ***What do we do about homework?***

- Teachers regularly set a variety of tasks or activities which need to be done partly or completely out of school time.
- The tasks take different lengths of time to complete; some take half an hour, some go on in stages for a number of weeks. In each week of term, pupils will normally have either a homework task or work that they can carry on with for every subject they take. These activities arise naturally out of the work in the classroom. They are set according to the homework timetable which was published at the start of term.
- Tasks have *deadlines* which are made clear to pupils.
- Teachers check who has met the deadline and will challenge any who do not. If a pupil often fails to do homework without good reason, parents are informed.
- Homework, if given in on time, is normally marked promptly and returned with appropriate feedback.

- As well as doing set tasks for homework, pupils are expected to develop their knowledge and skills independently. If, for some reason (such as teacher absence), a homework is not set, this does not mean that there is no work to do. Pupils should take responsibility for their learning by doing one of the activities suggested for that subject in this booklet.
- Every pupil is given a planner for recording homework tasks and deadlines. Tutors check the planners regularly.
- The topics of homework and study skills are covered regularly in the PSHCE programme. Parents/carers who wish to see the materials used should contact their Head of Year.

***What can you do to help?***

- Check and sign their planner weekly to show that you are doing this.
- Inform staff if there is a genuine reason for homework not done.
- Appreciate the need for independent study and try to provide a place for it, as free from distractions as possible.
- Support your child by showing an interest and giving encouragement; ask them to explain the work to you. This can develop their understanding and their reasoning skills.
- Help them plan their time and organise themselves so that they remember to bring to school each day the materials that they need, and to *take home* the work they need to do each evening.

**Thank you for encouraging and supporting your child**

## HOMEWORK

### **Pupil Information Sheet**

#### ***What is “homework”?***

“Homework” is any work or activity which you are asked to do outside lesson time, either on your own or with your parents/carers.

#### ***Why do you get homework?***

The main reasons are:

- you learn how to plan and organise your work;
- it helps you learn how to work on your own, and to think and try things out for yourself;
- it helps you learn how to use time effectively and to meet deadlines;
- it gives you the chance to practise what you have done in class, or to do some background work that will help you understand what’s coming next;
- it encourages you to use resources that can be found outside school;
- it involves people outside school in your work: parents and others can work with the school and help you make progress in your learning;

.... and you will learn more.

Homework is set in line with the published homework timetable. If you have not been set homework for some reason (e.g. the teacher was away), this does not mean that there is no work to do. It is important that you take responsibility for your own learning and progress and the course book will suggest activities that will enrich your learning in class.

Here are some ideas to help you do your homework successfully:

#### **□ Before you do your homework:**

- Make sure you know what you are meant to be doing and why you are doing it.
- Write down the details clearly in your planner.
- If you think you are going to struggle to do the work set, talk to your teacher about it or ask for help at Homework Club; **don’t** do nothing!
- If you have a number of things to do, ask yourself which it is important to do first, second and so on, and plan your time carefully.
- Choose a suitable time and, if possible, make sure you have all the books and equipment you need when you sit down to work.
- Try to work somewhere where you will not be disturbed or distracted.

#### **□ While doing your homework:**

- If your work is taking a long time, give yourself a short break, and go back to it with a fresh mind.
- If it is taking much longer than was intended, stop at a suitable point and explain this to your teacher; he or she will be understanding if it is clear that you have done your best to finish.
- Take pride in all your work! Don’t just do the bare minimum in the shortest possible time!

❑ **After doing your homework:**

- Check it!
- Hand it in on time!

❑ **Every day:**

- Check the exercise books you've used during the day, stick in loose sheets and finish off any underlining, dates, titles etc. whilst the lessons are fresh in your mind.

❑ **Every weekend:**

- Check your planner. Make a list of any things you need to bring for each day during the coming week (e.g. work to hand in, PE kit, musical instruments, ingredients, library books).

**YEAR 9 HOMEWORK TIMETABLE 2008/2009**

	Monday	Tuesday	Wednesday	Thursday	Friday
9L	<i>Music</i> Languages French FT	Art Science History	Technology Mathematics French FT	WR Geography Science	<i>IT</i> Mathematics English
9E	<i>IT</i> Languages French FT	Science History	Technology Mathematics French FT	Art WR English Science	<i>Music</i> Mathematics Geography
9A	History Languages French FT	Science <i>IT</i> Geography	Technology Mathematics French FT	WR Art Science	Mathematics <i>Music</i> English
9R	WR History Languages French FT	Science Geography	Art <i>Music</i> Mathematics French FT	Technology <i>IT</i> Science	Mathematics English
9N	History Geography Languages French FT	Science <i>IT</i> Art	WR Mathematics French FT	Technology Science	Mathematics English <i>Music</i>
9S	Art History Languages French FT	Science <i>IT</i> WR	<i>Music</i> Mathematics French FT	Technology Geography Science	Mathematics English

**The subject in *Italics* will not be setting homework every week**

## **ART & DESIGN**

### **Aim of the Art Curriculum:**

To make the exploration and creation of artistic and designed images an enjoyable and expressive process that all pupils can feel they are able to participate and succeed in whilst at the various levels of their key stages.

At Key Stage 3 (Years 7-9): To stimulate and develop the full potential of all pupils within a framework of guidelines set out in the National Curriculum orders for Art & Design.

### **Skills:**

In Year 9 we wish pupils to:

- demonstrate a good understanding and application of a variety of Art & Design techniques, media and resources in both two and three dimensions;
- show an awareness for both western and non western cultures;
- understand and apply historic connections and critical influences upon aspects of their own art work;
- have made a comprehensive and appropriate use of their Art book to collect references, record information and to practise their art skills.

### **Assessment:**

During Year 9 pupils work towards achieving their end of KS3 national curriculum level in art. Assessment of these skills is reviewed within one main national curriculum attainment target..

### **Knowledge, Skills and Understanding**

Pupils are able to explore ideas and place work in its historical and cultural context. They maximise the use of the visual elements in order to produce successful outcomes. Pupils are able to analyse the work of others, placing it in context and explain how this influences their own practice..

cont./.....

**Reporting:**

At the time of reporting in Year 9, students will have been assessed on their skills to determine their end of key stage capability by on-going teacher and pupil assessment throughout their normal programme of study for KS3. From this a judgement as to how they have completed this key stage can be made and **one** level of attainment derived.

**Homework:**

Pupils work through a series of homework tasks specified on a "Homework Sheet". These tasks aim to improve pupils' skill level and may therefore take longer than the 30 minutes allocated (given every other week).

## **DESIGN AND TECHNOLOGY**

### **Year 9 Course Content:**

In Design and Technology you will focus on five material areas: Food, Graphics, Materials, Systems and Textiles and develop the knowledge, skills and understanding required by the National Curriculum through a range of focused practical tasks and design and make assignments.

### **Assessment:**

Work is set to give pupils the opportunity to achieve from level 4 to level 7. An additional a, b or c grade is also awarded to denote standard of work.

In each rotation, work set will include the following areas:

1. Analysing products
2. Developing ideas
3. Making
4. Evaluating

In the lower school, pupils use formative self-assessment to assess a design and make task and note one area for improvement. Teachers write advisory comments, record a level for designing and making and an area for improvement in pupil books and award certificates and badges at the end of each term.

### **Homework:**

Homework is set during the design stage of each project and is intended to support the activities that take place in the classroom.

## **DRAMA**

### **Course content:**

#### **During Year 9 pupils study the following:**

- Spontaneous improvisation
- Physical theatre and music and movement
- Leaving home and homelessness
- Conflict and conflict resolution
- Pressures
- Texts studied include 'The Exam'

#### **Skills:**

In addition to the skills gained in Year 8, pupils should be able to:-

- adopt and sustain convincing roles;
- be confident when performing;
- use a variety of dramatic structures and techniques;
- have an understanding of how to use drama to explore ideas and issues;
- use language appropriate to a variety of situations;
- have an understanding of and ability to use a comprehensive drama vocabulary;
- analyse practical activities in an informed, critical manner in discussions and written work.

#### **Assessment:**

Assessment is ongoing. A baseline assessment is made at the start of the course and reviewed at the end. Students are given a National Curriculum level each half term which is recorded in their drama book. Peer and self assessment is encouraged every lesson..

#### **Extra-curricular Activities:**

There is a Year 9 Drama Club one lunchtime per week and the Club present a performance in the summer term.

## **ENGLISH**

### **Course content:**

In the course of this year pupils continue to study a range of literary and non literary texts, as well as studying a Shakespeare text in detail. Oral discussion and participation is encouraged and is an integral part of the learning process.

### **Skills:**

Pupils are encouraged to use more complex forms and ideas both in written and spoken language. Pupils are also encouraged to continue the development of analytical skills to examine literary and non literary texts.

### **Assessment:**

External assessment in the form of National Curriculum Tests takes place in May. There are three papers:

- a reading paper,
- a writing paper and
- a Shakespeare paper which tests both reading and writing.

Teacher assessment for reading, writing, speaking and listening also takes place throughout the year and has equal weighting along side the external assessment.

### **Homework:**

Two homeworks are set per week. Normally this consists of one written and one reading homework. Private reading of good quality fiction is encouraged throughout the year. During the Easter holidays, extensive revision of the Shakespeare text to be tested in the National Curriculum Tests is encouraged, as is the purchase of a Key Stage 3 revision guide which the school will organise.

## **FRENCH**

### **Course content:**

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on Metro 3. All pupils have the opportunity to participate in the French Exchange. There are two lessons per week and three lessons for the fast track sets. The two Fast Track sets will use Metro 4, take a mock GCSE exam in the autumn term and the actual GCSE exam at the beginning of the summer term.

### **Skills:**

- Ability to understand spoken French.
- Ability to speak French.
- Ability to read and understand written French.
- Ability to write accurately in French.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having the opportunity to change sets if appropriate. There are two set 1's and six parallel second sets.

Pupils will have a NC level awarded to them in June, based on an aggregate score from Listening, Speaking, Reading and Writing.

### **Homework:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in French. Parents can help by checking our weekly homeworks and asking what the French words mean in English. Accurate spellings and use of the text book will also be beneficial.

Pupils could extend their homework by reading further on in the text book, or asking for French readers. Getting used to speaking out loud will help pupils and they can practise their pronunciation.

## **GEOGRAPHY**

### **Course content:**

1. Africa.
2. Geography or war, conflict and crime.
3. The Global Fashion Industry.
4. Brazil.
5. Geography in the News.

### **Skills:**

- Map work skills (atlas and Ordnance Survey maps).
- Fieldwork and enquiry techniques - observation, surveying, recording, presenting, analysing.
- Graphicacy.
- Spatial awareness through a study of place.
- Application of key concepts.
- Presentation and organisation.
- Information & Communication Technology.

### **Assessment:**

Pupils' work is assessed in a variety of ways in order to give a balanced picture of their achievement. Exercise books are marked regularly to look at various homework and classwork tasks. There are levelled assessments each term and an exam at the end of the year. Fieldwork day leads to the completion of written work. Work is also produced for presentation and display. Students are encouraged and taught the skills to be able to self and peer assess their work.

### **Homework:**

Homework tasks include research and preparation for forthcoming lessons (using Internet, books, observation, etc), completion of project work, questions following on from most recent lesson, learning for tests, production of display materials and consolidation of previous work. Efforts are made to ensure that homework tasks are challenging and they are therefore often open-ended. Geography is a subject for which a wealth of information exists in a vast number of areas so students who are absent can always usefully employ their time in researching the topic that they are currently studying.

## **GERMAN**

### **Course content:**

The course aims to build on the knowledge gained by pupils in Year 8, both in range of vocabulary and grammatical structures, in order to encourage pupils further to communicate effectively. The Logo 2 course book covers topics including:- personal details, weather, activities, holidays, illness, food and drink, shopping, lost property, future plans, celebrations, television, likes and dislikes. There are two lessons for Set 1 and three lessons for all other sets.

### **Skills:**

- Ability to understand spoken German.
- Ability to speak German.
- Ability to read and understand written German.
- Ability to write accurately in German.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.
- Ability to use ICT resources.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having the opportunity to change sets if appropriate.

The NC level awarded to pupils is based on an aggregate score from Listening, Speaking, Reading and Writing. This has been achieved after only 2 years of studying German.

### **Homework:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in German. Parents can help by checking our weekly homeworks and asking what the English words mean in German. Accurate spellings and use of the text book will also be beneficial.

Extension activities and sets of reading books are available for pupils. Getting used to reading and speaking out loud will help pupils and they can practise their pronunciation.

## **HISTORY**

### **Course content:**

#### ***The Twentieth Century World:***

Major topics include:

- The First World War with a special study of trench warfare.
- The inter-war years, including a special study of Nazi Germany.
- Second World War, including the Holocaust and the dropping of the atomic bombs.

### **Skills:**

Knowledge and understanding of events and the significance of individuals; cause and effect; the use and interpretation of historical evidence, including contemporary sources; communication of knowledge and ideas in a wide variety of ways including extended writing; chronology.

### **Assessment:**

Careful marking of exercise books and projects using comments without number marks; tests and end-of-year examination using number marks; student self-assessment tasks which include pupil comments and targets; non-written work, such as oral response, pictures and role play, is also assessed. A National Curriculum level of attainment is also awarded.

### **Homework:**

Mainly written tasks with an increasing focus on extended writing, but pupils are also asked to learn for tests or complete display work, e.g. posters. Some assignments are completed over several weeks. Background reading/research is always valuable.

## **ICT (INFORMATION & COMMUNICATION TECHNOLOGY)**

### **Aim of the ICT curriculum:**

ICT at Beaumont is taught in all subjects and as a discrete subject. Students will experience a wide range of uses that ICT has in a variety of different settings. The curriculum at KS3 is split into two, as outlined below:

- The core curriculum aims to cover the statutory requirements of the National Curriculum which are delivered by discrete lessons and supported through the main subject areas. The objectives are taught over extended periods of time, throughout the Key Stage.
- The enrichment curriculum allows different subjects to use the school's ICT facilities in whatever way they feel necessary.

### **Skills:**

Students are taught to use a wide range of applications. They become familiar with the use of the internet, intranet and e-mail and can research on multi-media. They also use a range of subject-related software. In discrete lessons this will include modelling software, spreadsheet software, multimedia presentation software, basic CAD software and video editing software.

### **Assessment:**

The curriculum objectives are assessed for their National Curriculum ICT level by teacher assessment and on-line assessment at the end of the key stage. The level achieved is recorded centrally.

### **Homework:**

Students undertaking a core project are likely to be given homework related to that work. When setting homework tasks, staff are careful to ensure that students without home computers are not put at a disadvantage. Students wanting to use computers to help them with their homework have access to a computer room and the library every day at lunchtime.

## **LIFE SKILLS (PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP)**

The PSHCE curriculum aims to help pupils to lead confident, healthy and responsible lives as individuals and as members of society. It is delivered by a team of specialist providers in a weekly lesson, alternating with I.C.T and also through the Curriculum Enrichment programme. The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most of your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Through the Citizenship curriculum, pupils are encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities.

Many components of Citizenship are delivered within the different subjects across the curriculum. The aim of the scheme of work is to achieve the following:

- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

Citizenship is included within a pupil's annual report and is assessed with a summative level at the end of Key Stage 3.

The topics covered in Year 9 include

### **Sex Education**

**Careers**

**Drugs**

### **Risks and Choices**

**Dealing With Conflict**

**Financial Awareness**

## **MATHEMATICS**

### **Course content (following the National Numeracy Strategy):**

Use of percentages, decimal places and significant figures, indices and standard form, bracket algebra & equations, interpretation of graphs and the general equation of a straight line, ratio and enlargement to include similarity, area and circumference of circles, Pythagoras and an introduction to trigonometry, averages, probability of combined events, setting and testing of hypotheses.

Continuing use of ICT based packages.

In May of Year 9, pupils take the National Curriculum Tests.

### **Skills:**

- Numerical / algebraic, including oral skills.
- Spatial Awareness.
- Information Handling.
- Using and applying the above skills in written, oral and mental form.

### **Assessment:**

By the careful marking of exercise books, regular end of half term tests, self-assessment, investigational and problem solving tasks.

### **Homework:**

Homework is set twice a week and may be a written exercise or a task from the "My Maths" website.

## **MUSIC**

### **Course content:**

In Year 9 pupils continue to develop their knowledge, skills and understanding of music through the interrelated skills of listening, performing and composing. Emphasis is placed on improvisation within given structures, world music and relevant notations and popular song styles.

Pupils continue to respond to an even greater range of musical styles to assist their understanding of music, exploring specific genres and styles and understanding the contextual influences that affect the way music is created, performed and heard.

Pupils have access to a range of instruments including percussion and keyboards.

Pupils work individually or in groups of different sizes and are encouraged to learn independently.

All classroom work is differentiated to develop the ability of every pupil, including the more able.

Topics covered include: Minimalism, Popular Song, Ground Bass and Film Music.

### **Assessment:**

At the end of each unit of work, pupils perform and evaluate their performance and composition work as well as the work of others. Listening tests are also set.

Teacher assessed work is marked against the national curriculum levels of attainment.

### **Homework:**

Homework is set when required.

### **Extra-curricular Activities:**

All pupils are encouraged to take part in various ensembles including Choir, Orchestra, Concert Band, Recorder, Flute Choir and Clarinet Ensemble. There are several opportunities to take part in school concerts throughout the year.

## PHYSICAL EDUCATION

### Course content:

Pupils in Year 9 will look to develop their skills in the different areas of the National Curriculum.

**Games:** Having covered a range of games activities in Years 7 and 8, pupils will be introduced to a variety of other games as well as having the opportunity to select which games to develop to a higher level.

**Basketball:** Team attack and defence, positional play, full game.

**Lacrosse:** Basic passing, catching, tackling, and small sided games.

**Football:** Set pieces, systems of play, full games, or

**Rugby:** Developing phases of play, full games.

**Hockey:** Set pieces, systems of play, full games, or

**Netball:** Positional play, full games.

**Tennis:** Spin on forehand, backhand, serve, doubles play and tactics, or

**Volleyball:** Blocking, positional play, full game.

**Rounders:** Developing fielding, throwing and striking techniques. Full sided games, or

**Cricket:** Back foot shots in batting and game play, or

**Softball:** Batting skills, game play.

Ultimate Frisbee/ extreme golf/Skateboarding or cheerleading( if qualified staff are available) will be offered on a carousel of activities in the summer term.

**Gymnastics:** Trampolining looking at composition of routines.

**Dance:** Choreographing their own routines.

Pupils will also cover aspects of Health and Training.

### Assessment:

Assessment is continual in all practical activities in line with the National Curriculum eight levels of attainment. These cover four areas in which pupils are assessed:

- **Acquiring and developing skills.**
- **Selecting and applying skills, tactics and compositional ideas.**
- **Knowledge and understanding of fitness and health.**
- **Evaluating and improving performance.**

These can be found in your son/daughter's Physical Education booklet along with all the skills covered in each sport and the appropriate level. Pupils are encouraged to set their own targets to achieve the next level on the National Curriculum scale.

## RELIGIOUS STUDIES

### Course content:

Two World Religions: *Christianity and Buddhism*

*Topic areas covered are:* Creation, the Holocaust, Buddhist beliefs, life after death, science and religion, stewardship.

*Key Themes are:* Happiness and suffering, evil, courage, forgiveness.

### Aims:

- To acquire and develop knowledge and understanding of the principle religions represented in Great Britain.
- To develop the ability to make reasoned and informed judgements about religious issues.
- To enhance the student's spiritual, moral, cultural and social development.
- To recognise the right of people to hold different views.

### Skills:

Students should be able to:

- investigate, interpret and reflect on religious issues;
- evaluate, analyse and express themselves giving a reasoned point of view;
- empathise with the values of other people.

### Assessment:

This follows the Hertfordshire Agreed Syllabus of Religious Education. There are two attainment targets:-

AT1 Learning about religion    AT2 Learning from religion

Written and oral work is assessed on an eight level scale of attainment, in marking of exercise books with comments and targets, and by tests.

### Homework:

Homeworks set include research/investigations, reading, essays, posters, comprehensions, model-making and long term projects over a number of weeks. If no specific work is set, pupils should learn spellings of the key words for the term, find out and write down the meanings of key words they do not understand, and extend work done in class by reading around the topic. All work missed through absence should be copied up.

## **SCIENCE**

### **Course content:**

The Year 9 Science course consists of the following topics:

Inheritance	Metals
Energy & Electricity	Fit & Healthy
Gravity & Space	Speeding up
Forces	

These topics further develop the eight themes which are built up during the first three years of Science at Beaumont.

Life Processes	Particles
Reproduction	Forces
Ecology and the Environment	Senses
Changing Materials	Energy in our Homes

### **Skills:**

As well as developing knowledge, pupils also develop the skills and processes which scientists use such as designing experiments, handling chemicals and apparatus, looking for patterns in results and applying their knowledge to explain their results.

### **Assessment:**

We assess pupils' knowledge by regularly marking pupils' work and using tests. We also assess pupils' practical skills as they carry out experiments throughout the year leading to a teacher assessed scientific investigation. We may 'level' some tests.

### **Homework:**

Tasks including research, completing experimental /practical written work and completing set work sheets are given. The completion of "investigations" that count toward NCT's take a higher priority than in Years 7 & 8, as does revision for end of topic tests; also leading to the NCT's.

## **SPANISH**

### **Course content:**

The course aims to provide an enjoyable, stimulating and effective language learning experience in Spanish, based on the LISTOS 2 course books - Family, Hobbies, Food, Restaurants, Holidays, Daily Routine, present, past, and future tense. There are two lessons for Set 1 and three lessons for all other sets.

### **Skills:**

- Ability to understand spoken Spanish.
- Ability to speak Spanish.
- Ability to read and understand written Spanish.
- Ability to write accurately in Spanish.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the whole year group are carried out on a regular basis.

The NC level awarded to pupils is based on an aggregate score from Listening, Speaking, Reading and Writing. This has been achieved after only 2 years of studying Spanish.

### **Homework:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in Spanish. Parents can help by checking our weekly homeworks and asking what the English words mean in Spanish. Accurate spellings and use of the text book will also be beneficial.

Pupils could extend their homework by reading further on in the text book. Getting used to speaking out loud will help pupils and they can practise their pronunciation.

## The Year 9 Curriculum Enrichment Day Programme, 2008 - 2009

Tuesday 4th November	Enterprise Day Recycling Project
Wednesday 25th March 2009	Multi-cultural Day Art Extravaganza Day
Monday 8th June 2009	PGL or PE Activities or Options
Tuesday 9th June 2009	PGL or PE Activities or Options
Wednesday 10th June 2009	PGL or PE Activities or Options
Thursday 11th June 2009	PGL or PE Activities or Options
Friday 12th June 2009	PGL or PE Activities or Options
<b>Further trips, visits &amp; events 07/08</b> 18/09/08 15/10/08 14/11/08 28/11/08 06/12/08 15/12/08 17/12/09 <u>03/02/09</u> 10/02/09 - 12/02/09 14/02/09 14/02/09 <u>24/02/09</u> 26/02/09 02/03/09 <u>04/03/09</u> 24/03/09 01/04/09 19/04/09 <u>05/05/09</u> <u>11/05/09</u> 02/07/09 07/07/09	<b>Form Photographs</b> <b>French Exchange to France</b> (returns 23/10/08) <b>Non uniform Day (BSA Christmas Event)</b> <b>Occasional Day</b> <b>BSA Christmas Event 11.00a.m. - 2.00 p.m.</b> <b>Christmas concert 7.00 p.m.</b> <b>Carol Service St Peter's Church 7.00 p.m.</b> <u><b>Year 9 options and NCT Information Evening</b></u> <b>Gym and Dance display</b> <b>Music Trip to Vienna</b> (return 16/02/08) <b>Ski Trip</b> (return 22/02/09) <u><b>Parent Consultation Evening</b></u> <b>Leadership Team Interviews with Year 9</b> <b>German Exchange to Germany</b> (return 10/03/09) <u><b>Option Form deadline</b></u> <b>French Exchange to UK</b> (return 31/03/09) <b>Easter Concert 7.00 p.m.</b> <b>German Exchange to UK</b> (return 27/04/09) <u><b>Year 9 NCTs all week</b></u> <u><b>Exams during lesson time this week</b></u> <b>Year 9 reports issued to parents</b> <b>Summer Concert 7.00 p.m.</b>