



**BEAUMONT SCHOOL**

**COURSE  
INFORMATION  
BOOKLET**

**YEAR 9**

**2011/2012**

## 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 Panting (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.

A Goodwin  
Assistant Headteacher  
September 2011

## **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.
- 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.

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).

## **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.

### **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. 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 products
4. Evaluating products

In the lower school, pupils use formative self-assessment to assess a design and make task and note one area for improvement. Teachers advise pupils on assessments and use an assessment record form to monitor progress. Teachers report progress at the end of each term and award badges and certificates for attainment.

### **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 develop their drama skills through the following topics:

- Stabbing at the Disco
- Fame
- The Secret Annexe
- Unsuitability
- Situation Comedy

### **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. Students are given a National Curriculum level each half term. 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 spring 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. They will study travel writing and related material.

### **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 based tests takes place in May. There are three papers:

- a reading paper,
- a writing paper and
- a Shakespeare coursework assessment.

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

### **Homework:**

Homework is set each week. This can be written, research or oral tasks. Private reading of good quality fiction is encouraged throughout the year. During the Easter holidays, planning of the Shakespeare coursework essay.

## **FRENCH**

### **Course content:**

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on Metro. All pupils have the opportunity to participate in the French Exchange. For pupils who started French in year 7 there are four lessons per week. The Fast Track set will use the Edexcel GCSE textbook, take a mock GCSE exam in the spring term and the actual GCSE exam at the beginning of the summer term. Pupils who started French in year 8 will have two lessons per week.

### **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 is one Set 1, three Set 2s and one starter French group.

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. China.
2. Tectonics.
3. Geography of war, conflict and crime.
4. Local Fieldwork Project.
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. For pupils who started German in year 7 there are four lessons per week and for those who started German in year 8 there are two lessons per week.

Fast track pupils use the Edexcel GCSE\_textbook, take a mock GCSE exam in the spring term and the actual GCSE exam at the beginning of the summer term.

Those who started German in year 8 use the Logo 2 textbook. All other pupils use the Logo 3 textbook. Logo 3 covers the following topics: a German Exchange, school, Austria, the media, jobs/money, the family.

All pupils have the opportunity to participate in the long-standing German Exchange trip.

### **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 and pupils change sets if appropriate.

The NC level awarded to pupils is 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 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 aloud will help pupils and they can practise their pronunciation.

## **HISTORY**

### **Course content:**

The students will cover history from approximately 1900 to the present day, focussing on Britain but including many comparisons with the wider world. The course is taught chronologically but there are several themes that are highlighted across the key stage. In Year 9 the themes that are covered (including some examples) will be that of:

- Conflict and Co-Operation (World War I and II)
- Power and Human Rights (Women's Suffrage, European dictatorships, the Holocaust and Apartheid)

### **Skills:**

The key processes that the students will need and develop in History are:

- Historical enquiry.
- The use and evaluation of a range of evidence.
- The communication of the ideas they develop about the past in a range of ways.

### **Assessment:**

Student work is assessed in a variety of ways. Exercise books are marked regularly with both verbal and written comments focussed on how to improve the quality of their work. Once per term these comments will specifically relate to their achievement in regard to their national curriculum levels and how to improve. Students will be assessed on a range of skills in history, including written work but also on presentations, group work and display work. Students are encouraged and taught how to self and peer assess frequently across the year.

### **Homework:**

The aim of homework Key stage 3 history is the opportunity to develop both knowledge, skills and enjoyment of the topics studied in class in a way that it is not possible or easy to use in the history classroom.

Each task will be set individually by the class teacher, but from one of 6 themes that every class in the year group will follow that half term. These are: Creativity, ICT, Research, Sources, Wider Reading and Presentations. Details will be given to the students at the beginning of the task including methods and deadlines (near the end of the half term). Progress in these tasks will be monitored across the half term.

Tasks are available on the school website.

## **INFORMATION & COMMUNICATION TECHNOLOGY**

**Examination: OCR Level 2 Nationals in ICT**

**CORE: Level 2 OCR National First Award in ICT**

All pupils will follow the core ICT curriculum in Year 9 and build on the work covered in Years 7 and 8. All pupils will aim to pass the equivalent of one GCSE at the end of year 11 (Level 2 OCR National First Award in ICT).

In this course pupils complete an assignment portfolio which demonstrates each pupil's ICT skills. A business scenario is created which asks the pupils to carry out specified tasks, this is Unit 1: ICT skills for business. This work is internally moderated and externally assessed. There is no written examination.

**The areas of ICT that are covered include:**

File and folder management, Web use, Spreadsheet and Database work, creating business documents including; letters and memos, flyers and newsletters and multimedia presentations software.

Each section of the course is differentiated so that pupils can achieve success at their own level. Pupils will be directed to complete a set of tasks related to the assignment and through evidence provided by annotated screen shots and printouts will achieve a Pass, Merit or Distinction level which are equivalent to a C, B or A grade at GCSE.

## **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, 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 and Relationships**

**Parenting**

**Crime**

**Drugs Education**

**Million Makers working  
for Princes' Trust**

### **Local Community Concerns**

**Personal Safety**

**Britishness**

**The Burka Debate**

## **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.

### **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. There will be an end of KS3 test which is taken in May.

### **Homework:**

Homework is set once 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:**

No homework set at KS3.

### **Extra-Curricular Activities:**

All pupils are encouraged to take part in various ensembles including Choir, Orchestra, Concert Band, Big Band, 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.

<b>Basketball:</b>	Team attack and defence, positional play, full game.
<b>Lacrosse:</b>	Basic passing, catching, tackling, and small sided games.
<b>Football:</b>	Set pieces, systems of play, full games, or
<b>Rugby:</b>	Developing phases of play, full games.
<b>Hockey:</b>	Set pieces, systems of play, full games, or
<b>Netball:</b>	Positional play, full games.
<b>Tennis:</b>	Spin on forehand, backhand, serve, doubles play and tactics, or
<b>Rounders:</b>	Developing fielding, throwing and striking techniques. Full sided games, or
<b>Cricket:</b>	Back foot shots in batting and game play.

Ultimate Frisbee, Extreme golf, Softball and Volleyball and Yoga 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'S/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:**

The Year 9 Religious Studies course follows the Hertfordshire Agreed syllabus of Religious Education. Throughout the year, pupils will study the following topics:

**Is there a right way to live?  
How can we know anything?  
Why should we remember the Holocaust?  
What did Siddhartha teach about suffering? (Buddhism)  
Does suffering have a point?**

### **Skills:**

Pupils will have an opportunity to develop their investigation, interpretation, reflection, empathy, evaluation, analysis, application and synthesis skills.

### **Assessment:**

Written and oral work is assessed on an eight level scale of attainment and in marking of exercise books with comments and targets. There are two attainment targets in Religious Studies. Within these, pupils are assessed according to the following criteria:

#### **AT1** Learning *about* religion

- Beliefs and teachings (what people believe)
- Practices and lifestyles (what people do)
- Expression and language (how people express themselves)

#### **AT2** Learning *from* religion

- Identity and experience (making sense of who we are)
- Meaning and purpose (making sense of life)
- Values and commitments (making sense of right and wrong)

### **Homework:**

Homework set may include research, reading, written responses, posters, and long term projects over a number of weeks. Once a term pupils will be expected to complete an assessed piece of work which will relate to a particular topic of study.

## **SCIENCE**

### **Course content:**

The Year 9 Science course develops the scientific ideas you have already met in Year 7 and 8. It also develops your skills in reading and writing about Science. It is an excellent preparation for your GCSE course.

The Year 9 Science course consists of the following topics:

Variation	Extremes
Interdependence	Carbon Cycle
Transport of the Future	Cost of your drink
Earth and Space	Energy
Sport	

### **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 level assessed tasks. We also assess pupils' practical skills as they carry out experiments throughout the year.

We will hold topic tests every half term. Your Year and level will depend on the results of these tests, so they are important and you should revise thoroughly.

### **Homework:**

Tasks including research, completing experimental /practical written work and completing set work sheets are given.

### **Triple Science**

Those students that achieve level 6a or above at the end of year 9 will have the option to study Separate (triple) Sciences at GCSE.

## **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 all 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  
2011 - 2012**

<b>Wednesday 28<sup>th</sup> September 2011</b>	Skills for Success History – World War I Day
<b>Tuesday 8<sup>th</sup> November 2011</b>	Business/Economics Ethics and Philosophy
<b>Thursday 19<sup>th</sup> January 2012</b>	Geography Field work PSHCE
<b>Wednesday 21<sup>st</sup> March 2012</b>	House Day
<b>Tuesday 15<sup>th</sup> May 2012</b>	Multi Cultural Day
<b>Monday 2<sup>nd</sup> July 2012 to Friday 6<sup>th</sup> July 2012</b>	PGL or In School