



CISC 2

Caxton International Study Centre

*A specialised study programme to
prepare students for entry into the British
educational system*

2021-2022

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What is the CISC Programme?

The Caxton International Study Centre (CISC) programme prepares Secondary students for entry into the mainstream British educational system.

This programme allows students to improve their skills both in English and Spanish whilst studying subjects from the British curriculum.

Students receive personalised attention and are taught in small groups by qualified teachers. A system of continuous assessment is used, which allows parents to receive regular information about their children's progress.

During this year, students will have a form tutor who helps them with their studies and guides them so that they can progress satisfactorily in their learning. In addition, they can enjoy the best educational and sporting facilities available (Science labs, tennis courts, swimming pools, etc.) The programme also includes sports, leisure activities and school trips.

Within the programme, students follow a number of subjects that are assessed internally at school, but in CISC 2, students will also sit IGCSE (International General Certificate of Secondary Education) examinations in certain subjects, including Spanish.

Students will enjoy an international experience which can last from one term up to a full school year, and which will allow them to join the mainstream British classes at a later date. At the end of the year, students can continue their studies in Caxton College or in another British school if they wish. In addition, students can choose to stay with carefully selected host families to further improve their language skills.

Secondary Educational System

Secondary education at Caxton College covers the final three stages of the English National Curriculum:

- **Key Stage 3** (Year 7 to 9)
- **Key Stage 4** (Years 10 & 11)
- **Key Stage 5** (Years 12 & 13, also commonly known as 'Sixth Form').

This period covers the teenage years of our students (from 11 to 18 years old), and we consider this to be the ideal time to instil in them good study habits, whilst teaching them to be responsible for their own actions and decisions, showing them how to make the best use of their leisure time and, of course, moulding them into better people.

At this time, the tightly-linked cooperation of teachers, parents and students is essential. As a result of this collaboration between the school and the home, our students obtain excellent results with which to apply for university, whilst growing into excellent individuals.

Caxton College is a recognised examination centre for Pearson Edexcel and AQA Examination Boards. In CISC 2, students focus on the development of the English language in order to prepare for the ESL (English as a Second Language) external exam at the end of the academic year. At this time, pupils also sit the rest of their IGCSE exams, thereby enabling them to obtain the Certificate of ESO in the Spanish system (Certificate of Obligatory Secondary Education).

The IGCSE exams are a very important part of our students' education, given that they will need the highest possible grades in order to progress without difficulties in the Sixth Form (Years 12 & 13). Access to Sixth Form depends on both their IGCSE grades as well as their attitude and effort. In Years 12 and 13 students take AS and A2 levels (together, referred to as A levels).

Currently, access to Spanish Universities is gained by combining the final grades from the English A Levels taken with the grades from the two Spanish PCE subjects. Access to International Universities is based

on English A Levels only and the requirements vary depending on the country. Each student's choice of A Levels and PCE subjects will be linked to their future University/career aspirations.

The principal challenges our students in CISC 2 will encounter are:

- Students will need to improve their English level enough to join the mainstream class in the following year, as well as master the basics of Spanish.
- Students will sit the IGCSE in English as a Second Language (ESL) as well as in 5 additional subjects: Maths, Science Double Award, Geography and Spanish at the end of the school year.
- During the year, students will choose a minimum of 3 A Level options in preparation for study in Year 12.

Spanish System	British System	Key Stage	Public Examinations
6º Primaria	Year 7	Key Stage 3	
1º ESO	Year 8	Key Stage 3	
2º ESO	Year 9	Key Stage 3	
3º ESO	Year 10	Key Stage 4	
4º ESO	Year 11	Key Stage 4	GCSE/IGCSE
1º Bachillerato	Year 12	Sixth Form	AS Level/Advanced Level
2º Bachillerato	Year 13	Sixth Form	A2 Level/Advanced Level

Assessment and Reports

Each academic year is divided into three Assessment Periods.

CISC 2 has two assessment periods (Term 1 and Term 2), with the third term ending with the final external IGCSE (International General Certificate of Secondary Education) examinations. At the end of each term, parents will receive an online report of the academic performance and behaviour grades obtained by their child and a written report.

Academic performance in all subjects is graded from 9 to 1 (with 9 being

the highest possible grade and 1 being the lowest), in accordance with the English National Curriculum. A grade 5 is the required grade to pass at Caxton College. Behaviour is graded from A to F (with A being the highest grade possible and F being the lowest).

At the end of each term, parents will receive an online report of the academic performance and behaviour grades obtained by their child and a written report.

In addition, interim grades form part of the assessment process which take place in October of Term 1. These are used to identify students that may need additional challenge or further support. They are not graded in the same way as the termly reports and therefore not shared with parents, however any concerns at this point are communicated with parents, targets outlined and possible interventions identified ahead of any further assessments in Term 1.

CISC2 students will complete 'Mock Exams' in January. These exams count as 50% of the Assessment Period 2 grades and are a useful indicator as to how students might perform in their external summer exams.

In the third Assessment Period, parents will receive an online report that includes predicted grades for IGCSE's, as well as final grades for internally assessed subjects.

The results of the external IGCSE exams will be available in August.

Caxton College has a clear progression policy from one academic year to the next one. Further information can be found in the 'Criteria for Progression' section of this handbook.

Internal Exams and Assessments

At Caxton College we consider exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing

an objective view of the student's progress. Internal exams are a great preparation for the British external exams to which students will face at the end of Year 11, and also in Sixth Form/Key Stage 5. These take place

at various times throughout the year to assess progress each term with Mock exams taking place in January following the Christmas break. Students' attendance in school is compulsory as there is no study leave during this period.

Families should keep in mind that, except in special circumstances, we will not allow a child to sit an exam or submit work for assessment outside of its scheduled date. Therefore we strongly advise that parents do not plan trips or other activities that require the student to be absent from school during term time.

If a student is absent on the day of an exam or assessment, and this absence has not been authorised, the student will receive a 'zero'.

If a student misses an exam or assessment, they must contact their teacher as soon as they return to school, to arrange a new date for assessment.

External exams

Please be aware that dates of external exams cannot be changed. These are fixed by the Exam Boards in the UK and the same dates are used all over the world.

It is therefore vital that all students are present in school during the external exam period and that parents do not book trips or activities that cause their child to be absent during this time.

The External exam period runs from May to June with language oral exams taking place from March onwards. Throughout the exam period in May-June lessons continue to run as normal with the key focus being on subject specific revision in order to help best prepare for their upcoming exams. This will include the use of the most effective revision strategies, completion of past exam papers, use of mark schemes as a learning tool, creation of mind maps, individual support based on strengths and weaknesses of subject knowledge and much more. Attendance is crucial to ensure students have the best chance of achieving their potential.

Criteria for Progression

A pass grade in CISC is from grades 9 to 5 in the internal school assessment process.

Evaluation is ongoing throughout the year for students. There will be a termly report on effort and academic progress, as well as an end of year report in June including internally assessed grades for term 3. It is a requirement for CISC 2 students to gain a pass grade from 9 to 5 in the external IGCSE exams in the 3 Core subjects: English as a Second Language, Maths and Science (Double Award; counts as 2 IGCSE exams), as well as in the 2 non-core IGCSE subjects, IGCSE Spanish and IGCSE Geography. Students must pass these subjects in order to be allowed to enter the A Level programme within the school. There is no option to resit these examinations. The student must also meet all specific requirements for each subject, since some A Level subjects require a minimum IGCSE grade or prior study in order for the student to be allowed to choose them. Students must also demonstrate an adequate level of study skills, behaviour and effort to enter the following year group. If students fail an internally assessed subject, and if the school allows it, they will have the opportunity to resit the internal exam in August.

Please note:

- 1 If the number of students that choose an A level or PCE subject is less than 5 the group may not run.**
- 2 If a student does not meet the school's Criteria for progression, and wishes to move to the equivalent of Year 12 in a new school, they must meet the requirements to obtain the ESO certificate (see 'Validation of studies to the Spanish system')

Validation of studies to the Spanish System

The requirements of the Ministry of Education of Spain for the validation of British studies are as follows:

- To obtain the ESO Certificate (Obligatory Secondary Education) students must:
 - 1 Take and pass Years 10 and 11
 - 2 Obtain a minimum of four IGCSE passes (Grade 4 or higher, a pass in the UK system) at the end of Year 11 and;
 - 3 Must pass all internal examinations in Spanish Language, Sociales and Valenciano or ELE.

If a student meets the school's Criteria for Progression into Year 12, they have already met the requirements to receive the ESO Certificate.

Monitoring of 'At Risk' Students

From the first term, students will be monitored by subject teachers and their tutor. Parents of these pupils will be contacted periodically during the term in order to give added feedback on their child's academic development in a particular subject area. If, during the term, a student shows measurable signs of improvement, he/she will no longer be monitored and can work independently.

If a student is not achieving the expected Level 5 or above, by the end of each Assessment Period, the subject teacher will complete an Academic Action Plan (AAP). The AAP will outline areas for improvement along with suggested strategies for improvement. This information is shared with parents through the Progress List.

In addition, parents may be asked to attend a meeting with the subject teacher, Head of Department or Head of Year, in order to ensure the student, parents and teachers work together to bring about an improvement.

Private tutoring lessons

If your child has private lessons for a specific subject or subjects, it is always useful to inform the Form Tutor and/or relevant subject teacher(s).

Homework and Independent Work

At Caxton College, subject teachers will assign homework when they feel it is most appropriate. For some subjects this may be weekly, whereas others occasionally, and for this reason on some days, students may have less homework than on others.

In addition to this we recommend that students spend approximately 30 minutes per day reviewing notes, completing any unfinished tasks and carrying out independent work at home. This consolidates knowledge and the understanding of topics covered and encourages a notion of independent learning, which we at Caxton College aim to generate and foster. This style of learning develops:

- Good learning habits for life
- Family involvement in learning

We would also advise that students spend an additional 25-30 minutes per day on any subjects that they feel are more challenging.

If, at any point, students feel overwhelmed, please encourage them to speak to their Form Tutor, or please contact the Form Tutor directly.

Absences

If a student is absent from school due to illness, we believe they should be at home resting and recuperating. If a student is absent for:

- 3 days or less - it is the student's responsibility to catch up on the work missed using Google Classroom or notes from a fellow student.

We ask that parents refrain from emailing and requesting work from teachers at this point.

- 4 days or more – In the first instance students should check Google Classroom for resources and/homework before making contact with subject teachers.

Any planned absences should have permission from a member of the Senior Leadership Team. Under these circumstances, it is the student's responsibility to speak to staff, collect work, complete it and hand it in, in accordance with the conditions set by the individual subject teachers.

School Trips

The school encourages pupils to develop their friendships and social interaction beyond the school day. One of the most important events in this respect is the End of Year Trip. This experience enriches the sense of companionship and promotes the group ethos, not only amongst pupils, but also with regard to the relationships formed between students and teachers. The CISC department offers several trips throughout the year in order for students to learn about Valencia and the surrounding areas. Students also attend educational trips related to the subjects they are studying. Previous trips have included a trip to the Bioparc or Oceanogràfic, cultural trips to Valencia, a Geography trip to study the Turia river, underground caving and team building activities.

School Supplies

Fees for school supplies are destined to general classroom resources, including technological, Art and Science laboratory resources, as well as photocopies and printed resources. School supply fees do not include the cost of individual materials such as exercise books or necessary iPad Apps.

All students are required to provide their own:

- Pens, pencils, rubber and pencil sharpener
- One 1B and one 4B pencil for Art lessons

- Ruler of 30cm
- Compass
- Protractor
- Scientific Calculator (we recommend the Casio FX-82SP X II or a similar model that has the 'replay' function)
- iPad - the minimum required specification is a 32GB iPad Air 2 . If your child needs to buy a new iPad, the school recommends a 128GB iPad 8th Generation.
- Headphones

Parental Contact

As you know, in order for us to be successful in maximising your children's potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our teachers are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all teachers use our Behaviour for Learning Policy to guide

them (available in full on the Parent Profile). The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Profile. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns or would like to share good news with us, please contact the school via the Parent Profile. In doing so, you will receive an acknowledgement from the school that your email has been received and you should then expect an email or phone call response within 72 hours. Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work and giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical. Your child's education is very much a team effort and we ask for your help and support throughout their time here in Secondary.

Additional School Policies and Handbooks

Should parents wish to consult any of our policies or handbooks in greater depth, these are available to view via the Parent Profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy

- Progression Policy
- Technology Policy

General Information About Subjects

The main aim of this course is to rapidly develop language skills and knowledge of core subjects to correspond with mainstream Year 11, allowing CISC 2 students to continue into Year 12 and complete the A Level programme. Students should complete the course with a total of 6 IGCSE qualifications.

Students will take the following subjects:

- Core Subjects – English as a Second Language (IGCSE) - Mathematics (IGCSE) - Double Award Science (IGCSE) - Spanish (IGCSE)
- Non-Core Subjects – Aspire/PSHE – English Literature - Geography (IGCSE) - Physical Education

GRADING

In all subjects students will be assessed on a grading scale from 9-1 in line with UK assessments, 9 being the highest, 1 being the lowest and 5 being the required grade to pass at Caxton. Grade boundaries vary from subject to subject as these are set externally by exam boards based on the previous years External exams, therefore the percentage to pass (achieve a level 5) in each subject varies as well as the percentage to achieve grades from 9-1.

GROUPS AND SETS

CISC students are taught as a group and where possible integrated into the mainstream classes for greater inclusion eg. in PE lessons.

GOOGLE CLASSROOM

This is an educational platform in which teachers across all subjects place materials and resources such as: videos, articles, recommended reading, websites of interest, exam dates and homework. Everything is in one place with the added advantage that students can collaborate on work, submit work electronically and teachers can mark it, give feedback and grade it. Teachers and students can keep in regular contact and post comments and instructions at a moment's notice. It is a great addition to the technological world of teaching.

INDEPENDENCE AND RESPONSIBILITY

Students will be encouraged to take responsibility for their learning, be proactive, take the initiative and become independent. Subject specific problems should first be discussed with the class teacher before approaching the Head of Department or Academic Head teacher, or involving parents.

Subject Information

All subjects have outlined their intended course contents below; however, please be aware that this is a guideline only and may be subject to change. These changes will be at the discretion of the Head of Department due to changing circumstances within the term such as term length, bank holidays, special activities organised within the school or student understanding of key content, always bearing in mind the best interests of the students.

Core Subjects

ENGLISH

Head of Department: Mr Stephen Miller

English Language and Literature is combined, although the students will only take an IGCSE in English Language at the end of the year. As well as studying grammar, new vocabulary and writing techniques, the students will read a range of literature intended to enrich their study of the English language, including prose, poetry and drama, and develop skills in analysing and commenting on the author's craft. They will also write creatively, use visual aids and use drama to explore texts and ideas.

Assessment Policy: Assessment is ongoing throughout the year, both in class (through conversation, drama, essays etc) and by means of homework. End of term exams will be given. However, the final grade will be obtained by means of an external examination: IGCSE English as a Second Language (ESL). The students will sit a mock exam in January, and will sit the externally assessed exam in the school at the end of May or start of June. Students should receive their grades for their IGCSE ESL in mid-August along with any other IGCSE exams taken. Progression into the mainstream class will depend on the individual's attitude throughout the year, their progress and their final grade.

Homework: Homework is given once per week and students are expected to spend approximately one hour on it.

Nº of classes per 2-week cycle: 12

Recommendations to students:

- Read additional literary texts in English. Reading independently is a great way to develop language skills. The library has a range of books and students can also ask for recommendations from their teacher.
- Get a good dictionary and bring it to every lesson to look up unfamiliar words.

- Use a dictionary when doing homework. This will help you to understand the texts we study.
- Get a thesaurus and use it in class and homework to broaden and vary vocabulary. Remember that talking about reading is very important, so discussing a book will also help to develop reading comprehension skills.

MATHEMATICS

Head of Department: Ms Christine Bruce

The Mathematics course is an intensive course completed in one academic year with Mock exams in January and final exams in May/June. Students will be entered for the IGCSE paper and sit 2 final exams (Paper 1 and Paper 2) worth 50% each at the end of the year. Candidates may achieve grades from 9 to 1, with 9 being the highest.

First Term	Second Term	Third Term
Equations and simplifying	Similar shapes	Cubic graphs
Percentages	Pythagoras's Theorem	Algebraic fractions
Factorising	Solving quadratics	Vectors
Straight line graphs	Averages	Functions
Interior and exterior angles	Frequency tables	Differentiation
Set notation	Transformations	Histograms
Sequences	Proportion	Trigonometry
	Circle theorems	
	Probability	

Homework: Homework will be set once per week and each piece should last about 60 minutes. In addition, pupils are encouraged to set aside some time over the weekend to go over their work and highlight any problems. **Assessment Policy:** Written exams will be set by the teacher in each of the three terms. Informal teacher assessment through homework and classwork will also take place continually throughout the year.

Web Pages:

www.myimaths.co.uk

www.corbettmaths.com

Number of Classes per 2-week cycle: 8

Recommendations: Each student should review work done in class on a regular basis to help support and reinforce their learning. This is invaluable in preparing for end of unit exams. Parents should check pupils' work regularly and make sure they have the correct mathematical equipment.

IGCSE BIOLOGY (DOUBLE AWARD SCIENCE)

Head of Department: Dr Bill Kemball

The CISC 2 Biology curriculum is an intensive course of study, aimed at preparing for the IGCSE double award qualification. It is assumed that students will have prior knowledge of the topics below from their previous schools.

First Term	Second Term	Third Term
The variety of living organisms	Nutrition in animals	Transport
Cells, molecules & movement	Respiration	Ecology and environment
Nutrition in plants	Gas exchange	Revision
Reproduction	Excretion	Practical skills
Inheritance	Coordination and response	Revision
Uses of Biological resources		

Assessment Policy: There will be one summative and two formative assessments during terms one and two. These assessments will form the respective Term Grades. Term 3 will include an additional summative assessment, but will be focused on preparation for the IGCSE.

Mock Exam: All students will take a mock exam one month prior to attempting the actual exam, to make a final assessment of progress and diagnose areas to be targeted during revision sessions.

External Exams: Students will take the IGCSE double award qualification towards the end of the third term. More information will be given to students during lesson-time.

Homework: Homework will be set once a week.

Web Pages:

www.caxtoncollegetic.com

www.bbc.co.uk/schools/gcsebitesize/science

www.s-cool-co.uk/gcse

www.doddlelearn.co.uk

Number of Classes per 2-week cycle: 8

IGCSE CHEMISTRY (DOUBLE AWARD SCIENCE)

Head of Department: Ms Stephanie Boyko

In CISC 2, Chemistry students cover the entire Chemistry content of the Edexcel Double Award qualification. As this is done in just less than 8 months, it is a very intensive course. It is assumed that students have some prior knowledge of basics such as formulae, atomic structure and bonding, states of matter and elements, compounds and mixtures.

The following topics will be covered in the course:

States of matter	Acids and alkalis
Elements, compounds and mixtures	Salt preparations
Atomic structure	Chemical tests
The periodic table	Energetics
Chemical formulae, equations, calculations	Rates of reaction
Ionic bonding	Reversible reactions and equilibria
Covalent bonding	Introduction to Organic Chemistry
Group 1	Crude oil
Group 7	Alkanes
Gases in the atmosphere	Alkenes
The reactivity series	Synthetic polymers

Assessment Policy: During terms 1 and 2 students will be assessed on a number of occasions so that both student and teacher can monitor progress. Assessments will be both formative and summative. The summative assessments will contribute to the respective term grades.

External Exams: Students will sit the IGCSE Double Award Science exam in May. All of the Chemistry will be assessed in one 2 hour paper.

Mock grade: All students will take a Mock exam approximately one month prior to the date of the external exam. This will allow for diagnosis of areas to be targeted during revision sessions.

Homework: This will be set when appropriate in order to consolidate knowledge and understanding.

Web Pages:

www.caxtoncollegetic.com

www.bbc.co.uk/schools/gcsebitesize/science

www.s-cool-co.uk/gcse

www.doddlelearn.co.uk

Number of Classes per 2-week cycle: 8

IGCSE PHYSICS (DOUBLE AWARD SCIENCE)

Head of Department: Mr Stuart Ogilvie

The CISC 2 Physics curriculum is an intensive course of study, aimed at preparing for the IGCSE double award qualification. It is assumed that students will have prior knowledge of the topics below from their previous schools.

First Term	Second Term	Third Term
Forces and Motion	Solids, liquids and gases	Magnetism and electromagnetism
Energy resources and energy transfers	Radioactivity and particles	Astrophysics
Waves	Electricity	

Assessment Policy: There will be one summative and two formative assessments during terms one and two. These assessments will form the respective Term Grades. Term 3 will include an additional summative assessment, but will be focused on preparation for the IGCSE.

External Exams: Students will take the IGCSE double award qualification towards the end of the third term. More information will be given to students during lesson- time.

Mock Exam: All students will take a mock exam one month prior to attempting the actual exam, to make a final assessment of progress and diagnose areas to be targeted during revision sessions.

Homework: Homework will be set once a week.

Web Pages:

www.s-cool-co.uk/gcse

www.doddlelearn.co.uk

www.gradedorilla.com

www.ggebooks.com

Number of Classes per 2-week cycle: 8

IGCSE SPANISH LANGUAGE

Head of Department: Ms Pilar Tortonda

CISC 2 students will learn Spanish in a one year concentrated course of study covering listening, speaking, writing and reading.

The aim of the course is to:

1. Develop the ability to use the language effectively for purposes of practical communication within the country of residence.
2. Form a sound base of the skills and aptitudes required for further language study and develop a fuller awareness of the nature of language and language learning.
3. Offer insights into the culture and civilisation of the target language country and encourage positive attitudes toward foreign language learning and towards speakers of foreign languages.
4. Complement other areas of study by encouraging skills of a more general application.

Assessment: In the Languages departments, assessment is based on the four National Curriculum attainment targets in order to identify a student's level at any stage of the course. In Caxton College, importance is placed on continuous assessment and students are assessed by formal examination at the end of each term.

External Examinations & Qualifications: Students sit the Edexcel IGCSE Spanish exam at the end of the school year (May/June).

Nº of classes per 2-week cycle: 8

CISC NON-CORE SUBJECTS

PSE/ASPIRE

Head of Department: Ms Claire Brunell

This course brings together topics from the 'Personal Development' and 'Aspire' courses that are taught in the mainstream curriculum. It is an opportunity for the students to explore their social and emotional wellbeing as well as an opportunity to start to think about careers and pathways for the future. This course will be flexible to meet the needs of the students.

Assessment Policy: This is a non-assessed subject.

Homework: There will be no homework for this subject.

Nº of classes per 2-week cycle: 2

IGCSE GEOGRAPHY

Head of Department: Ms Jenny Freemantle and Mr Simon Chandler

Geography is the study of the world around us and the physical processes which affect people and their settlements. The topics studied in geography are grouped into three themes:

1. Natural Environments
2. Human Environments
3. Global Issues

1st term	2nd term	3rd term
Hazardous Environments, Urban Environments and Economic Activity and Energy	River Environments and Globalisation and Migration	Consolidation and preparation for the exam

Assessment Policy: In CISC 2, students follow an intensive course with the aim of taking the Edexcel IGCSE Geography exam at the end of the year. Students must pass the term assessments in order to be entered to sit the exam.

Students will take two field trips: to Chulilla in term 1 to conduct an investigation into the river system; and to El Cabañal in term 2 to conduct an investigation into the urban regeneration of that area.

Homework: 2 per two-week cycle. Homework may be longer, combined tasks. Homework is extremely important and should be completed to the best of the student's ability.

Web Pages:

BBC Bitesize GCSE Geography Edexcel
Edexcel IGCSE Geography

Number of lessons per two-week cycle: 8

Recommendations: Encourage your child to use the internet in a constructive way, both for homework and for keeping an eye on geographical events.

PHYSICAL EDUCATION

Head of Department: Ms Emma Andrews

First Term	Second Term	Third Term
Invasion Game 1 Net Game 1 Swimming Fitness	Invasion Game 2 Net Game 2 Dance	Invasion Game 3 Striking & Fielding Athletics

Assessment Policy: Students will follow a programme giving a wide range of knowledge and skills development in a range of sporting activities. The students are continually assessed during the unit with the last lesson put aside as a formal assessment where the students perform the key skills covered in the unit as an opportunity to improve upon the provisional grade the teacher has allocated them before this lesson. Assessment grades are given for each activity and an average is calculated at the end of term.

Number of lessons per two-week cycle: 4

Kit: We insist on all students wearing the Caxton P.E. uniform of, consisting of the Caxton PE polo shirt, Caxton PE shorts, white sports socks and suitable sport trainers (no Converse trainers). It is advised that students wear an undershirt, Caxton tracksuit top or Caxton tracksuit trousers on colder days and bring a towel to shower if the activity requires it.

- If the correct kit is not available for any reason we require a note of explanation and other appropriate sporting clothes should be brought. This will be noted as incorrect kit, but the student will not receive a low level until 3 incorrect kits have been accumulated.
- If a pupil is unable to take part in the lesson we require a note. Notes should be written.
- The use of the library as an alternative to PE is not permitted unless for extinguishing circumstances commented with pupil, parents, head of PE and head of year.

- If a student is unable to take part in the physical aspect of the lesson they should still change into kit and be involved as much as possible, taking the role of referee or leader. This will help maintain the professional atmosphere of the class and keep students who are unable to take part physically engaged and learning.

Recommendations: It is advised that students should take part in regular, continuous physical activity 3 to 5 times a week for a minimum of 20-30 minutes to maintain a healthy lifestyle.

