



Highcliffe School
11-18 Academy & Specialist College

Requirements for Success

*(A Parent's Survival Guide
to Key Stage 4 2016-2018)*



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Welcome to Key Stage 4

Aim

Our aim over the next couple of years is to have happy fulfilled students who are respectful, purposeful and responsible and ready for the next steps. Students need to accept that life is not always perfect but they can improve their skills and abilities, learn from failures, learn to enjoy learning and set themselves challenges.

Support in School

Head of Achievement – Mr Jones

Pastoral Lead – Mrs Riley

Head of School – Mr Yapp

Tutors

Subject Teachers

SENDCO – Mr Prodomo

Connexions – Mr Sherwin

Being a parent isn't easy

A parent has to be an attendance officer, school partner, provider of the tools for homestudy, banker, chef, laundry maid, study buddy, project manager, sounding board and advisor. You have to listen, ensure there is a quiet area for your son or daughter to work, help with organisation and homestudy, know important dates, give encouragement and rewards and not nag! Difficult we know.

Parents are 8 times more important in determining academic success than social class. Parents are the first and most enduring educators and influences. It is essential that all students are supported at home as only 15% of student's waking hours are spent in school!

We were all students once upon a time

It is important to remember that being a student is not easy. A student / parent partnership is the best way to help. A sensible balance of work and play should be negotiated between the partnership and it should be stuck to. It is essential that students have a study plan, this will help stop putting things off. The partnership should negotiate some rewards regarding work plans and improvements in Attitude to Learning, attendance and achievement. Keep talking to each other – ask to see examples of work and work plans.

Remember that there were not the distractions there are now, when you were a student. Mobile phones, games consoles, Facebook, Twitter and the internet are part of the student life now and can be huge distractions. Bedrooms should be a mobile free zone at bedtime, leave it on the landing, to give the brain a break from being on call 24 hours a day. The blue light given off by screens does effect sleep patterns and all screens need to be off a number of hours before settling to sleep.

Some distractions are the same, TV, social life and the opposite sex!

What you need to know

- What subjects are being studied – subject guide is included in this booklet.
- The examination board for each subject – this is essential to know and is included in this.
- The specification name and number for each subject – this is essential to know and is included in this booklet.
- How the assessments/examinations work for each subject.
- Attendance must be at the level of 97% or above, if it drops to 90% students statistically only have a 35% chance of gaining 5 GCSE's A* - C including English and Maths.
- Attitude to Learning is key.
- There are plenty of intervention and support sessions available – study support evening, literacy and numeracy support, maths one-to-one, academic and behaviour focus week, booster sessions in most subject areas nearer examination time.
- Regular assessment and feedback in class.
- Target grade and predicted grade information.
- Individual exam confirmation of entry forms will be given out to students during January in Year 11, parents and students are asked to check exam information and that the tier of entry is correct and signed by parents and returned to Data and Exams Office.
- Individual GCSE Exam timetables are given to students in April of Year 11. It is essential that these timetables are checked and any clashes of exams are highlighted to the Data and Exams Office.
- Support is available at all times from: - Tutors, Subject Teachers, Mr Jones, Mrs Riley, The Year office is open from 8am each day for students to pop in.
- Parents can telephone the school between 8am and 3.30pm.
- Parents can email the school using office@highcliffeschool.com – please be aware that staff cannot email back as matter of policy, however staff will contact you by telephone.
- It is a known fact that revision should be in short bursts of around 45 minutes with a break of 15 minutes and repeated.
- Subject revision books are available for some subjects.
- BBC GCSE Bitesize, MyMaths and Maths Watch – students are used to using these resources for revision.
- The examination board website will have information, past papers and mark schemes – make sure you know the correct specification name and number for each subject.

GCSEs have changed

GCSEs and A levels in England are being reformed, to match the best systems in the world and keep pace with universities' and employers' demands.

GCSE content will be more challenging but still suitable for all abilities

GCSEs will be graded on a new scale of 9 – 1 rather than A* – G as now, with 9 the highest grade, to distinguish clearly between the reformed and unreformed qualifications

Content	New and more challenging content
Structure	All exams at the end of the course
Assessment	Mainly by examination Non-exam assessment only where necessary
Tiering	Foundation and higher tier permitted only in maths, science and modern foreign languages
Grading	New numbered scale (9 – 1 plus U), 9 is the highest New Government 'good pass' set at grade 5

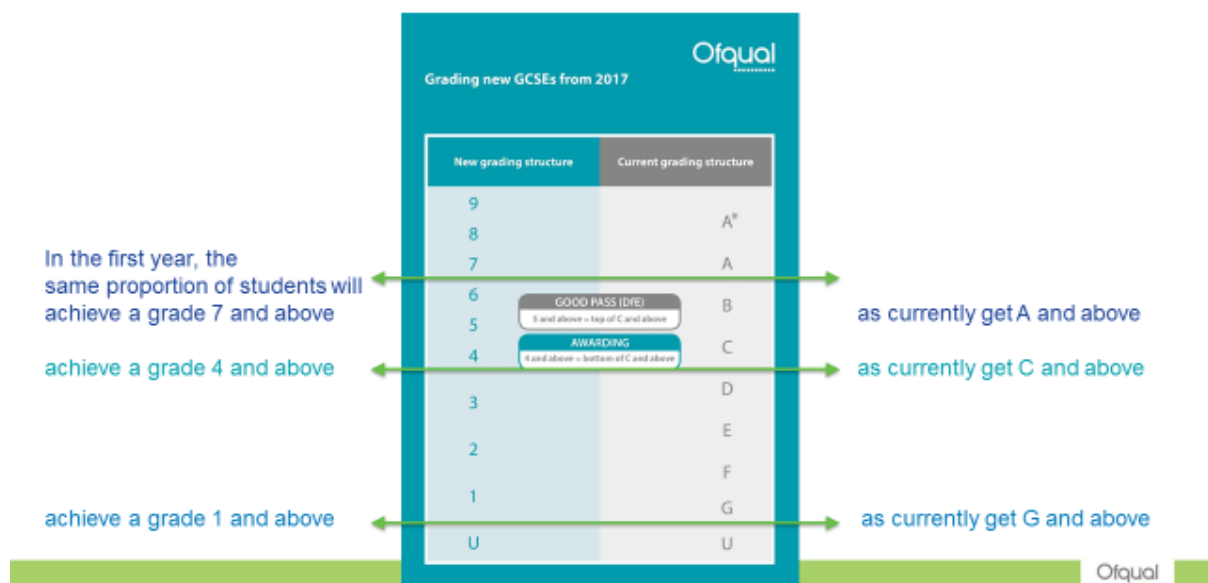
In the future, for the reformed GCSEs, the Government's definition of 'good pass' will be set at grade 5.

Grade 5 will be awarded to around the top third of pupils gaining the equivalent of a grade C and bottom third of a grade B. This means that there will be fewer pupils achieving a 'good pass' than in previous years.

Grade 4 will continue to be a level 2 achievement (equivalent to a low grade C now). We would not expect employers, colleges and universities to raise the bar to a grade 5 if, for example, a grade 4 would meet their requirements.

Important to remember that the GCSE 'good pass' allows parents and students to hold schools and the Government to account – it is currently set at a GCSE grade C.

New GCSE grading structure



The following pages contain an outline of information for the subjects in the Key Stage 4 curriculum which will be studied in Years 10 and 11

English Language
English Literature
Mathematics
Science Double Award
Science Triple Award – Separate Sciences
Dance
Expressive Arts
Music
Music Technology
PE Full Course
Sports Science Cambridge Nationals - Level 2
Citizenship
Geography
History
ECDL
ICT
ICT Computer Science
Business Communication Systems
French
German
Italian
Spanish
Latin
Fine Art
Art Textiles
Textiles Technology
Catering
Graphic Communication
Product Design
Child Development
Health & Social Care

English Language

Teacher Responsible: Mrs M Benton
Faculty: English
Head of Faculty: Miss A Martindale
Examination Board: AQA
Syllabus number: 8700
Syllabus title: English Language GCSE

Coursework: NONE
Examinations: 100% Examination:

Paper 1: Explorations in Creative Reading and Writing (Worth 50%)

Reading (40 marks) (25%) - one single text

1 short form question (1 x 4 marks)
2 longer form questions (2 x 8 marks)
1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives (Worth 50%)

Reading (40 marks) (25%) - two linked texts

1 short form question (1 x 4 marks)
2 longer form questions (1 x 8, 1 x 12 marks)
1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non Examination Assessment: Speaking and Listening

Assessed

teacher set throughout course
marked by teacher
separate endorsement (0% weighting of GCSE)

Homestudy: Examination preparation and revision.

Revision: The students will receive exemplar answers, examination question lists and a booklet which goes through the requirements and assessment objectives for all the examinations.

English Literature

Teacher Responsible: Mrs M Benton
Faculty: English
Head of Faculty: Miss A Martindale
Examination Board: AQA
Syllabus number: 8702
Syllabus title: English Literature GCSE

Coursework: NONE
Examinations: 100% Examination:

Paper 1: Shakespeare and the 19th century novel (Worth 40%)

Section A Shakespeare

Students will answer one question on Romeo and Juliet
They will be required to write in detail about an extract from the play and then to write about the play as a whole

Section B The 19th-century novel

Students will answer one question on their novel of choice.
They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Paper 2: Modern Texts and Poetry (Worth 60%)

Section A Modern Texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text

Section B Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster

Section C Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

Homestudy: Independent text explorations, directed revision and examination preparation.

Revision: The students will receive exemplar answers, examination question lists and a booklet which goes through the requirements and assessment objectives for all the examinations.

Mathematics

Teacher Responsible	Mr S Cooper
Faculty	Mathematics
Head of Faculty	Mr I Burgan
Examination Board	Edexcel
Syllabus Number	Spec A (linear) 1MAO
Syllabus Title	Mathematics
Examinations	100% written New GCSE 3 paper, each 1hr 30 mins in June Year 11 Paper 1: Non-Calculator - 80 marks 33.3% Paper 2: Calculator – 80 marks 33.3% Paper 3: Calculator – 80 marks 33.3%
Homestudy	Usually 1 set per week There will be a variety of types of homework set. Reinforcement exercises, extension exercises, research, as well as web based mymaths.co.uk homework.
Assessments	GCSE Baseline Assessments New GCSE questions tests.
Revision	Revision lessons, support lessons and booster lessons will all be offered, some support will be offered only to select cohorts. Past papers and specific support books from the examination board will be available from the school. Students may find other publications helpful to their learning and revision, including mathswatch CDs*, revision guides from Pearson, CGP, Letts etc. *Mathswatch CD-ROM can be accessed through 'my Highcliffe'. Click on 'classroom' at top of screen, and then click on 'mathematics'. Mathswatch will then show.
Web Sites	www.mymaths.co.uk www.edexcel.com www.gcsemaths.fsnet.com http://mathsapp.pixl.org.uk/PMA.swf School website www.bbc.co.uk/education Youtube – examsolutions.net Keshmaths

Science Double Award

Teacher Responsible	Ms S Cullen
Faculty	Science
Head of Faculty	Ms S Cullen
Examination Board	AQA
Syllabus Number	8464
Syllabus Title	GCSE Combined Science: Trilogy

Students will be taught by 2 Science teachers and will be awarded 2 GCSEs.

Modules Covered	<p>Biology: Cell Biology Organisation Infection and Response Bioenergetics Homeostasis and Response Inheritance, Variation and Evolution Ecology</p> <p>Chemistry: Atomic structure Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes Rate of Chemical Change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere</p> <p>Physics: Energy Electricity Particle Model of Matter Atomic Structure Forces Waves Magnetism and Electromagnetism</p>
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Coursework students	No coursework but required practicals that will be questioned on in examinations.
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Examinations: (16.7%)	All exams will be taken in June of year 11 Biology Paper 1 1 hour 15 mins (16.7%) Biology Paper 2 1 hour 15 mins (16.7%) Chemistry Paper 1 1 hour 15 mins Chemistry Paper 2 1 hour 15 mins (16.7%) Physics Paper 1 1 hour 15 mins (16.7%)
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Physics Paper 2 1 hour 15 mins (16.7%)

Homestudy

GCSE questions, research and projects, revision cards and tasks, investigation and practical work, calculations, data analysis.

Revision

Revision classes will be held in the weeks leading up to exams.

Students will have access to online textbooks www.CollinsOnlineLearning.co.uk which are available via the Highcliffe School website.

Other suggested books and Study Aids that the students can purchase will be available to buy from the faculty and class teachers.

Websites

School intranet with website catalogue.

Separate Sciences
(AQA GCSE - Biology, Chemistry & Physics)

Students will be taught Biology, Chemistry and Physics by specialist teachers and will be awarded 3 GCSEs.

Teacher Responsible	Ms S Cullen
Faculty	Science
Head of Faculty	Ms S Cullen
Examination Board	AQA
Syllabus Number	8461, 8462, 8463
Syllabus Title	GCSE Biology 8461 GCSE Chemistry 8462 GCSE Physics 8463
Modules Covered	Biology: Cell Biology Organisation Infection and Response Bioenergetics Homeostasis and Response Inheritance, Variation and Evolution Ecology Chemistry: Atomic structure Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes Rate of Chemical Change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere Physics: Energy Electricity Particle Model of Matter Atomic Structure Forces Waves Magnetism and Electromagnetism Space Physics
Coursework students	No coursework but required practicals that will be questioned on in examinations.

Examinations:	All exams will be taken in June of year 11
	Biology Paper 1 1 hour 45 mins (50%)
	Biology Paper 2 1 hour 45 mins (50%)
(50%)	Chemistry Paper 1 1 hour 45 mins
	Chemistry Paper 2 1 hour 45 mins (50%)
	Physics Paper 1 1 hour 45 mins (50%)
	Physics Paper 2 1 hour 45 mins (50%)
Homestudy	GCSE questions, research and projects, revision cards and tasks, investigation and practical work, calculations, data analysis.
Revision	Revision classes will be held in the weeks leading up to exams.

Students will have access to online textbooks www.CollinsOnlineLearning.co.uk which are available via the Highcliffe School website. Other suggested books and Study Aids that the students can purchase will be available to buy from the faculty and class teachers.

Websites School intranet with website catalogue.

Dance

Teacher Responsible	Mrs A Wills
Faculty	Expressive Arts
Head of Faculty	Mr S Hallam
Examination Board	Edexcel
Syllabus Number	600/4785/9
Syllabus Title	BTEC First Certificate Dance
Modules Covered in Year 10	Unit 2 Preparation, Performance and Production Unit 10 Movement Skills Unit 11 Devising Performance Work
Coursework	100%
Coursework Details exercises/compositional	Filmed workshop and class tasks. Filmed live performance Choreographic diary and Performer logbook, review and evaluate progress
Homestudy	Practice of practical skills and movement content Completion of logbook and research
Web Sites	www.shobanajeysingh.co.uk , www.rambest.org.uk , www.motionhouse.co.uk , www.theguardian.com has many articles and links to their 'step by step guides' to choreographers.

Drama

Teacher Responsible	Ms B Smith
Faculty	Drama
Head of Faculty	Mr S Hallam
Examination Board	OCR
Syllabus Number	J316
Syllabus Title	Drama GCSE
Coursework	Component One 30%: Devising Drama (60 marks) Moderated Coursework Component Two 30%: Presenting and performing texts (60 marks) Visiting Examiner
Examination	Component Three 40%: Performance and Response (80 marks) Exam Assessment – Written Paper
Coursework Details	<p>Devising – Learners will research and explore a stimulus, work collaboratively and create their own devised drama. Learners will complete a live group performance based from a chosen stimuli and create a devising log which tracks the development of their performance.</p> <p>Presenting and performing texts - Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <p>Performance and Response - Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.</p>
Homestudy	Devising Log: 20 sides A4 which include notes, sketches, diagrams, scripts, storyboards, photographs and annotations. Exam Preparation – mock exam questions and mock evaluations of live performances. Reading and making notes on the set play. Line learning and additional rehearsals when needed.
Revision	This is a new specification and revision guides are not yet available. Information will be given to students when this is published.
Web Sites	http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/

Music

Teacher Responsible
Faculty
Head of Faculty
Examination Board
Syllabus Number
Syllabus Title

Miss E Riley
Expressive Arts
Mr S Hallam
OCR
J536
Music GCSE

Coursework
year 10.

60% of overall mark. 30% will be completed in

Coursework Details
(15%)

Practical component – Ensemble Performance

Final performance – KS4 Performance Evening
03/11/2016

Integrated Portfolio – Solo composition (15%)

Examinations
11

Listening paper 40% completed at the end of year

Homestudy

Instrumental work; Learning of Musical
vocabulary; Listening to music; Revision
of listening paper theory and coursework
preparation; personal practice; attendance to

music clubs

Revision

Rhinegold OCR GCSE music Study Guide with all
course details and revision information; Access to
IT facilities after school

Suggested books and resources to assist students

- Rhinegold: A Student's Guide to GCSE Music for the OCR specification – new specification.
- Rhinegold: OCR GCSE Music Revision Guide
- Rhinegold: OCR GCSE Music Listening Tests

Web Sites

GCSE Bitesize: Music GCSE. MyHighcliffe
Music Site

Music Technology

Teacher Responsible	Mr Bannister
Faculty	Expressive Arts
Head of Faculty	Mr S Hallam
Examination Board	Edexcel
Qualification Number	600/6818/8
Syllabus Title	BTEC Level 1/Level 2 First Award in Music
Coursework	75%
Coursework Details	2 units chosen from Live Sound, Sequencing, Composition and Studio Recording and 1 compulsory unit – Managing a music product
Homestudy	45 mins per week – research/ theory practice
Revision Books	Donald S. Passman, <i>All You Need to Know About the Music Business</i> Winterson, Nickol & Bricheno, <i>Pop Music: The Text Book</i> Chertkow, R. and Feehan, J., <i>The DIY Music Manual: How to Record, Promote and Distribute Your Music without a Record Deal</i> Pattenden, S., <i>How to Make it in the Music Business</i> Gammons, H., <i>The Art of Music Publishing: An Entrepreneurial Guide to Publishing and Copyright for the Music, Film, and Media Industries</i>
Web Sites	
MyHighcliffe/classroom/Music/BTEC http://www.teoria.com/index.php	School Website BTEC pages
www.bbc.co.uk/radio1/onemusic/industry	Music Theory
www.equity.org.uk	BBC Introducing..
www.musiciansunion.org.uk	Equity
www.prsformusic.com	Musicians Union
	Performing Rights Society for Music
Journals	Sound on Sound Music Tech Magazine Computer Music Future Music

Physical Education/Full Course

Teacher Responsible	Mr S Hallam
Faculty	Expressive Arts
Head of Faculty	Mr S Hallam
Examination Board	OCR
Syllabus Number	J587
Syllabus Title	Physical Education
Coursework	Practical (40%). An assessment of three activities, including a controlled assessment as a Personal Exercise Programme. All assessments have to be submitted by the end of March in Year 11. Activities must include both an individual and team activity.
Examination	Two 1 hour papers (30% each) with sections on:- Applied Anatomy and Physiology Physical training Sport Psychology Socio-cultural Influences Health, Fitness and Wellbeing
Homestudy	Worksheets on theory aspects. Working on Personal Exercise Programme.
Revision	Revision sessions at lunchtimes and after School. Revision notes.
Web Sites	GCSE Bitesize – GCSE PE Teach PE.com

Sport Science Cambridge Nationals Level 2

Teacher Responsible	Mrs M Webber
Faculty	Expressive Arts
Head of Faculty	Mr S Hallam
Examination Board	OCR
Syllabus Number	
Syllabus Title	OCR Level 2 Cambridge National Award in Sport Science
Coursework	There are 3 coursework units Applying Principles of Training, The Body's response to Physical Activity and Sports Nutrition. Each unit comprises of a number of tasks completed by the students in Years 10 and 11.
Examination	1 hour examination in 1 unit on Injury in Sport at the end of Year 10.
Homestudy	Completion of tasks for coursework unit and tasks set for examined unit.
Revision	Revision sessions at lunchtimes and after school. Revision notes.
Additional information	There is some element of practical, but there is no assessment of performance in an activity. On completion of both units students will achieve the equivalent of 1 A*-C at GCSE level.

Citizenship

Teacher Responsible	Miss Alston
Faculty	EPD
Head of Faculty	Mrs L Downie
Examination Board	OCR
Syllabus Numbers	J270
Syllabus Title	Citizenship Studies

Students complete three units of assessment:

- **Paper 1: Citizenship in Perspective.** This is worth 25% of the GCSE qualification and is a written paper. Students will have 50 minutes to complete questions worth a total of 50 marks.
- **Paper 2: Citizenship in Action.** This is worth 50% of the GCSE qualification and is a written paper. Students will have 1hr45 minutes to complete questions worth a total of 100 marks.
- **Paper 3: Our Rights, Our Society, Our World.** This is worth 25% of the GCSE qualification and is a written paper. Students will have 1 hour to complete questions worth a total of 50 marks.

GCSE Citizenship enables students to:

- Develop and apply understanding of key Citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- Use an enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements
- Develop the necessary skills, knowledge and understanding to take action with others to address Citizenship issues.
- Engage with topical Citizenship issues and contribute to debates on challenges facing society, involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)

Homestudy	This is based around elements of research and preparation, to develop students as independent learners.
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Revision	Additional sessions are run prior to the examinations. Revision books are available.
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Geography

Teacher Responsible	Ms D Kennedy
Faculty	Science
Head of Faculty	Ms S Cullen
Examination Board	AQA
Syllabus Number	8035
Syllabus Title	GCSE Geography AQA
Modules Covered	<p>Paper 1 – Living with the Physical Environment The Challenge of Natural Hazards The Living World Physical Landscapes in the UK</p> <p>Paper 2 – Challenges in the Human Environment Urban Issues and Challenges The Changing Economic World The Challenge of Resource Management</p> <p>Paper 3 –Geographical Applications Issue Evaluation Fieldwork Geographical Skills</p>
Examinations	<p>Paper 1 – Living with the Physical Environment External written examination 1 hour 30 minutes 35%of GCSE Paper 1 consists of Section A, Section B and Section C. Students are required to answer ALL questions in sections A and B and any two in Section C.</p> <p>Paper 2 – Challenges in the Human Environment External written examination 1 hour 30 minutes 35%of GCSE Paper 2 consists of Section A, Section B and Section C. Students are required to answer ALL questions in sections A and B, together with one compulsory question and one free choice question in Section C.</p> <p>Paper 3 – Geographical Applications External written examination 1 hour 15 minutes 30%of GCSE Paper 3 consists of Section A and Section B. Students are required to answer ALL questions in Sections A and B.</p>

History

Teacher Responsible	Mr A Turner
Faculty	International Studies
Head of Faculty	Mr J Wayth
Examination Board	Edexcel
Syllabus Title	GCSE History
Modules Covered	Paper 1 : Thematic study and the Historic Environment: Medicine and Public Health 1250-present, and the British Sector of the Western Front
Written exam 1hr 15 minutes	30% of qualification
	Paper 2: British Depth Study: Early Elizabethan England Period Study: Superpower Relations and the Cold War 1941-1991
Written exam 1hr 45 minutes	40% of qualification
	Paper 3: Modern Depth Study: Weimar and Nazi Germany 1918-1939
Written exam 1hr 20 minutes	30% of qualification

Paper 1: Period study: Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

Paper 2: British depth study: Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.

Paper 3: Section A Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B Students answer a single four-part question, based on two provided sources and two provided interpretations.

Homestudy	At least ONE hour a week will be spent on tasks which could involve answering questions, researching, writing essays, documents work or constructing an argument for a debate.
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EUROPEAN COMPUTER DRIVING LICENCE (ECDL)

Digital Literacy

Digital Literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. The concept of literacy goes beyond simply being able to read; it has always meant the ability to read with meaning. Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge and create media.

The core ICT 'Digital Literacy' programme will equip students with the skills to use a computer confidently and effectively, building on existing knowledge to encourage them to develop their problem solving, creativity and communication skills. The programme will address key ICT skills, giving students the opportunity to work with industry standard software including word processing, spreadsheet, database and presentation programs. Students will become confident users of computers and will be able to use the skills learnt in Digital Literacy across all of their subjects.

How will I be assessed?

There are three 45 minutes on-screen tests using presentation, spreadsheets and word processing software and one on-line test which will examine students' knowledge of computer systems. Each test accounts for 25% of the course.

How do I find out more about this course?

Talk to your teacher or Mr Mortell

Visit the ECDL website:

<http://www.bcs.org/category/17636>

GCSE Computer Science

The GCSE in Computer Science will give learners a real, in-depth understanding of how computer technology works. Learners will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing. The course provides excellent preparation higher study and employment in the field of Computer Science.

Skills that you will need, or that you will be required to develop, include:

- An in-depth understanding of how computer technology works.
- Critical thinking, analysis and problem-solving skills through the study of computer programming.

Examinations

Paper 1: Computer systems (40%)

Written Exam 1 hour 30 minutes

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem-solving and computational thinking skills.

Paper 2: Computational thinking and problem solving (40%)

Written Exam 1 hour 30 minutes

A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

Coursework

Programming Project: Non-exam assessment (20%)

Approximately 20 hours of controlled assessment.

Learners will need to:

- Understand standard programming techniques
- Be able to design a coded solution to a problem including:
 - Develop suitable algorithms
 - Design suitable input and output formats
 - Identify suitable variables and structures
 - Identify test procedures.
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution:
 - To show functionality
 - To show how it matches the design criteria
 - Identifying successes and any limitations.

GCSE ICT

The GCSE in ICT will give students the tools to analyse, understand and control the technology that surrounds them. It will show them how to use ICT effectively and safely and to appreciate the implications of their actions. Because it covers aspects of the digital world that students are familiar with in their daily lives, the course is both relevant and interesting to students.

Content

- personal digital devices
- online shopping
- e-safety
- digital design
- digital publishing
- social networking

This is an excellent choice for future A Level students or those wishing to follow a career in ICT.

Skills

- The ability to work independently on extended tasks
- Good literacy skill level
- Good level of ICT skills
- Recommendations from KS3 teacher

Examination 90 minute examination – 40% of final mark

Coursework The bulk of the assessment (60%) is done through project work (in controlled assessment conditions) that rewards students for their practical capability and is set in contexts that they can relate to.

Business and Communication Systems

Teacher Responsible	Mr K Tyler
Faculty	ICT/Business Studies
Head of Faculty	Mr M Mortell
Examination Board	AQA
Syllabus Number	3126
Syllabus Title	Business and Communication Systems
Controlled Assessment	This assessment worth 25% takes place over a set period of time in the classroom and assesses a candidate's skills and knowledge from Unit 9, to investigate the use of ICT beyond the classroom. This controlled assessment will take place during the second year of study.
Examination	The examination consists of two papers, 1.5 hour practical paper worth 35% of the final mark 1 hour theory paper worth 40% of the final mark. Both of these are sat at the end of the second year.
Software	As the subject is predominantly practical it would be beneficial for the student to have access to the complete Microsoft Office suite at home, although the school now does have accessible through 'MyHighcliffe' a system where students can have home access to all school based applications via the school's Intranet.
Revision	AQA – Business and Communication Systems (ICT Systems in Business) Nelson Thornes CGP Revision Guides

French

Teacher responsible	Mr J Maurice
Faculty	International Studies
Director of Learning	Mr J Wayth
Examination Board	Edexcel
Syllabus Number	1FR0
Syllabus Title	French
Modules covered	Listening, Speaking, Reading and Writing
Examinations	Paper 1 – Listening & understanding (25%) Paper 2 – Speaking (internally conducted) (25%) Paper 3 – Reading & understanding (25%) Paper 4 – Writing (25%)
Homestudy	This will be set at least once a week and will be either written, reading listening or learning. At least $\frac{3}{4}$ of an hour should be devoted to the homestudy.
Revision	Extra lessons will be offered to assist with exam preparation. Edexcel French Revision Guide CGP Publications – French GCSE Letts Revision Guides – French
Websites	www.bbc.co.uk/schools/gcsebitesize www.vokabel.com www.linguascope.com – intermediate www.languagesonline.org.uk www.quizlet.com

German

Teacher responsible	Mr S Barnes
Faculty	International Studies
Director of Learning	Mr J Wayth
Examination Board	Edexcel
Syllabus Number	1GN0
Syllabus Title	German
Modules covered	Listening, Speaking, Reading and Writing
Examinations	Paper 1 – Listening & understanding (25%) Paper 2 – Speaking (internally conducted) (25%) Paper 3 – Reading & understanding (25%) Paper 4 – Writing (25%)
Homestudy	This will be set at least once a week and will be either written, reading listening or learning. At least $\frac{3}{4}$ of an hour should be devoted to the homestudy.
Revision	Extra lessons will be offered to assist with exam preparation. Edexcel German Revision Guide CGP Publications – German GCSE Letts Revision Guides – German
Websites	www.bbc.co.uk/schools/gcsebitesize www.vokabel.com www.linguascope.com – intermediate www.languagesonline.org.uk www.quizlet.com

Italian

Teacher Responsible	Miss C Talamonti
Faculty	International Studies
Head of Faculty	Mr J Wayth
Examination Board	Edexcel
Syllabus Number	1226
Syllabus Title	Italian – Specification A
Modules covered	Listening, Speaking, Reading, and Writing
Controlled Assessment	60% of final mark Three spoken and three written assessments, of which two are submitted for each skill – Conducted in Years 10 and 11
Examinations	20% Listening and 20% Reading – June of Year 11
Homestudy	This will be set at least once a week and will be either written or learning. At least $\frac{3}{4}$ of an hour should be devoted to the homestudy.
Revision	Extra lessons will be offered to assist with exam preparation.
Websites	www.bbc.co.uk/schools/gcsebitesize www.linguascope.com – intermediate www.languagesonline.org.uk www.quizlet.com

Spanish

Teacher responsible	Mrs S Snell
Faculty	International Studies
Director of Learning	Mr J Wayth
Examination Board	Edexcel
Syllabus Number	1SP0
Syllabus Title	Spanish
Modules covered	Listening, Speaking, Reading and Writing
Examinations	Paper 1 – Listening & understanding (25%) Paper 2 – Speaking (internally conducted) (25%) Paper 3 – Reading & understanding (25%) Paper 4 – Writing (25%)
Homestudy	This will be set at least once a week and will be either written, reading listening or learning. At least $\frac{3}{4}$ of an hour should be devoted to the homestudy.
Revision	Extra lessons will be offered to assist with exam preparation. Edexcel Spanish Revision Guide CGP Publications – Spanish GCSE Letts Revision Guides – Spanish
Websites	www.bbc.co.uk/schools/gcsebitesize www.vokabel.com www.linguascope.com – intermediate www.languagesonline.org.uk www.quizlet.com

Latin

Teacher Responsible
Faculty
Head of Faculty
Examination Board
Syllabus Number
Syllabus Title

Revd E Pickett
International Studies
Mr J Wayth
OCR
J281
Latin

Examinations

Compulsory

Language - comprehension and translation of passages of 'unseen' Latin.

Choice of two from the following

Verse Literature - selections from Virgil's Aeneid, the poetry of Ovid, Horace or Catullus, for example

Prose Literature – selections from writers such as Pliny, Cicero and Livy

“Sources for Latin” which involves understanding and analysing primary source material relating to topics of Roman civilisation

Fine Art

Teacher Responsible	Mr J Elliott
Teachers	Mrs E Stoodley , Mr R Castle & Mr S Guppy
Faculty	Art, Design, & Technology
Exam Board	AQA
Syllabus	8202/C & 8202/X
Title	Art & Design: Fine Art

Unit 1

Portfolio of Work	Controlled assessment – 60% of total marks. Modules set and marked by the school and moderated by AQA.
	The portfolio of work is selected from student modules developed throughout Years 9, 10 and 11

Unit 2

Externally Set Task	External assessment – 40% of total marks Students produce a 2D or 3D response to one of a number of questions set by the examination board and issued after 1 st January in the year of the exam. The externally set task culminates in 10 hours of sustained focussed study (usually held in sessions over 2 days).
Home Study	Two hours weekly; students should work through instructions from staff and unit briefs.
Revision	There are lunchtime and after school clubs where additional advice and support is available. After school workshops re-address earlier work and support preparation for the externally set task.

Textile Design (Art Textiles)

Teacher Responsible	Mrs E Stoodley
Teachers	Mrs E Stoodley
Faculty	Art, Design, & Technology
Exam Board	AQA
Syllabus	8204/C & 8204/X
Title	Art & Design: Textile Design

Unit 1

Portfolio of Work	Controlled assessment – 60% of total marks. Modules set and marked by the school and moderated by AQA.
	The portfolio of work is selected from student modules developed throughout Years 9, 10 and 11

Unit 2

Externally Set Task	External assessment – 40% of total marks Students produce a 2D or 3D response to one of a number of questions set by the examination board and issued after 1 st January in the year of the exam. The externally set task culminates in 10 hours of sustained focussed study (usually held in sessions over 2 days).
Home Study	Two hours weekly; students should work through instructions from staff and unit briefs.
Revision	There are lunchtime and after school clubs where additional advice and support is available. After school workshops re-address earlier work and support preparation for the externally set task.

Textiles Technology

Teacher Responsible	Mrs E Stoodley
Teachers	Miss C Evans
Faculty	Art Design and Technology
Examination Board	AQA
Syllabus Number	4570
Syllabus Title	Design Technology: Textiles Technology

This course allows you to demonstrate your creativity in designing and making quality textile products. You will extend your working knowledge of textiles, fibres, fabrics and components in relation to fashion, accessories or furnishings.

You have to be aware of manufacturing processes and techniques including the use of ICT: CAD/CAM (Computer Aided Design and Computer Aided Manufacture). This includes digital printing on fabric and machine embroidery to produce badges and decorated products. You will learn a range of new skills from putting colour onto fabric to constructing artefacts.

Course framework

Unit 1: Written examination paper, 2 hours in May/June of Year 11. 40% of total assessment.

Unit 2: Controlled Assessment 60% of GCSE grade.

Students undertake a single design and make activity, under controlled conditions. The project is selected from a range of tasks set by the examination board. For example, a fashion garment or accessory based on “the swinging sixties” or the age of punk, a fashion garment or accessory for a special occasion inspired by another culture, children’s learning toys or children’s clothes.

Homestudy: A variety of tasks will be set in Years 9, 10 and 11. These involve design and making activities, research, design work, purchasing a commercial pattern, materials and other components.

Revision: Extra support will be available during the manufacturing/making stage for unit 2. The support sessions are held once a week after school and at lunch times by arrangement with the Textiles Technology staff.

Students receive a preliminary material sheet issued by the exam board on or after 1st March, in the year of the examination, together with an examination revision/preparation booklet to help them prepare for their written examination.

They can also refer to Highcliffe’s VLE (Virtual Learning Environment), an on line resource and revision programme specifically created for Highcliffe students.

Students may purchase their own text/revision books.

The following are highly recommended:-

**AQA GCSE D&T Textiles Technology (Hodder Education) Rose Sinclair, ISBN 9781444123722 Price ranges from £17.99 - £15.11, **AQA Design and Technology:

Textiles Technology (Nelson Thornes), ISBN 978-1-4085-0275-4 GCSE Design
Technology: Textiles. The Revision Guide.

CGP. ISBN 1-84146-793-6 Lonsdale School Revision Guides: The Essentials of GCSE
Design Technology: Textiles Technology ISBN 1-903068-93-2

Trips: It is hoped that during the course there will be an opportunity to visit exhibitions and
fashions shows.

Food Preparation & Nutrition

Teachers Responsible
Faculty
Head of Faculty
Examination Board
Syllabus Number
Syllabus Title

Ms D Leitch and Mrs S Rowe
Art, Design and Technology

WJEC/Eduquas
C560P1
Food Preparation & Nutrition

Examinations

Component 1: Principles of Food Preparation and Nutrition

- **Written examination: 1 hour 45 minutes**
- **50% of qualification.**
- This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.
- **Section A:** questions based on stimulus material.
- **Section B:** structured, short and extended

response

questions to assess content related to food preparation and nutrition.

important

- The practical aspect of this course is very

and requires a commitment to provide the ingredients for a range of dishes and meals. Students will also have the opportunity to use their newly acquired skills to plan, prepare and serve

the

food at various functions in the school.

- For further details please see Ms Leitch or Mrs Rowe.

Assessment

Assessment 1: The Food Investigation

(15%)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

- **Assessment 2: The Food Preparation**

Assessment

(35%)

Prepare, cook and present a three course menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation,

cooking and presentation of food.

Coursework
in

Component 2: Food Preparation and Nutrition

Action

- Non-examination assessment (NEA): internally assessed,
- Externally moderated
- Assessment 1: 8 hours
- Assessment 2: 12 hours
- 50% of qualification.

Homestudy

A variety will be set including time plans, costings, supermarket surveys, and written questions.

Revision

Students will receive worksheets to support their revision and support sessions will be arranged as/when necessary in Year 11.

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Students will be expected to provide ingredients and cook a number of dishes each week.

Websites

www.nutrition.org.uk
www.foodhygienecontrol.hea.org.uk
www.foodforum.org.uk
www.bbc.co.uk/food
www.caterer.com
www.sainsbury.co.uk
www.bmsonline.com
www.foodtech.org.uk
www.bakersfederation.org.uk

Graphic Communication

Teacher Responsible	Mr M Simmons
Faculty	Art, Design and Technology
Examination Board	AQA
Syllabus	8203/X & 8203/C
Title	Art & Design: Graphic Communication
Course structure	A range of projects are completed throughout year 9, introducing students to the new media available to them alongside more traditional media & methods. Years 10 and 11 begin separate coursework units to be combined as a final portfolio of work. An examination externally set task takes place in Year 11.
Unit 1	
Portfolio of Work	Controlled assessment – 60% of total marks. Modules set and marked by the school and moderated by AQA.
	The portfolio of work is selected from student modules developed throughout Years 9, 10 and 11
Unit 2	
	Externally Set Task External assessment – 40% of total marks. Students produce a 2D or 3D response to one of a number of questions set by the examination board and issued after 1 st January in the year of the exam. The externally set task culminates in 10 hours of sustained focussed study (usually held in sessions over 2 days).
Home Study	Two hours weekly; students should work through instructions from staff and unit briefs.
Revision	There are lunchtime and after school clubs where additional advice and support is available. After school workshops re-address earlier work and support preparation for the externally set task.

Product Design

Teacher Responsible	Mr G Mant
Teachers:	Miss G Lang-Jones, Mr M Matthews
Faculty	Art, Design and Technology
Examination Board	Edexcel
Syllabus Number	2RM01
Syllabus Title	Design and Technology-Resistant Materials
Technology Modules covered	5RM01 – Internal Assessment (Coursework) 5RM02 – Written Knowledge and Understanding Exam paper.
Coursework	60% of final mark One Design and Make Project to be completed by Spring term of the terminal year.
Examinations	One exam paper with no entry tiers. This is worth 40% of the total GCSE. The exam tests the student's knowledge and understanding of materials, construction and product design over 1 1/2 hours. Sustainability issues are now included.
Homestudy	A homestudy powerpoint is created over the course which covers all the areas of revision for the final written exam. This becomes a vital resource for revision. Preparatory work will also be required during the Controlled Assessment Period.
Revision	A Revision guide will be given in year 11 and there will be preparation for the examination in the Spring term of the terminal year. GSCE D & T Resistant Materials' CGP Book is a recommended text.
Web Sites	Regular watching of relevant Television programmes will prove helpful to students. 'The Gadget Show' and 'How do they do it?' are good examples. General design editorials, news stories, and enquiring mind are also helpful. www.bbc.co.uk/schools/gcsebiteize www.technologystudent.com

Child Development

Teacher Responsible	Mrs J Bunnett
Faculty	Science
Head of Faculty	Ms S Cullen
Examination Board	OCR
Syllabus Number	J441
Syllabus Title	Home Economics (Child Development)
Coursework	<p>60% of overall mark. This is internally assessed and externally moderated.</p> <p>30% - Individual task will be completed in Year 11.</p> <p>30% - 3 short tasks based on the syllabus will be completed during Year 10.</p> <p>Support will be given for coursework in lunchtime and afterschool sessions.</p>
Examination	40% written paper – 5 compulsory questions lasting 1½ hours. Principles of Child Development
Homestudy	<p>Students will need to have access to a child aged 0 – 5 for their individual task.</p> <p>Tasks will include research, surveys, investigations and observations. Students will produce leaflets, answer written questions and undertake practical tasks.</p>
Revision	Revision worksheets will be provided and support/revision sessions will be offered in Year 11.
Revision material	<p>Students may wish to purchase their own revision materials. The following are recommended:-</p> <p>OCR GCSE in Home Economics: Child Development Lonsdale Revision Guides and Work Book CGP Child Development – The Revision Guide</p>

Health & Social Care

Teacher Responsible	Ms R Harrison
Faculty	Science
Head of Faculty	Ms S Cullen
Examination Board	OCR
Syllabus Number	J406
Syllabus Title	Health & Social Care

The award for Health & Social Care is delivered and assessed in two units.

Unit 1

Understanding Personal Development and Relationships, is assessed through one written examination paper (one hour examination) which contributes to 40% of the total GCSE grade.

Unit 2

Health and Social Care and Early Years Provision: This is a coursework unit which is internally assessed through a Controlled Task, which contributes to 60% of the total GCSE grade.

Students have the opportunity to: -

- Actively engage in the processes of health and social care to develop as effective and independent students.
- Understand aspects of personal development, and the Health, Social Care and Early Years sectors, through investigation and evaluation of a range of services and organisations.
- Develop a critical and analytical approach to problem solving within these sectors.
- Examine issues, which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Home study Research and Exam questions/case studies.

Revision Revision worksheets will be provided and support sessions offered.

Key Dates

Work Experience – this will take place from Monday 10 July for 8 days, all students should have their work experience placements confirmed by Friday 16 December 2016

Sixth Form Open Evening – Thursday 13 October 2016- this is an opportunity to see what is available at Highcliffe Sixth Form

Shoe Boxes – Charity Event run every year in October

Year 10 Subject Evening – Thursday 8 December

Year 11 Subject Evening – January 2018 – date to be confirmed

Year 10 rehearsal interviews start in January 2017

Year Group Charity Event – Christchurch Food Bank – items to be brought into school during February and March each year

Year 10 examination 2 week period starts on Monday 27 March 2017

Year 10 profiles issued June 2016

Sixth Form Open Evening – October 2017 – date to be confirmed

Year 11 Rehearsal examination period will be December 2017

Sixth Form applications should be with Sixth form by beginning of December 2017

Sixth Form interviews will start in January 2018

Year 11 profiles issued January 2018

GCSE examinations will be from April 2018

This list is not exhaustive and you can obtain more information from the school calendar which is available on the school website.

The Exams

- Establish a routine and stick to it. Make sure students have proper meals and that they sleep well and keep to their work plan.
- Encourage them to have plenty of exercise – this stimulates the brain and if they are more alert, the revision will be just that little bit easier. Exercise also helps relaxation and beats stress.
- Do not let your son or daughter revise with loud music playing, the TV on, their mobile phone switched on or whilst connected to the internet, Facebook or Twitter.
- A good night's sleep is essential before each exam.
- Ensure that they know when their exam is. A morning exam requires the student to be in school at 8.30am and an afternoon exam requires them to be in school at 1pm.
- Uniform must be correct to be allowed into the exam – this includes no jewellery, nail varnish or improper shoes, trousers or skirts.
- Ensure that they have the equipment they need – all exam papers require the use of black pens, therefore a couple of black pens is essential alongside sharp pencils, an eraser and ruler. These should be in a clear pencil case, plastic bag or held together with an elastic band.
- Sometimes they will also need a calculator, protractor, a pair of compasses, set square and coloured pencils.
- If your son or daughter is ill on the day of the exam it is essential that you phone the school office on 01425 273381 as soon as possible.
- Some exams may finish after 3pm, if this is the case students will need to have an alternative way to get home if they usually use school transport.

Important Examination Dates

Year 10 examination 2 week period starts on Monday 27 March 2017

Year 11 Rehearsal examination period will be December 2017

GCSE examinations will be from April 2018

This list is not exhaustive as practical examinations may occur outside these dates

Wish them well, tell them that they have worked hard and that they can only do their best and that you are proud of them.

School Communications

Students must check their school email account before school and evening to keep on top of school communication. We use the school email system to send details of appointments, careers guidance and general information.

Attendance Expectations

It is expected that all students achieve an attendance target of at least 97%. All absences must be communicated to school by 10am, via the school attendance telephone line 01425 282337 or attendance email, attendance@highcliffeschool.com. If the school has not been notified of an absence by 10am, parents will automatically be contacted by our Group Call Service. Please note that this is an automated service and has been put in place to alert parents to the fact that their son/daughter is not present in Tutor Time. Attendance in Tutor Time is compulsory for all students at Highcliffe from year 7 through to year 13. Tutor Time begins at 8.35 am. Punctuality is expected. If you receive Group Call service, please ensure you contact the school to communicate your child's absence or that to your knowledge they are in school. This communication should again be made to the school's attendance line.

Attendance at School	Time missed per year	Time missed by Year 11
90%	4 weeks	20 weeks of education
80%	8 weeks	1 year of education
70%	12 weeks	1.5 years of education
60%	16 weeks	2 years of education
50%	20 weeks	2.5 years of education

The following table shows the average grade achieved, based on Highcliffe GCSE results 2014

Attendance at School	Average Grade obtained at GCSE
97.1 – 100% (Target)	B
95.1 – 97%	C+
90.1 – 95%	C- (C/D borderline)
85.1 – 90%	C- (C/D borderline)
80.1 – 85%	D+
70.1 – 80%	D- (D/E borderline)
0 – 70%	E

When students are absent from school it is expected that they catch up on the work missed. Students should seek out their subject teacher, before school, after school or in break times, they can also email their teaching staff.

Commendations

Commendations can be achieved by all students in the following categories.

- **C**Excellent work
- **C**Breakthrough in learning
- **C**Actively engaging in learning
- **C**Initiative in learning
- **C**Helping others learn
- **C**Consideration for others

Responsible, independent learners:

- Find things out for themselves.
- Take responsibility for making sure they understand and asking for help, when it's needed.
- Read around a subject and carry out extended research.
- Manage time well to meet deadlines.
- Arrive at lessons with preparatory work completed.
- Work well in a group and stay focused on the task.
- Take action based on feedback and listen carefully to advice.
- Know, with the teacher's help, what the examiners are looking for.
- Organise themselves well with folders for each subject.
- When absent find out work missed and complete it promptly.
- Challenge themselves.
- Reflect on their learning and progress.

Attitude to Learning

Attitude to Learning grades aim to give you feedback on your independent learning skills. You will be given an Attitude to Learning rating by the member of staff who takes you for each subject. The rating will be based on observable behaviour that you display in class and the quality of the work you produce at home and in school.

You may not necessarily meet all of the criteria in any one category and so teachers will use a best fit approach when deciding to give a rating. In order for you to move a category you may only need to change your approach in certain key areas and your teachers will be happy to discuss these with you.

ATL 1 Dynamic Learner (DL)	ATL 2 Active Learner (AL)	ATL 3 Passive Learner (PL)	ATL 4 Reluctant Learner (RL)
You are <u>consistently</u> commended...	You are <u>often</u> commended...	You are <u>sometimes</u> commended...	You are <u>rarely</u> commended...
... for excellent work because you present your work to a very high standard and offer clear, carefully explained, extended verbal explanations.			
... for a breakthrough in learning because you seek out challenging tasks, take risks and know that making mistakes can help you learn.			
... for actively engaging in learning because you persevere with your work even when it is difficult, you are willing to learn and improve. You listen carefully to guidance and read and respond to feedback.			
... for demonstrating initiative in learning because you can work independently and manage your time well in order to meet deadlines. You show evidence of preparatory work, extended research and use of wider general knowledge in your work. You ask adults for support only when you have tried to solve a problem yourself.			
... for helping others learn because you work well in pairs or in groups, share ideas and give constructive feedback. You behave respectfully towards both staff and students.			
... for demonstrating consideration for others because you live by the school values - caring, supporting and encouraging.			

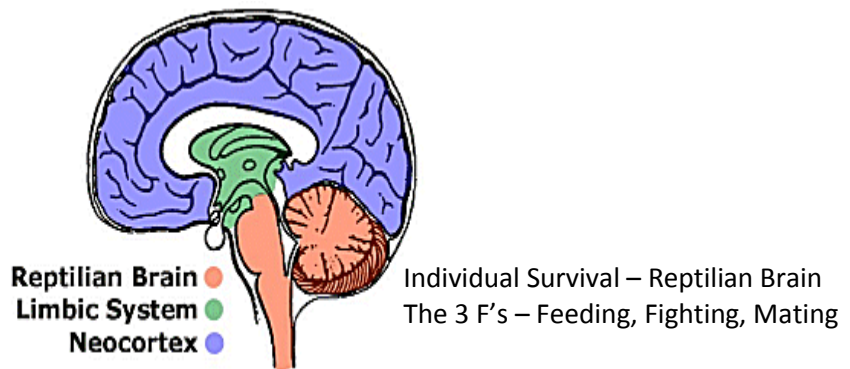
The Teenage Brain

Many of you were able to attend the presentation given by Jane Keyworth in July 2016. A number of parents have asked for the information and we hope that the following is informative and useful.

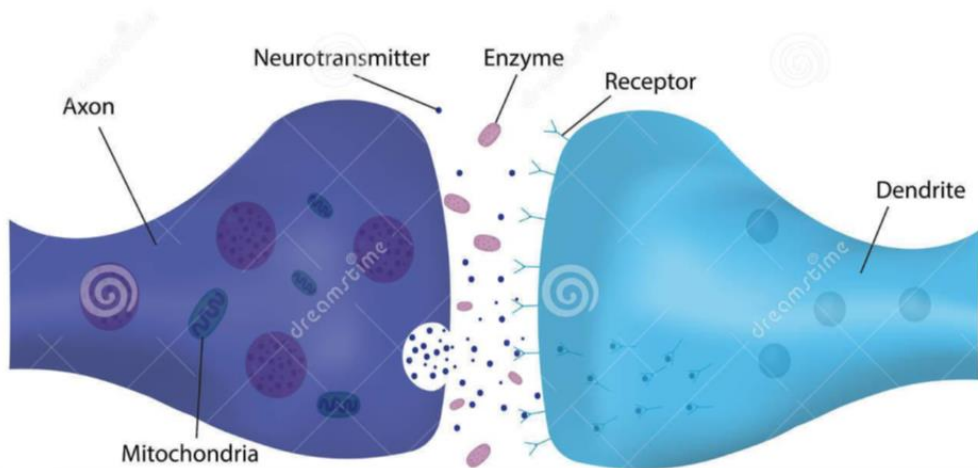
Evolution of the Human Brain

Logic Centre – Frontal Lobes - Neocortex
Self Control
Decision Making
Social Communication

Limbric system
Emotional Centre – Mammal Brain
Pack and Herd behaviour



Synapse



Having a synapse allows humans to adapt and control their behaviour. Self Control is knowing you CAN, but deciding you WON'T.

The four categories of drug effect show that drugs interfere with the synapses and therefore self-control is compromised.

Teenage Brain Development

Females: 13/14 years old through to 17/18 years old.

Males: 14/15 years old through to 19/20 years old.

Logic centre of the brain under development, not fully functioning

Hormone changes/sexual development

Pack conflict between home and friend group

Anxiety especially separation anxiety (fear of the dark, fear of being alone etc)

GCSE related problems – stress, anxiety, decision making issues

Difficulty in communicating, especially emotions.

Peer pressure (embedded pack behaviour)

Lack of sleep – need at least 9 hours a night

Poor diet – Need regular and balanced meals (burning 400 calories a day on brain development)

Screen addiction - Brain over stimulated by light & eye strain.

Over 100 neurotransmitters have been identified in the brain.

These chemical messengers are manufactured by our brain largely from amino acids in our diet.

The ones most affected by drugs and alcohol are:

Serotonin

Dopamine

Adrenaline

Parties, gatherings, beach – Year 9 and Year 10 usually sees the start of teenagers going to parties and gatherings. It is here that they often come across alcohol, tobacco and drugs for the first time. As their brain is still developing and the logic centre is not fully functioning, however the pack mentally may be fully functioning they may make choices that are not the best for them.

Self Medication and the Teenager

Stress, Anxiety, Depression often leads to Self Medication in the form of alcohol, tobacco or drugs – all of which are illegal – alcohol and tobacco should not be bought by under 18's. Addiction can happen very quickly. Pathways to Addiction - Experimental Use, Occasional Use, Recreational Use which can lead to Recreational Dependency, Psychological Addiction and Physical Addiction.

The Process of Addiction and Withdrawal

The brain has normal chemical messaging before the start of drug use. With the start of stimulant drug use the synapse becomes flooded creating a "high" or "head-rush". With continued use the brain adapts by growing new receptors – this is physical addiction and is also known as Tolerance. When tolerance has occurred the user needs to increase supply to reach the same level of "high" resulting in further receptor growth. When the user stops drug use, the chemical messaging returns to normal leaving an excess of receptors, this means that the user will feel cravings while the receptors become empty and shrivel away, back to their normal state.

Alcohol

Alcohol is the biggest killer of young people. It is a poison (inTOXICated), it is a muscle relaxant and it is a sedative. If your son/daughter is going out and alcohol is available and they are partaking in drinking, they should use the following to stay safe.

- 1 or 2 people in the group to stay sober

- Eat dinner before starting to drink
- Know your limits.
- Drink a soft drink every other drink
- Always phone for an ambulance if someone is near to becoming unconscious
- Put friends into the recovery position especially if they are non-responsive or unconscious
- Take care of each other and pay extra attention when crossing the road etc.
- Do not leave anyone alone

Legal Highs – What are they?

The word legal suggests “safe”. These substances are not safe, few, if any, are actually tested for toxicity and many have serious adverse effects.

Legal Highs are substances that mimic the effects of illegal drugs of abuse but are not (at present) covered by the Misuse of Drugs Act 1971.

Substances that mimic heroin, cocaine, cannabis, amphetamines, ecstasy, benzodiazepines (e.g. diazepam, temazepam), LSD.

Cannabis

It is often thought that Cannabis is not addictive, it is. Within 3 weeks of regular use, cannabis will cause tiredness, lack of motivation and the beginnings of depression. Prolonged use will lead to anxiety, paranoia and in some cases psychosis. Cannabis causes depression. Street cannabis is speed grown, re-sprayed with THC and often contains powdered glass. Fake cannabis such as Black Mamba, Annihilation and Spice are NOT cannabis. It is fake THC sprayed on to any plant...these drugs have never seen a cannabis plant!!

Four Categories of Drug Effect

Stimulants – ‘Uppers’

Substances that have a stimulant effect increase the level and speed of the chemicals travelling into and across the synapse in the brain.

Depressants - ‘Downers’

Substances that depress the brain function slow down the chemicals travelling across the synapse in the brain.

Hallucinogens – ‘Tripping’

Alternate between fast and slow effect on the chemicals causing distorted perceptual information.

Opiates

Stop the pain messages travelling across the synapse in the brain. Replace naturally produced opiates.

<p>Stimulants</p> <p>Sugar Caffeine Gurana Nicotine Amphetamine (speed) Base Methamphetamine (crystal meth) Mephedrone (meow meow, m-kat) MDPV (found in Novel Psychoactive Substances –NPS) Ecstasy (E) MDMA (mandy) Cocaine Crack Cocaine</p>	<p>Depressants</p> <p>Alcohol Tranquilizers - Benzodiazepines Valium/Phenazepam Rohypnol Gamma (GHB) gammabutyrolactone Volatile Substances (aerosols, gases & glues) ketamine</p>
<p>Hallucinogens</p> <p>Cannabis LSD (acid) Lysergic acid diethylamide Magic mushrooms ('shrooms) Ketamine</p>	<p>Opiates</p> <p>Heroin Methadone Morphine Codeine based pain killers: Solpadeine, Codeine, Co-codamol, Tramadol, Nurofen Plus, Dihydrocodeine</p>

