



**Highcliffe School**  
11-18 Academy & Specialist College

# ***Requirements for Success***

***(A Parent's Survival Guide  
to Key Stage 4 2019-2021)***



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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 their 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 Goddard  
Deputy Head of Achievement – Mrs Illgner  
Pastoral Lead – Miss Harding  
Pastoral Support Manager – Mrs Riley  
Head of School – Mr Yapp  
Tutors  
Subject Teachers  
SEND/CO – Ms Strachan  
Careers – Mrs Wilson

## Being a parent isn't easy

A parent has to be an attendance officer, school partner, provider of the tools for homework, 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 homework, know important dates, give encouragement and rewards and not nag! Difficult ..... we know.

Parents are eight 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 students' 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. 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 are more distractions than 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 to give the brain a break from being on call 24 hours a day. The blue light given off by screens does affect sleep patterns and all screens need to be off a number of hours before settling to sleep.

Some of the old distractions, of course, remain the same!

# What you need to know

- Which subjects are being studied – a subject guide is included in this booklet
- The examination board for each subject
- The specification name and number for each subject
- 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 9 - 1 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 is provided in class
- Target grade and predicted grade information are provided by the school
- 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 on the form
- Individual GCSE Exam timetables are given to students in April of Year 11
- Support is available at all times from: - Tutors, Subject Teachers, Mr Goddard, Mrs Illgner, Miss Harding and 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](mailto: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 many subjects
- Students are also encouraged to use online resources for revision
- The examination board website will have information, past papers and markschemes

## GCSEs have changed

GCSE's and A Levels in England are being reformed. GCSE content will be more challenging but still suitable for all abilities. GCSE's will now be graded on a new scale of 9 – 1 rather than A\* – G, with 9 the highest grade, to distinguish clearly between the reformed and unreformed qualifications

<b>Content</b>	New and more challenging
<b>Structure</b>	Linear
<b>Assessment</b>	Mainly by examination Non-exam assessment only where necessary
<b>Tiering</b>	Foundation and higher tier permitted only in Maths, Science and Modern Foreign Languages
<b>Grading</b>	New numbered scale (9 – 1 plus U) New Government 'good pass' 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 a grade 4 would meet their requirements.

## New GCSE grading structure



The following pages contain an outline of the key 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  
Separate Sciences  
Music  
Drama  
Dance  
Physical Education  
Sports Science Cambridge Nationals - Level 2  
Geography  
History  
Religious Studies  
Computer Science  
BTEC IT  
Business  
French  
Spanish  
Fine Art  
Three Dimensional Design  
Textile Design  
Food Preparation and Nutrition  
Graphic Communication  
Product Design

## English Language

Teacher Responsible	Mrs K Guerrini
Faculty	English
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 K Guerrini
Faculty	English
Examination Board	AQA
Syllabus number	8702
Syllabus title	English Literature GCSE
Coursework	NONE
Examinations	100% Examination:

Paper 1: Shakespeare and the 19<sup>th</sup> century novel (Worth 40%)

### Section A Shakespeare

Students will answer one question on Romeo and Juliet **OR** Julius Caesar **OR** Macbeth. **The play the class will be studying will be chosen by the class teacher and confirmed in September.**

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 A Christmas Carol **OR** Jekyll and Hyde. **The novel the class will be studying will be chosen by the class teacher and confirmed in September.**

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.

**Studied text: An Inspector Calls.**

### 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.

**Studied cluster: Power and Conflict.**

### 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.



## Mathematics

Teacher Responsible	Mr S Cooper
Faculty	Mathematics
Examination Board	Edexcel
Syllabus Number	1MA1
Syllabus Title	Mathematics
Examinations	100% written 3 papers, each 1hr 30 mins in June of 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. Consolidations exercises, extension activities, diagnostics of mock examinations and tests along with online homestudy.
Assessments	New 9 – 1 GCSE mock exam papers New 9 – 1 GCSE questions topic tests
Revision	Lunchtime drop in sessions will be available throughout the year, in the run up to exams Revision lessons will be offered and some further 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 Dr Frost Maths, MathsWatch, revision guides from Pearson, CGP, Collins etc.
Web Sites	Dr Frost Maths - online videos, interactive questions, practice papers and extension materials <a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a>  MathsWatch – online videos and interactive questions* <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>  Pixl Maths App – interactive questions* <a href="http://mathsapp.pixl.org.uk/PMA.swf">http://mathsapp.pixl.org.uk/PMA.swf</a>  BBC Bitesize – GCSE Maths Edexcel <a href="https://www.bbc.com/education/examspecs/z9p3mnb">https://www.bbc.com/education/examspecs/z9p3mnb</a>  On maths - Interactive Practice papers, topic tests, mini mock papers and challenge questions <a href="http://www.onmaths.com">www.onmaths.com</a>

\*requires school log in

## Science Double Award

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

Students will be taught by **3 Science specialist** teachers and will be awarded 2 GCSEs.

Modules Covered	<b>Biology:</b> Cell Biology Organisation Infection and Response Bioenergetics Homeostasis and Response Inheritance, Variation and Evolution Ecology <b>Chemistry:</b> Atomic structure Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes Rate of Chemical Change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere <b>Physics:</b> Energy Electricity Particle Model of Matter Atomic Structure Forces Waves Magnetism and Electromagnetism
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Coursework	No coursework but required practicals that students will be questioned on in examinations <b>(15% of marks)</b>
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Examinations:	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 (16.7%) Chemistry Paper 2 1 hour 15 mins (16.7%) Physics Paper 1 1 hour 15 mins (16.7%) Physics Paper 2 1 hour 15 mins (16.7%)
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Homestudy	GCSE questions, research and projects, revision cards and tasks, investigation and practical work, calculations, data analysis.
Revision	Revision will occur in classes and drop in sessions will be available to support students learning.

Students will have access to many online resources which are available via the Highcliffe School website Y10 and Y11 Science Revision pages. They will also be given a Collins GCSE revision and practice guide for their use during the course.

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 BBC Bitesize Science GCSE
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**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
Examination Board	AQA
Syllabus Number	8461, 8462, 8463
Syllabus Title	GCSE Biology 8461 GCSE Chemistry 8462 GCSE Physics 8463
Modules Covered	<b>Biology:</b> Cell Biology Organisation Infection and Response Bioenergetics Homeostasis and Response Inheritance, Variation and Evolution Ecology <b>Chemistry:</b> Atomic structure Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes Rate of Chemical Change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere <b>Physics:</b> Energy Electricity Particle Model of Matter Atomic Structure Forces Waves Magnetism and Electromagnetism Space Physics
Coursework	No coursework but required practicals that students will be questioned on in examinations. <b>(15% of marks)</b>

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%) Chemistry Paper 1 1 hour 45 mins (50%) 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 will occur in classes and drop in sessions will be available to support students learning.

Students will have access to many online resources which are available via the Highcliffe School website Y10 and Y11 Science Revision pages. They will also be given a Collins revision and practice guide for each of the subjects, for their use during the course.

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. BBC Bitesize Science GCSE
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## Music

Teacher Responsible	Mrs E Gunner
Examination Board	OCR
Syllabus Number	J536
Syllabus Title	Music GCSE
Coursework	60% of overall mark. 30% will be completed in year 10.
Coursework Details (15%)	Practical component – Ensemble Performance  Final performance – KS4 Performance Evening 03/11/2016  Integrated Portfolio – Solo composition (15%)
Examinations	Listening paper 40% completed at the end of year 11
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 <ul style="list-style-type: none"><li>• Rhinegold: A Student's Guide to GCSE Music for the OCR specification – new specification.</li><li>• Rhinegold: OCR GCSE Music Revision Guide</li><li>• Rhinegold: OCR GCSE Music Listening Tests</li></ul>
Web Sites	GCSE Bitesize: Music GCSE. MyHighcliffe Music Site

## Drama

Teacher Responsible	Mrs A Wills
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><b>Devising</b> – 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><b>Presenting and performing texts</b> - Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</p> <p><b>Performance and Response</b> - 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	BBC Bitesize – Blood Brothers <a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/</a> Blood Brothers Performance <a href="https://www.youtube.com/watch?v=dvek0bj451Y">https://www.youtube.com/watch?v=dvek0bj451Y</a>
Web Sites	<a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>

## Dance

Teacher Responsible	Mrs A Wills
Examination Board	Pearson
Syllabus Number	603/0406/6
Syllabus Title	BTEC Level 1/Level 2 Tech Award in Performing Arts Dance
Coursework	Component One 30%: Exploring the Performing Arts - Internally Assessed Coursework Component Two 30%: Developing Skills and Techniques in the Performing Arts – Internally Assessed
Examination	Component Three 40%: Performing to a Brief – External Assessment (60 marks) – Learners will be given a brief set by the exam board and will be expected to respond individually whilst contributing to the: research, creation, development and organisation of a group performance piece. Three written milestone assessments and a final filmed performance will contribute to achieving this component.
Coursework Details	<b>Exploring the Performing Arts</b> – Learners will develop their understanding of dance by examining practitioners' work and the processes used to create a professional dance performance. Students will be regularly filmed in lessons to generate exam evidence to support their grade. Written coursework will also support and contribute to achieving in this component.  <b>Developing Skills and Techniques in the Performing Arts</b> – Learners will develop their dance skills and techniques through the reproduction of dance repertoire. Rehearsals and the final live performance will be filmed, written coursework will again support their grade.
Home Study	Written coursework tasks will be completed at home to support practical work carried out in lesson time for components one and two. This can also be presented in the form of a blog or other verbal presentation. (All coursework is the responsibility of the individual, this includes how it is logged or captured and retained as evidence).



Students are also expected to make their own notes on the dance styles covered including workshops and the learning of repertoire. Students are also expected to use their time (lunch and after school) for extra rehearsals and catching up on work / movement material missed or struggling with.

#### Exam Preparation

Students will be given a 'window' of time by the exam board to complete all research tasks before formal assessment time begins. Students are able to take in notes to their written milestone assessments.

## Physical Education

Teacher Responsible	Mrs M Webber
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
Examination Board	OCR
Syllabus Number	J812
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 one 9-4 at GCSE level.

## Geography

Teacher Responsible	Mr D Houghton
Examination Board	AQA
Syllabus Number	8035
Syllabus Title	GCSE Geography AQA
Modules Covered	<p><b>Paper 1 – Living with the Physical Environment</b> The Challenge of Natural Hazards The Living World Physical Landscapes in the UK</p> <p><b>Paper 2 – Challenges in the Human Environment</b> Urban Issues and Challenges The Changing Economic World The Challenge of Resource Management</p> <p><b>Paper 3 –Geographical Applications</b> Issue Evaluation Fieldwork Geographical Skills</p>
Examinations	<p><b>Paper 1 – Living with the Physical Environment</b> 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><b>Paper 2 – Challenges in the Human Environment</b> 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><b>Paper 3 – Geographical Applications</b> 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                      Mrs H Stedmon  
Examination Board                        Edexcel  
Syllabus Title                                GCSE History

Modules Covered:

1. Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
2. Superpower Relations and the Cold War 1941-1991
3. Early Elizabethan England 1558 - 1588
4. The USA, 1954–75: conflict at home and abroad

### Assessment Overview

**Paper 1:** Written exam 1hr 15 minutes, 52 marks, 30% of qualification

**Section A:** Historic environment - British Sector of the Western Front (16 marks)

Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

**Section B:** Thematic study - Medicine and Public Health 1250-present (32 marks – 4 are for SpaG)

Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

**Paper 2:** Written exam 1hr 45 minutes, 64 marks, 40% of qualification

**Section A:** Period study - Superpower Relations and the Cold War 1941-1991 (32 marks)

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.

**Section B:** British depth study – Early Elizabethan England (32 marks)

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:** Written exam 1hr 20 minutes, 52 marks, 30% of qualification

**Section A:** Modern depth study - The USA, 1954–75: conflict at home and abroad (16 marks)

Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

**Section B:** Modern depth study - The USA, 1954–75: conflict at home and abroad (32 marks – 4 are for SpaG)

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 such as: researching, creating revision resources, planning and answering practice exam questions, source analysis or constructing an argument for a debate.

## **Religious Studies**

Teachers Responsible	Mrs L Downie
Examination Board	OCR
Syllabus Number	J625
Syllabus Title	Religious Studies

### **Component 1 - Beliefs, Teachings and Practices**

J625/01 – Christianity  
J625/03 – Judaism

Examination	Two one hour written papers, each marked out of 63 Each unit contributes 25% of final grade
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### **Component 2 - Religious Philosophy and Ethics in the Modern World**

J625/06 – Christianity

Examination	One two hour paper, marked out of 126. Unit contributes 50% of final grade
Revision Guide	My revision notes OCR GCSE (9-1) Religious Studies By Hodder Education  CGP New Grade 9-1 GCSE Religious Studies: Revision Guide

Home Study – Researching, extended reading and practice examination questions.

## Computer Science

Teacher Responsible	Mr M Downs
Examination Board	OCR
Faculty	ICT / Business Studies
Syllabus Number	J276
Syllabus Title	Computer Science (9-1)

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 (50%)

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 (50%)

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.

#### **Programming Project:** Non-exam assessment (no weighting)

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.



## BTEC IT

Teacher Responsible	Mr K Tyler
Examination Board	Pearson Edexcel
Faculty	ICT / Business Studies
Syllabus Number	603/2740/6
Syllabus Title	BTEC Award in Digital Information Technology

This is a hands-on course that gives students a taste of what the sector is like, as well as the skills and confidence to succeed in their next steps. With the BTEC Technical Award in Digital Information Technology, students get the chance to produce a practical response to a digital brief, and gain valuable skills for a future in the digital industry.

The qualification is a practical introduction to life and work in the industry, students can explore the sector while:

- Developing key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.
- Understanding processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams and legal and ethical codes of conduct.
- Developing technical skills and techniques.
- Planning a digital solution for a given brief.

The course has two internally assessed components, and one that's externally assessed:

- Component 1 (internal) - Exploring User Interface Design Principles and Project Planning Techniques, weighting 30%
- Component 2 (internal) - Collecting, Presenting and Interpreting Data, weighting 30%
- Component 3 (external) - Effective Digital Working Practices, weighting 40%.

### Where can the course lead?

With a BTEC Tech Award in Digital Information Technology, students are able to explore, challenge and realise their potential. During the course, students can assess whether the digital industry aligns with their expectations, by providing them with an insight into the skills and knowledge they'll need to succeed in this sector.

After completing the course, your students can continue on to further qualifications in IT or Computing at Level 3. Students will also gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

## **Business Studies**

Teacher Responsible	Mr K Tyler
Faculty	ICT/Business Studies
Examination Board	AQA
Syllabus Number	8132
Syllabus Title	GCSE Business

The GCSE in Business will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide your students with a firm foundation for further study.

### **Content:**

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance

### **Examinations:**

Paper 1 – Influences of operations and HRM on business activity, 1hr 45mins, 50%

Paper 2 – Influences of marketing and finance on business activity, 1hr 45mins, 50%

### **Skills:**

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem solving and decision making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### **Websites and books:**

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

[www.tutor2u.net](http://www.tutor2u.net) (subject, Business)

GCSE AQA Business AQA Revision Guide – for the grade 9-1 course

GCSE Business complete revision and practice for the Grade 9-1 course.

AQA GCSE (9-1) Business, Second Edition, Surridge and Gillespie

## MFL French

Teacher responsible	Mr J Maurice
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	<a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a> <a href="http://www.vokabel.com">www.vokabel.com</a> <a href="http://www.linguascope.com">www.linguascope.com</a> – intermediate <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.quizlet.com">www.quizlet.com</a>

## MFL Spanish

Teacher responsible	Mr J Maurice
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	<a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a> <a href="http://www.vokabel.com">www.vokabel.com</a> <a href="http://www.linguascope.com">www.linguascope.com</a> – intermediate <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.quizlet.com">www.quizlet.com</a>

## Fine Art

Teacher Responsible Mrs E Stoodley  
Exam Board AQA  
Syllabus 8202/C 8202X  
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 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<sup>st</sup> 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.

## **Three Dimensional Design**

Teacher Responsible	Mrs E Stoodley
Exam Board	AQA
Syllabus	8205/C 8205X
Title	Art & Design: Three Dimensional 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 10 and 11

### **Unit 2**

Externally Set Task

External assessment – 40% of total marks  
Students produce a 3D response to one of a number of questions set by the examination board and issued after 1<sup>st</sup> 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**

Teacher Responsible	Mrs E Stoodley
Exam Board	AQA
Syllabus	8204C/8204X
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.
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The portfolio of work is selected from student modules developed throughout Years 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 <sup>st</sup> 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).
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Home Study	Two hours weekly; students should work through instructions from staff and unit briefs.
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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.
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## Food Preparation & Nutrition

Teachers Responsible	Ms D Leitch Mr Ian Hewitt
Examination Board	WJEC/Eduquas
Syllabus Number	C560P1
Syllabus Title	Food Preparation & Nutrition
Examinations	<p><b>Component 1: Principles of Food Preparation and Nutrition</b></p> <ul style="list-style-type: none"><li>• <b>Written examination: 1 hour 45 minutes</b></li><li>• <b>50% of qualification.</b></li><li>• This component will consist of two sections both containing <b>compulsory questions</b> and will assess the six areas of content as listed in the specified GCSE content.</li></ul> <p><b>Section A:</b> questions based on stimulus material. <b>Section B:</b> structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <ul style="list-style-type: none"><li>• <i>The practical aspect of this course is very important and requires a commitment to provide the ingredients for a range of dishes and meals.</i></li></ul> <p>Students will also have the opportunity to use their newly acquired skills to plan, prepare and serve food at various functions in the school.</p>
<b>Assessment 1:</b>	<p><b>The Food Investigation</b> (Non-examination assessment (NEA) internally assessed (8 hours) <b>(15%)</b>)</p> <p>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.</p>
<b>Assessment 2:</b>	<p><b>The Food Preparation</b> <b>(35%)</b> internally assessed</p> <p>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.</p>
Homestudy	<p>A variety will be set including time plans, costings, supermarket surveys, GCSE questions, research and projects, investigation and practical work, calculations, data analysis.</p>



## Revision

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

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

## Websites

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

[www.foodhygienecontrol.hea.org.uk](http://www.foodhygienecontrol.hea.org.uk)

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

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

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

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

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

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

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

## **Graphic Communication**

Teacher Responsible	Mr M Sedgley
Examination Board	AQA
Syllabus Number	8203C/8203X
Syllabus Title	GCSE Graphic Communication
Preliminary Work	A range of individual graphics projects during year 10 ranging from; observational drawing within a context, illustration, logo design, magazine cover design and packaging design within a commercial context. An introduction to students to the new media available to them and alongside more traditional media & methods.
<b>Unit 1</b>	
Portfolio of Work	Throughout year 10, controlled assessment is the focus and is 60% of total marks.  Modules (projects) are set and marked by the school and moderated by AQA. It is essential that students expand and explore a variety of techniques throughout these projects in order to show off the skills they have learnt. The portfolio of work is selected from student modules developed throughout Years 10 and 11.
<b>Unit 2</b>	
Externally Set Task	External assessment is 40% of total marks.  Students will respond to one of a number of questions set by the AQA examination board. These question choices issued after 1 <sup>st</sup> January in the year of the exam. This externally set task culminates in 10 hours of sustained focussed study (usually held in sessions over 2 days).
Home Study	Students will be expected to complete at least 2 hours of home study each week. This will be a combination of teacher directed home study or independent development of ongoing project tasks.
Revision	There are opportunities for after school clubs/booster sessions, where additional advice and support is available. These after school workshops re-address earlier work and support preparation for the externally set task.

## Product Design

Teachers Responsible	Mr M Sedgley
Examination Board	AQA
Syllabus Number	8552
Syllabus Title	GCSE Design and Technology
Coursework	50% of final mark  One Design and Make Project to be completed by Spring term of the terminal year.
Examinations	Written exam: 2 hours 100 marks 50% of GCSE Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.  Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.  Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.
Homestudy	Homestudy tasks are set weekly throughout the course and vary in length and difficulty depending on the content being covered. Students will be expected to conduct flip learning tasks.
Revision	The following are highly recommended; New Grade 9-1 GCSE Design & Technology AQA Revision Guide ISBN: 1782947523  New Grade 9-1 GCSE Design & Technology AQA Exam Practice Workbook ISBN: 1782947531
Web Sites	General design editorials, news stories, and enquiring mind are also helpful. <a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a>  <a href="http://www.technologystudent.com">www.technologystudent.com</a>

# Key Dates

## **Year 10**

Work Experience – This will take place from Monday 6 July 2020 until Friday 17 July 2020.

Sixth Form Open Evening – 10 October 2020

Shoe Boxes – Charity Event run every year in October

Year 10 Subject Evening – 7 November 2019

Year 10 Preparation for Working Life interviews start in February 2020

Year 10 examination period starts on 9 March 2020

Year 10 progress checks issued October 2019, January 2020 and April 2020

# 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, Instagram 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 elasticband
- 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

**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

We, at Highcliffe School, are determined to ensure that all our students have the opportunity to achieve success by having an excellent record of attendance. Highcliffe School gives all students the target of at least 97% attendance and students are regularly commended for their good attendance as an encouragement to them. As part of our attendance policy, you will be notified when your son/daughter's attendance drops below 95% and will be invited into school to discuss any concerns should attendance drop below 90%. We will always seek to work with you to support your son or daughter if their attendance is causing a problem, to bring about improvement.

All absences must be communicated to school by 10am, via the school attendance telephone line 01425 282337 or attendance email, [attendance@highcliffeschool.com](mailto: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 11. 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)	6
95.1 – 97%	5
90.1 – 95%	4
85.1 – 90%	4
80.1 – 85%	3
70.1 – 80%	3
0 – 70%	2

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.

- Excellent work
- Breakthrough in learning
- Actively engaging in learning
- Initiative in learning
- Helping others learn
- 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.

<b>ATL 1</b> <b>Dynamic Learner</b> <b>(DL)</b>	<b>ATL 2</b> <b>Active Learner</b> <b>(AL)</b>	<b>ATL 3</b> <b>Passive Learner</b> <b>(PL)</b>	<b>ATL 4</b> <b>Reluctant Learner</b> <b>(RL)</b>
<p><b>You are <u>consistently</u> commended...</b></p>	<p><b>You are <u>often</u> commended...</b></p>	<p><b>You are <u>sometimes</u> commended...</b></p>	<p><b>You are <u>rarely</u> commended...</b></p>
<p>... for excellent work because you present your work to a very high standard and offer clear, carefully explained, extended verbal explanations.</p> <p>... for a breakthrough in learning because you seek out challenging tasks, take risks and know that making mistakes can help you learn.</p> <p>... 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.</p> <p>... 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.</p> <p>... 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.</p> <p>... for demonstrating consideration for others because you live by the school values - caring, supporting and encouraging.</p>			



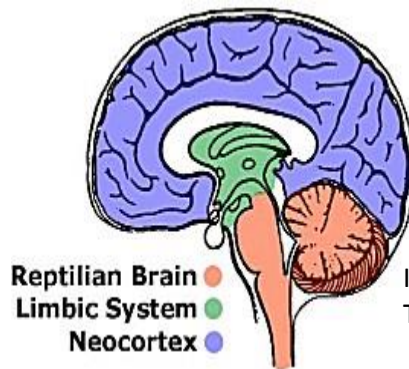
# The Teenage Brain

The following comes from a presentation by Jane Keyworth – Training Co-ordinator for EDAS (Essential Drug and Alcohol Services)

## Evolution of the Human Brain

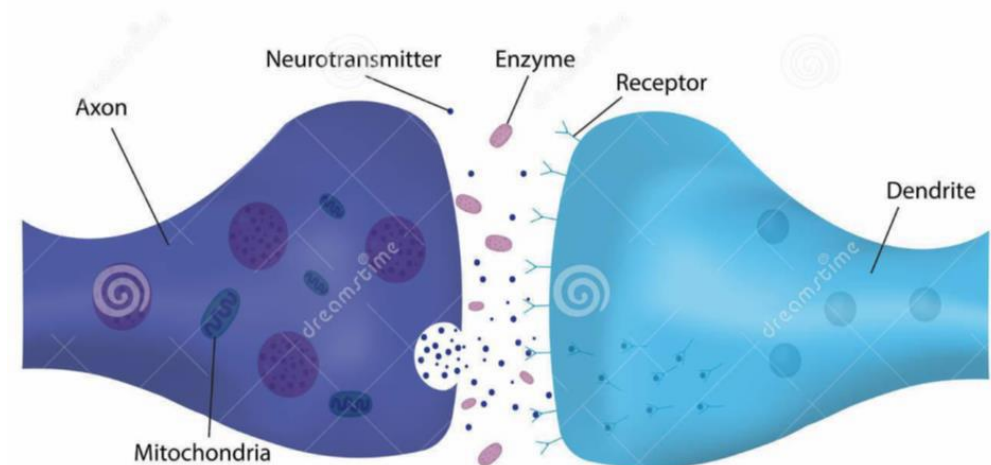
Logic Centre – Frontal Lobes - Neocortex  
Self Control  
Decision Making  
Social Communication

Limbric system  
Emotional Centre – Mammal Brain  
Pack and Herd behaviour



Individual Survival – Reptilian Brain  
The 3 F's – Feeding, Fighting, Mating

## 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><b>Stimulants</b></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><b>Depressants</b></p> <p>Alcohol  Tranquilizers - Benzodiazepines  Valium/Phenazepam  Rohypnol  Gamma (GHB) gammabutyrolactone  Volatile Substances (aerosols, gases &amp; glues)  ketamine</p>
<p><b>Hallucinogens</b></p> <p>Cannabis  LSD (acid) Lysergic acid diethylamide  Magic mushrooms ('shrooms)  Ketamine</p>	<p><b>Opiates</b></p> <p>Heroin  Methadone  Morphine  Codeine based pain killers:  Solpadeine, Codeine, Co-codamol, Tramadol,  Nurofen Plus, Dihydrocodeine</p>