

## GCSE Art

<b>Year 10</b>		
<b>Term 1 – The Natural World</b> Exploring choices, gathering resources, refining drawing skills.	<b>Term 2 – The Natural World</b> Exploring choices and gaining experience in a variety of media	<b>Term 3 – The Natural World</b> Research into Artists background and techniques, completing work with an influence from the artist
<b>Term 4 – The Natural World</b> Trialling ideas, making development studies for final piece	<b>Term 5 – The Natural World</b> Presentation of 1 <sup>st</sup> coursework Documentation Book Final composition 1 <sup>st</sup> coursework outcome completion	<b>Term 6 – Man-Made Environment</b> Exploring choices, gathering resources, refining drawing skills and gaining experience in a variety of media
<b>Year 11</b>		
<b>Term 1 – Man-Made Environment</b> Research into Artists background and techniques, completing work with an influence from the artist	<b>Term 2 – Man-Made Environment</b> Trialling ideas, making development studies for final piece. Mock 10 hour practical exam, used for 2 <sup>nd</sup> coursework outcome	<b>Term 3 – Man-Made Environment / Examination Theme Project</b> Completion of coursework Documentation book. Examination practical theme research
<b>Term 4 – Examination Theme Project</b> Exploring choices, gathering resources, refining drawing skills and gaining experience in a variety of media. Research into Artists background and techniques, completing work with an influence from the artist	<b>Term 5 – Examination Theme Project</b> Trialling ideas, making development studies for final piece. 10 hour Practical Examination. Completion of Examination Documentation book	<b>Term 6</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Art books in ILC, internet exploration, independent gallery visits	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	There are formative assessments throughout the year. Additionally, there are final coursework assessments in May of Y10 and in January of year 11. Coursework is 60% of the final mark. In February of year 11 an examination theme is set by the board, culminating in a 10 hour practical exam. This is worth 40%. Deadline completion in May	
<b>Trips and expenses</b>	Documentation books for each project, £6 each. Specialist materials may be charged for. Year eleven go to London for gallery visits.	
<b>Home Learning</b>	Artist Research, images and resource gathering, own photos, trialling own ideas	
<b>Extension work</b>	Personal enquiry deepening own journey , exploring and researching wider range of artists	

## GCSE Business Studies

<b>Year 10</b>		
<b>Term 1 – topic 1.1 Enterprise and Entrepreneurship</b> The dynamic nature of business How new businesses come about Risk and reward The role of business enterprise The role of entrepreneurship	<b>Term 2 – topic 1.2 Spotting a Business Opportunity</b> Customer needs Market research Market segmentation Market mapping The competitive environment	<b>Term 3 – Topic 1.3 Putting a Business Idea into Practice</b> Business aims and objectives Business revenues, costs and profits Breakeven Cash and cash flow Sources of business finance
<b>Term 4 – topic 1.4 Making the Business Effective</b> The options for start-up and small businesses Business location The marketing mix Business plans	<b>Term 5 – topic 1.5 Understanding External Influences</b> Business stakeholders Technology and business Legislation and business The economy and business External influences	<b>Term 6 – topic 2.2 Making Marketing Decisions</b> Product Price Promotion Place Using the marketing mix to make business decisions
<b>Year 11</b>		
<b>Term 1 – topic 2.1 Growing the Business</b> Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business	<b>Term 2 – topic 2.3 Making Operational Decisions</b> Business operations Working with suppliers Managing quality	<b>Term 3 – Making Financial Decisions</b> Business calculations Understanding business performance
<b>Term 4 – Making Human Resource Decisions</b> Organisational structures Effective recruitment Effective training and development Motivation	<b>Term 5</b> Revision Past papers Exam preparation	<b>Term 6</b> Revision Study leave
<b>Exam board</b>	Edexcel	
<b>Resources / Revision books</b>	Edexcel GCSE Course Textbooks (Edexcel GCSE 9-1 Business, Pearson) Edexcel GCSE Business Revision Guide and Workbook are available	
<b>Setting</b>	Students are taught in mixed ability sets.	
<b>Assessment</b>	At the end of Y11, there are two exams; one on theme 1 (Investigating Small Business) and one on theme 2 (Building a Business). Both exams have the same format: Section A; multiple choice and short answer questions, Section B; short and longer answer questions and Section C; short and longer answer questions. Both answers are equally weighted.	
<b>Trips and expenses</b>	Students are encouraged to participate in the marketing trip to Cadbury World in Birmingham.	
<b>Home Learning</b>	Written work or key term learning are set once a week	
<b>Extension work</b>	Students should use BusinessStudiesOnline.co.uk, BBC Bite size and www.tutor2u.net to supplement their notes and for revision of topics covered in class. Students should also read a quality national newspaper weekly and/or BBC Business news to keep up with current affairs.	

GCSE Computing – **SUBJECT TO CHANGE**

Year 10		
<p><b>Term 1 – Theory Focus</b></p> <p><b><u>Algorithms</u></b>                      Flow Diagrams                      Pseudocode                      Sequence, Selection, Iteration                      Variables                      Arithmetic, Relational and Boolean Operators                      Conditional Statements</p> <p><b><u>Definite and Indefinite Iteration</u></b>                      For/While/Do...Until Loops                      Trace Tables</p> <p><b><u>Boolean Logic</u></b>                      Truth tables for Boolean Operators                      AND, OR, NOT Gates                      Truth tables for Logic circuits</p>	<p><b>Term 2 – Theory Focus</b></p> <p><b><u>Data Types and Structures</u></b>                      Correct Data Types in Algorithms                      String data types – manipulations                      Array data structures                      Two dimensional arrays                      Other data structures</p> <p><b><u>Searching and Sorting Algorithms</u></b>                      Sorted and unsorted lists                      Bubble sort, selection sort and merge sort algorithms                      Linear and binary search algorithms                      Coding for algorithms</p> <p><b><u>Input and Output</u></b>                      Why user input is needed                      Ways data input can be validated                      Format output and text files</p>	<p><b>Term 3 – Theory Focus</b></p> <p><b><u>Problem Solving</u></b>                      What is Computational Thinking Decomposition and Abstraction                      Algorithms to solve analysed problems                      Top-Down/ Bottom-Up problem solving                      Structured programs and procedures                      Systems Development Cycle</p> <p><b><u>Binary and Hexadecimal</u></b>                      How data is represented by Computer Systems                      Binary and computer processing                      Addition, Subtraction, Multiplication and Division on Binary Numbers                      Explaining Hexadecimal and why it is used                      Conversion of binary, denary and hexadecimal</p>
<p><b>Term 4 – Theory Focus</b></p> <p><b><u>Binary Representation</u></b>                      Representation of Data                      ASCII                      Text File Size                      Images and Audio Files                      File Compression                      Lossy and Lossless Compression</p> <p><b><u>Programming Languages</u></b>                      High and low level languages                      How program instructions are encoded in LLL                      Why HLL need to be translated                      Characteristics and use of an assembler, a compiler and an interpreter</p>	<p><b>Term 5 – Theory Focus</b></p> <p><b><u>Computer Systems Hardware</u></b>                      Computer Systems                      Embedded Systems                      CPU and component functions                      Fetch-Decode- Execute Cycle                      Role of Cores, Cache and Virtual Memory                      Secondary Storage Media</p> <p><b><u>Computer Systems Software</u></b>                      What is an operating system and functions]What is utility systems software and functions</p> <p><b><u>Networks</u></b>                      Different types of networks and their differences                      Network topologies                      The Internet</p>	<p><b>Term 6 – Theory Focus</b></p> <p><b><u>Systems Security</u></b>                      Strategies used by criminals to attack computer networks                      Threats posed to networks                      How threats are identified, prevented and combatted                      Network Policies</p> <p><b><u>Ethical, Legal, Cultural and Environmental Concerns</u></b>                      Environmental, Ethical, Legal and Cultural considerations in relation to development and impact of Computer Science Technologies                      Data Collection and Privacy                      Legislation relating to Computer Science</p>

	Data Transmission Protocols Virtual Networks	
<b>Year 11</b>		
<b>Term 1 – Non-Exam Assessment</b> Preparation	<b>Term 2 – Non-Exam Assessment</b> Programming Project	<b>Term 3 – Theory Focus</b> Exam Revision
<b>Term 4 – Theory Focus</b> Exam Revision	<b>Term 5 – Theory Focus</b> Exam Revision	<b>Term 6- Theory Focus</b> Exam Revision
<b>Exam board</b>	OCR	
<b>Resources / Revision books</b>	Computer Science Student Book, Cambridge University Press ISBN 978-1-316-50403-1 <a href="http://www.codeacademy.com">www.codeacademy.com</a> Student revision booklet and revision test papers	
<b>Setting</b>	Students have to have a target grade of B in Maths to qualify for this course.	
<b>Assessment</b>	There is one controlled assessment in term 1/2 of Y11. This is 20% of the final Grade. At the end of Y11, there are two exams of 1.5 hours; each requiring written responses for the final 80% of the marks (40% each).	
<b>Trips and expenses</b>	Students in Year 10 and 11 are encouraged to participate in the Computer Science Club after school and are encouraged to program at home using Python or JavaScript, both of which are free.	
<b>Home Learning</b>	Written work or Key Term learning are set once a week	
<b>Extension work</b>	Students should be using <a href="http://www.codeacademy.com">www.codeacademy.com</a> & <a href="http://www.teach-ict.com">www.teach-ict.com</a> to supplement their notes and for revision of topics covered in class. Students should also read any Technology articles online or in magazines to keep abreast of developments in Computing & ICT.	

## GCSE Dance

Year 10		
<b>Term 1 Practical</b> Set Phrase warm-ups and technique Learning a motif Motif development	<b>Term 2 Practical</b> Set Phrase warm-ups and technique Learning the set GCSE Dance phrase 'Breathe'	<b>Term 3 Practical</b> Choreography exploration and class performance piece for Chance to Dance showcase
<b>Term 1 Theory</b> Warm-up and cool down The healthy dancer (nutrition and hydration) Professional work appreciation. Emancipation of Expressionism by Kendrick H2O Sandy.	<b>Term 2 Theory</b> Professional work appreciation. Artificial Things by Lucy Bennett.	<b>Term 3 Theory</b> Professional work appreciation. A Linha Curva by Itzik Galili
<b>Term 4 Practical</b> Learning the set GCSE Dance phrase 'Flux'	<b>Term 5 Practical.</b> Learning set motifs for trio from Shift and Scoop Starting to explore the trio stimulus	<b>Term 6 – Practical.</b> Performance in a Trio/Duo GCSE exam piece
<b>Term 4 Theory</b> Professional work appreciation. Shadows by Christopher Bruce	<b>Term 5 Theory</b> Professional work appreciation. Infra by Wayne McGregor	<b>Term 6 Theory</b> Professional work appreciation. Within her eyes by James Cousins Dance Company
Year 11		
<b>Term 1 Practical</b> Answering of set AQA choreographic question & development of choreographic skills Development of technical and performance skills ready for Trio/Duo exam in term 4.	<b>Term 2 Practical</b> Answering of set AQA choreographic question & development of choreographic skills. Development of technical and performance skills of Breathe and Flux Breathe and Flux set phrase official GCSE Dance exams	<b>Term 3 Practical</b> Answering of set AQA choreographic question & development of choreographic skills.
<b>Term 1 Theory</b> Recap on all six professional works or finish any work not completed	<b>Term 2 Theory</b> <b>Section B knowledge and understanding of;</b> Physical skills Expressive skills Mental skills Technical skills	<b>Term 3 Theory</b> <b>Section A knowledge and understating of;</b> Response to stimulus Writing motifs Motif development (ASDR) Dance structure Aural setting in choreography
<b>Term 4 Practical (no theory)</b> Answering of set AQA choreographic question & development of choreographic skills. Trio and Duet final rehearsals  Trio and choreography official GCSE Dance exams	<b>Term 5 – Only Theory</b> Development of written exam skills. Past papers Revision all section of theory paper.	<b>Term 6 - Study Leave.</b>
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Students are strongly encouraged to wear a dance kit that is stipulated by the school, but needs to be purchased. Students will also need to obtain a working journal/folder. All other resources will be supplied by the school.	
<b>Setting</b>	Students are taught in mixed ability sets. They have one theory lesson a week.	
<b>Assessment</b>	There are two component areas for assessment  Component One:	

	<ul style="list-style-type: none"> <li>- Performance: 30% of GCSE. Solo performance of two set technical phrases and performance in duo/trio</li> <li>- Choreography: 30% of GCSE (40 Marks) Choreography of a solo or group dance which responds creatively to an externally set stimulus.</li> </ul> <p>Component Two:</p> <ul style="list-style-type: none"> <li>- Dance Appreciation: Written exam lasting 1 hour 30 minutes with a focus on appreciation, analysis and understanding of own and <b>six</b> specific professional works.</li> </ul>
<b>Trips and expenses</b>	Throughout the GCSE course students will be given opportunities to attend professional dance performances.
<b>Home Learning</b>	Students are set on average home learning every week. Home learning will be a mix of written and practical work and will feed directly into the coursework that they are working on. Students will be expected in year 11 to commit to one after school rehearsal once a week.
<b>Extension work</b>	There will be opportunities for students to attend extra rehearsals in Year 11 in order to further development technical skill and choreographic processes.

## GCSE Drama

<b>Year 10</b>		
<b>Term 1 – Devising and Script work skills</b> How to use a script How to devise original theatre Group work and staging techniques	<b>Term 2 – <i>Hansel and Gretel</i></b> Using a script Stock characters - Acting styles Using a specific theatre form	<b>Term 3 – Devising</b> Devising strategies Theatre history research Using a specific theatre form (staging)
<b>Term 4 – Devising</b> Devising theatre based on an original story Theatre of Transformation Ensemble work	<b>Term 5 – Devising performance</b> Producing a polished piece of theatre Production values Final rehearsal strategies Dress rehearsals	<b>Term 6 – Portfolio and Set text</b> Using a script Character development Creating a scene Exam responses
<b>Year 11</b>		
<b>Term 1 – Set text</b> Devising a piece of theatre based on a set text (and newspapers, photographs, novels, film) - Stylised theatre Ensemble work	<b>Term 2 – Practical exploration</b> Exploring a piece of theatre based on a set text (and newspapers, photographs, novels, film) - Stylised theatre Ensemble work	<b>Term 3 – Set text (exam)</b> Devising theatre based on a set text Theatre of Transformation Stylised theatre Ensemble work
<b>Term 4 – Set text (exam)</b> Devising theatre based on a set text Theatre of Transformation Stylised theatre - Ensemble work	<b>Term 5 – Exam Preparation</b> Producing a polished piece of theatre Production values Final rehearsal strategies (Dress Rehearsal)	<b>Term 6 – Set text exam</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Copies of <i>Hansel and Gretel</i> Copies of <i>Faery Tales</i>	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	There is one controlled assessment in Y10 (Devising) and a Practical exam in Y11 (Performance). Together the two assessments add up to 60% of the final exam. At the end of Y11, there is a written exam based on a set text and theatre review (40%).	
<b>Trips and expenses</b>	Students in Year 10 and 11 are encouraged to attend as many pieces of live theatre as possible. We offer two theatre trip opportunities per year.	
<b>Home Learning</b>	Reflective writing tasks are set each week	
<b>Extension work</b>	Extra-curricular clubs and shows	

## GCSE English Language

<b>Year 10 English Language</b>		
<p><b>Term 1 – Creative Writing and Reading response to 20<sup>th</sup> century fiction</b></p> <p>Students will practise writing short narrative pieces in response to stimulus material, and work on the technical accuracy of their writing. They will also read and respond to extracts of modern literature as a way of enabling and inspiring their own writing. They will learn Language component 1 exam skills.</p>	<p><b>Term 2 – Creative Writing and Response to 20<sup>th</sup> century fiction</b></p> <p>Students will practise reading 20<sup>th</sup> Century short stories and answering exam-style questions on these texts. They will learn Language component 1 exam skills.</p>	<p><b>Terms 3 – Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b></p> <p>Students will read and compare non-fiction writing from the 19<sup>th</sup> and 21<sup>st</sup> Century. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>
<p><b>Terms 4 - Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b></p> <p>Students will continue to read and compare non-fiction writing from across a time period. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>	<p><b>Terms 5 - 20<sup>th</sup> Century Reading Transactional non-fiction writing and spoken language presentation</b></p> <p>Students will write a speech on a topic of their choice; they will then present it to the class to fulfil the spoken language component 3 element of GCSE English language</p>	<p><b>Term 6 – Transactional non-fiction writing</b></p> <p>Students will focus on their ability to write transactional texts to a high level of written style and technical accuracy. They will learn Language component 2 exam skills.</p>
<b>Year 11 English Language</b>		
<p><b>Term 1 – 20<sup>th</sup> Century creative prose writing.</b></p> <p>Students will focus primarily on the writing element of component 1. This will be inspired by returning to literature texts they have studied in year 10 English Literature and using elements of these as inspiration for their own writing.</p>	<p><b>Term 2 – Reading 20<sup>th</sup> Century fiction and Transactional writing.</b></p> <p><b>Reading 20<sup>th</sup> century fiction:</b></p> <p>Students will revise reading and answering exam-style comprehension questions on short narrative pieces. This will focus on Language component 1 exam skills.</p> <p><b>Transactional writing.</b></p> <p>Students will return to transactional writing and cover the remaining text-types not covered in year 10.</p>	<p><b>Term 3 – Reading response to 19C and 21C non-fiction texts and Transactional non-fiction writing</b></p> <p>Students will read and compare non-fiction writing from the 19<sup>th</sup> and 21<sup>st</sup> Century. They will also practise their own non-fiction writing, such as letters, reviews, articles, reports, speeches, and work on the technical accuracy of their writing. They will learn Language component 2 exam skills.</p>
<p><b>Term 4 – Creative Writing and Response to 20<sup>th</sup> century fiction</b></p>	<p><b>Term 5 – Exam skills and revision.</b></p> <p>Working towards the Language exam papers, components 1 and 2, and revising all parts of these.</p>	<p><b>Term 6</b></p> <p>Study Leave</p>



Students will practise reading 20 <sup>th</sup> Century short stories and answering exam-style questions on them. They will learn Language component 1 exam skills.		
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### Year 10 English Literature

<p><b>Term 1 – Poetry anthology and unseen poetry</b> Students will study a variety of poems from the Romantic poets to present day writers from an anthology provided by the exam board. They will learn Literature component 1 section B exam skills.</p>	<p><b>Term 2 - Modern novel/play</b> Students will start studying a modern novel/play focusing on character, theme and historical context. The text will be either An Inspector Calls or Woman in Black depending on teacher preference. They will learn Literature component 2 section A exam skills.</p>	<p><b>Terms 3 – Modern novel/play</b> Students will continue studying a modern novel/play focusing on character, theme and historical context. They will learn Literature component 2 section A exam skills.</p>
<p><b>Terms 4 – 19 Century novel</b> Students will continue studying a 19C novel focusing on character, theme and historical context. The text studied this year is The Strange case of Dr Jekyll and Mr Hyde. They will learn Literature component 2 section B exam skills.</p>	<p><b>Term 5 - 19 Century novel</b> Students will continue studying a 19C novel (The Strange case of Dr Jekyll and Mr Hyde) focusing on character, theme and historical context. They will learn Literature component 2 section B exam skills.</p>	<p><b>Term 6 – Poetry Anthology.</b> Students will return to studying the poems in the poetry anthology. They should aim to finish the year having studied 10-12 of the set poems. They will learn Literature component 1 section B exam skills.</p>

### Year 11 English Literature

<p><b>Term 1 – Shakespeare play</b> Students will study a whole play by Shakespeare, including analysis of characters, themes, language and context. This year all students will be studying Macbeth. They will learn Literature component 1 section A exam skills.</p>	<p><b>Term 2 - Shakespeare play</b> Students will continue to study a whole play by Shakespeare, including analysis of characters, themes, language and context. They will learn Literature component 1 section A exam skills.</p>	<p><b>Term 3 – Poetry anthology and unseen poetry. Poetry anthology and unseen poetry</b> Students will study a variety of poems from the Romantic poets to present day writers from an anthology provided by the exam board. The students should aim to have covered all of the poems in the anthology by this point.</p> <p><b>Unseen Poetry</b> Comparison of two unseen poems, drawing on analysis skills learnt earlier in the year. They will learn Literature component 2 section C exam skills</p>
<p><b>Term 4 – Revision of 19<sup>th</sup> Century novel.</b> Students revise the key elements of the 19<sup>th</sup> Century novel studied for Component 2 section B. The novel studied this year is The Strange case of Dr Jekyll and Mr Hyde. This will include re-capping the exam skills needed.</p>	<p><b>Term 5- Revision of modern play/novel</b> Students revise the key elements of the 19<sup>th</sup> Century novel studied for Component 2 section B. They will be revising either An Inspector Calls or Woman in Black. This will include re-capping the exam skills needed.</p>	<p><b>Term 6 – Study Leave</b></p>

<b>Exam board</b>	EDUQAS (English 'brand' of WJEC).
<b>Resources / Revision books</b>	Set texts (TBC by class teacher), revision guide (when published), revision guides for set texts, highlighters. Texts include: Shakespeare: Macbeth, 19 <sup>th</sup> Century Novel: Dr Jekyll and Mr Hyde. Modern play/novel: An Inspector Calls/Woman in Black
<b>Setting</b>	Students are taught in broadly banded sets. This is reviewed each year based on the needs of the cohort.
<b>Assessment</b>	English Language: 100% exam (completed in year 11). English Literature: 100% exam (completed in year 11). Speaking and Listening will be reported as a separate qualification- it does not contribute to the mark of the overall English Language GCSE.
<b>Trips and expenses</b>	Possible theatre trips where available.
<b>Home Learning</b>	Preparation for tasks throughout year 10 and 11 which reflect the style of the exam papers, pre-reading and re-reading of set texts, learning quotations and events in texts, compiling revision notes.
<b>Extension work</b>	All wider reading, specifically texts of a similar genre or time as the set texts. Non-fiction reading e.g. newspaper articles. Practising a variety of creative writing and non-fiction writing, experimenting with style and voice. Extending vocabulary and building on knowledge of grammar and punctuation. Theatre trips.

<b>Year 10</b>		
<p><b>Term 1 – Food Choices &amp; Food Safety</b> Factors influencing food choice (e.g. social, economic, cultural, religious, environmental)</p> <p>Food spoilage, bacterial contamination, buying, storing, preparing and cooking food safely.</p> <p>The function of protein, complementation of protein foods, high-protein alternatives to meat and fish, protein complementation.</p> <p>A range of basic skills are developed through a series of practical lessons using a range of specialist equipment e.g. making sauces, cakes, short-crust pastry, preparing meat and fish, piping.</p> <p>Investigative and experimental work.</p>	<p><b>Term 2 –Food Science &amp; Nutrition</b> The function and role of macronutrients (focus on Protein and Carbohydrates) and the importance of fibre in the diet.</p> <p>Practical lessons develop skills further with some experimental work e.g. coagulation of protein foods, gluten formation, whisking (foam formation), jam and yogurt making and using raising agents (e.g. yeast in bread-making, steam in choux pastry).</p> <p>Food Science – methods of heat transference, gelatinisation to set mixtures.</p>	<p><b>Term 3 –Food Science &amp; Nutrition</b> Food production – primary and secondary processing, The advantages and disadvantages of additives used in food preparation. Fortification.</p> <p>The function and role of macronutrients (focus on the function of fats in the diet, different types of fat).</p> <p>Practical lessons involve making pasta, puff pastry, mayonnaise, ice cream and batters.</p> <p>Investigative work to illustrate the shortening effect of fats, plasticity, how to make emulsions and the conditions required for yeast to ferment.</p>
<p><b>Term 4 – Food, Nutrition and Health</b> The function and role of micronutrients - minerals and vitamins. Importance of water in the diet.</p> <p>Nutritional needs for different life stages. Nutritional requirements for specific dietary groups e.g. vegetarians, coeliac and diabetic. Current healthy eating guidelines, Eatwell guide, nutritional analysis, DRV's, meal planning and recipe adaption.</p> <p>Practical work to incorporate different cooking methods and experimental work to reduce the effects of enzymic browning.</p>	<p><b>Term 5 – International Cuisine &amp; Food Provenance</b> Preparation for Year 10 (theory) exam</p> <p>Different methods for carrying out sensory tests and evaluation.</p> <p>Non-exam assessment: Practice task – Food investigation e.g. Investigate what type of flour is best for bread making</p> <p>Religion, culture, eating patterns, equipment and cooking methods associated with different cuisines around the world (linking to practical work).</p> <p>Environmental issues linked to food e.g. seasonal foods, sustainability, climate change, organic and GM foods, food miles, fair trade, packaging and waste. Where and how are ingredients</p>	<p><b>Term 6 – Cooking methods &amp; Food Provenance</b></p> <p>Reasons for cooking food and how the appearance, flavour and texture of food are affected through preparation and cooking methods.</p> <p>Practical work to incorporate different cooking methods e.g. baking, steaming, roasting and portioning chicken.</p> <p>Food labelling and marketing influences.</p> <p>Non-exam assessment: Practice Food preparation - Y10 practical exam – produce 3 dishes in 3 hours</p>

	grown, reared and caught. The impact of food and food security on local and global markets.	
<b>Year 11</b>		
<p><b>Term 1 – Non-exam assessment (NEA) Task 1</b> Set by the exam board – released on 1<sup>st</sup> Sept</p> <p><b>Task 1: Food Investigation Task</b> Assessing understanding of the working characteristics, functional and chemical properties of ingredients through practical investigations.</p> <p>Produce a 1,500–2,000 word report including photographic evidence of the practical investigation.</p> <p>Prepare for Y11 Mock exams</p>	<p><b>Terms 2 &amp; 3 - Non-exam assessment (NEA) Task 2</b> Set by the exam board – released on 1<sup>st</sup> Nov</p> <p><b>Task 2: Food Preparation Task</b> Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition will be assessed. This will relate to the exam board task. Students prepare, cook and present a final menu of <b>three dishes</b> in three hours, planning in advance how this will be achieved. A portfolio of work including photographic evidence of the three dishes made is produced.</p> <p>Prepare for Y11 Mock exams – written exam and practical exam</p>	
<p><b>Term 4 – Diet, Nutrition &amp; Health</b> Major diet-related diseases – obesity, coronary heart disease, high blood pressure, rickets, osteoporosis, tooth decay, anaemia and type 2 diabetes.</p> <p>Start revision of five core topics of the specification. Complete skills audit of practical work, applying knowledge of the scientific principles and techniques involved in making.</p>	<p><b>Term 5 –Food Safety &amp; Revision</b> Food commodities, SMART ingredients e.g. Quorn, sweeteners, modified starches, Olestra. Recap nutritional deficiencies, eating disorders, healthy eating, balanced diet and recipe adaptation. Consumer legislation Food poisoning and its prevention. Methods of preservation. Role of EHO's.</p>	<p><b>Term 6</b> Study Leave External Examinations</p>
<b>Exam board</b>	AQA (Spec 8585)	
<b>Resources / Revision books</b>	Textbook - AQA GCSE Food Preparation & Nutrition, Illuminate Publishing. Anita Tull / Garry Littlewood <a href="http://www.illuminate.digital/aqafood">www.illuminate.digital/aqafood</a> (Students have log in details in their planners of this online resource) Revision materials are available on the school network. Access at Curriculum > Student > ADT > Food > KS4 > e.g. Past papers, Tests, Revision sheets, power points, suggested revision techniques and activities etc.	
<b>Setting</b>	Students are taught in mixed ability groups	
<b>Assessment</b>	<p><b>Non-exam assessment (NEA)</b> 50% of the final GCSE grade. Tasks set by the exam board</p> <p><b>Task 1: Food Investigation Task (15% of overall grade – marked out of 30)</b> Task released September of the final year of assessment (Year 11) <b>Research, investigate, analysis and evaluation</b></p> <p><b>Task 2: Food Preparation Task (35% of overall grade – marked out of 70)</b> Task released November of the final year of assessment (Year 11) <b>Research, technical skills, planning, making, analysis and evaluation</b></p>	

	<p><b><u>Examination:</u></b></p> <p><b>Written exam (worth 50% of the GCSE)</b> 1 hour 45 minutes</p> <ul style="list-style-type: none"> <li>• Multiple choice questions (20 marks)</li> <li>• Plus five questions, each with a number of sub questions (80 marks)</li> </ul>
<b>Trips and expenses</b>	Students bring in ingredients for practical work. (If there are difficulties, the school can help to provide these). Ingredients for experimental work and taste trials will be provided by the school.
<b>Home Learning</b>	Preparing ingredients for practical lessons. Research tasks, conduct questionnaires, surveys. Sample papers, practice exam questions (including essays, multiple choice questions and data response questions). Revise for tests and exams, conduct taste panels.
<b>Extension work</b>	Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.

## GCSE French

<b>Year 10</b>		
<p><b>Term 1 – WHO AM I?</b></p> <ul style="list-style-type: none"> <li>• Family and describing people</li> <li>• Places in town and activities</li> <li>• Friends and what makes a good friend</li> <li>• Family relationships</li> <li>• Making arrangements to go out</li> <li>• Describing a night out with friends</li> <li>• Life when you were younger</li> <li>• Role models</li> </ul>	<p><b>Term 2 – CULTURAL LIFE</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Music</li> <li>• Technology and life online</li> <li>• Films and actors</li> <li>• TV and TV programmes</li> <li>• Books and reading</li> <li>• Talking about actors and films</li> <li>• Festivals and traditions</li> </ul>	<p><b>Term 3 – DAILY LIFE</b></p> <ul style="list-style-type: none"> <li>• Food and meals</li> <li>• Food for special occasions</li> <li>• Ordering in a restaurant</li> <li>• Shopping for clothes</li> <li>• Daily life</li> <li>• Using polite language</li> <li>• Describing family celebrations</li> </ul>
<p><b>Term 4 – TOWN, REGION AND COUNTRY</b></p> <ul style="list-style-type: none"> <li>• Where you live, weather and transport</li> <li>• Describing a town and asking the way</li> <li>• Describing a region</li> <li>• Talking about your town, village or district</li> </ul>	<p><b>Term 5 – TOWN, REGION AND COUNTRY</b></p> <ul style="list-style-type: none"> <li>• Things to see and do</li> <li>• Plans and weather</li> <li>• Community projects</li> </ul>	<p><b>Term 6 – TRAVEL AND TOURIST ATTRACTIONS</b></p> <ul style="list-style-type: none"> <li>• What you normally do on holiday</li> <li>• Holidays (past and future)</li> <li>• An ideal holiday</li> <li>• Booking and reviewing hotels</li> <li>• Talking about travelling</li> <li>• Buying souvenirs</li> <li>• Travel and tourist transactions</li> <li>• Holiday disasters</li> </ul>
<b>Year 11</b>		
<p><b>Term 1 – WHAT SCHOOL IS LIKE</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Your school</li> <li>• Comparing school in the UK and French-speaking countries</li> <li>• School rules</li> <li>• Talking about getting the best out of school</li> <li>• A school exchange</li> <li>• The importance of languages</li> </ul>	<p><b>Term 2 – WORK AND AMBITIONS</b></p> <ul style="list-style-type: none"> <li>• Jobs and work preferences</li> <li>• Career choices</li> <li>• Plans, hopes and wishes</li> <li>• Applying for jobs</li> <li>• Work Experience</li> </ul>	<p><b>Term 3 – ENVIRONMENTAL ISSUES</b></p> <ul style="list-style-type: none"> <li>• What is important to you</li> <li>• Problems facing the world</li> <li>• Protecting the environment</li> </ul>
<p><b>Term 4 – BRINGING THE WORLD TOGETHER</b></p> <ul style="list-style-type: none"> <li>• Campaigns and good causes</li> <li>• Volunteering</li> <li>• Big musical and sporting events</li> </ul>	<p><b>Term 5 – REVISION AND EXAMS SKILLS</b></p>	<p><b>Term 6</b> Study Leave</p>
<b>Exam board</b>	Edexcel	
<b>Resources / Revision books</b>	Edexcel GCSE French, Expo 4, Studio Edexcel GCSE (9-1) French, Revise Edexcel GCSE French 9-1 Revision Guide and Revision Workbook	
<b>Setting</b>	Students are taught in mixed ability groups.	

<b>Assessment</b>	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in French, Speaking in French, Reading and Understanding in French, Writing in French.
<b>Trips and expenses</b>	Edexcel GCSE 9-1 French Revision Guide and Revision Workbook (optional purchase).
<b>Home Learning</b>	Vocabulary learning and exam style questions from the reading paper are set regularly with occasional writing and translation tasks when appropriate
<b>Extension work</b>	Students may wish to access some of the following websites: <a href="http://www.zut.org.uk/index.html">http://www.zut.org.uk/index.html</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.ashcombe.surrey.sch.uk/07-langcoll/02-MFL-resources.shtml">http://www.ashcombe.surrey.sch.uk/07-langcoll/02-MFL-resources.shtml</a> The school has a subscription to the Linguascope website. Login details will be distributed in class.

## GCSE Geography

<b>Year 10</b>		
<p><b>Term 1 – Hazardous Earth</b> A study of global atmospheric circulation and changing climate, looking at extreme weather and tectonic hazards in detail</p>	<p><b>Term 2 – Development dynamics</b> A study of global inequality, including an in-depth study of India, an emerging country</p>	<p><b>Term 3 – The UK's evolving physical landscape</b> An overview of the varied landscapes in the UK, considering the changes in physical processes over time – will look at coasts and river landscapes in detail</p>
<p><b>Term 4 – Geographical investigations</b> Focussing on 'river processes and pressures', students will plan and carry out an investigation (fieldtrip to Bath and local stream/river)</p>	<p><b>Term 5 – The UK's evolving human landscape</b> An overview of the changing socio-economic and political processes shaping the UK, including an in-depth study of Bath</p>	<p><b>Term 6 – Geographical investigations</b> Focussing on 'dynamic urban areas', students will investigate quality of life in Bath, using data from the fieldtrip in term 4</p>
<b>Year 11</b>		
<p><b>Term 1 – Challenges of an urbanised world</b> The causes and challenges of rapid urbanisation across the world, including an in-depth study of Mumbai, India</p>	<p><b>Term 2 – People and the biosphere</b> Global distribution of large-scale ecosystems and how humans use and modify them for resources</p>	<p><b>Term 3 – Forests under threat</b> A detailed study of tropical rainforests and the taiga, looking at the interaction of biodiversity of forests and their use by humans</p>
<p><b>Term 4 – Consuming energy resources</b> A study of renewable and non-renewable energy, along with access/energy security issues</p>	<p><b>Term 5 – Revision</b> Preparation for the final examinations, also developing and perfecting decision-making skills for Paper 3</p>	<p><b>Term 6</b> Study Leave</p>
<b>Exam board</b>	Edexcel B course	
<b>Resources / Revision books</b>	We recommend, if students feel it would be of benefit, the Pearson revision guide for our course. <a href="https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783">https://www.amazon.co.uk/Revise-Edexcel-Geography-Revision-Guide/dp/1292133783</a>	
<b>Setting</b>	Students are taught in mixed ability classes	
<b>Assessment</b>	Three exam papers at the end of Y11 (all 1 hour 30 minutes): 1) Global Geographical Issues, 2) UK Geographical Issues, 3) People and Environment Issues – Making Geographical Decisions	
<b>Trips and expenses</b>	There will be a compulsory field trip (two days) in Term 4 and 6 of Y10 to the River Holford in the Quantocks and Bath to collect data and practise field skills. A small cost will help to cover transport/resourcing costs. Students are also encouraged to explore their local surroundings, participate in other school trips and think about the places they visit – e.g. a holiday destination could supplement the case studies we do in class.	
<b>Home Learning</b>	Various learning tasks from research, fact-files, practice questions, newspaper articles, comprehension, mapping, and so on. Set approximately weekly. Homework has increased importance for the new GCSE as it will help to prepare for lessons.	
<b>Extension work</b>	Current affairs and geographical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this, but we also encourage students to develop independence and explore the different concepts and places themselves. Please see your parental support document.	



## GCSE German

<b>Year 10</b>		
<b>Term 1 – School</b> <ul style="list-style-type: none"> <li>• school subjects</li> <li>• clothes</li> <li>• items in pencil case</li> <li>• school year</li> <li>• school day</li> <li>• school rules</li> <li>• German schools</li> <li>• exchanges/trips</li> <li>• success and achievement</li> </ul>	<b>Term 2 – Free Time</b> <ul style="list-style-type: none"> <li>• leisure activities</li> <li>• books and reading</li> <li>• music</li> <li>• film, TV and TV programmes</li> <li>• sport</li> <li>• celebrations and festivals</li> </ul>	<b>Term 3 – People</b> <ul style="list-style-type: none"> <li>• what makes a good friend</li> <li>• describing relationships</li> <li>• weekend activities</li> <li>• role-models</li> <li>• life as a child</li> </ul>
<b>Term 4 – At Home</b> <ul style="list-style-type: none"> <li>• describing house/home</li> <li>• food and drink</li> <li>• daily routine</li> </ul>	<b>Term 5 – At Home (continued)</b> <ul style="list-style-type: none"> <li>• using technology</li> <li>• advantages/disadvantages of social media</li> </ul>	<b>Term 6 – Tourist Transactions</b> <ul style="list-style-type: none"> <li>• making hotel bookings</li> <li>• buying train tickets</li> <li>• accommodation/problems</li> <li>• directions</li> <li>• ordering at a restaurant</li> <li>• shopping for souvenirs</li> <li>• general travel problems</li> <li>• illness</li> </ul>
<b>Year 11</b>		
<b>Term 1 – Holidays, Travel and Local Area</b> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• weather</li> <li>• types of holidays</li> <li>• holiday plans</li> <li>• town advantages and disadvantages</li> <li>• local activities</li> <li>• an ideal town</li> </ul>	<b>Term 2 – Work</b> <ul style="list-style-type: none"> <li>• jobs and places of work</li> <li>• job applications, CVs</li> <li>• dream jobs</li> <li>• why learn a language</li> <li>• using German beyond school</li> </ul>	<b>Term 3 – Global Issues 1</b> <ul style="list-style-type: none"> <li>• environment – school, self, country</li> <li>• campaigns and good causes</li> </ul>
<b>Term 4 – Global Issues 2</b> <ul style="list-style-type: none"> <li>• festivals and music events, including advantages and disadvantages</li> <li>• sports events including advantages and disadvantages</li> </ul>	<b>Term 5 –Revision</b> Revising key vocab and exam techniques	<b>Term 6</b> Study Leave
<b>Exam board</b>	Edexcel	
<b>Resources / Revision books</b>	Edexcel GCSE German, Logo 4, Stimmt! Edexcel GCSE 9-1 German, Edexcel GCSE 9-1 German Revision Guide and Revision Workbook	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	There are four exams at the end of Year 11, each is worth 25% of the course. These are: Listening and Understanding in German, Speaking in German, Reading and Understanding in German, Writing in German.	
<b>Trips and expenses</b>	Edexcel GCSE 9-1 German Revision Guide and Revision Workbook (optional purchase).	

<b>Home Learning</b>	Vocabulary learning and exam style questions from the reading paper are set regularly with occasional writing and translation tasks when appropriate
<b>Extension work</b>	<a href="http://gut.languageskills.co.uk/index.html">http://gut.languageskills.co.uk/index.html</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.ashcombe.surrey.sch.uk/07-langcoll/02-MFL-resources.shtml">http://www.ashcombe.surrey.sch.uk/07-langcoll/02-MFL-resources.shtml</a> The school has a subscription to the Linguascope website. Login details will be distributed in class.

**GCSE GRAPHICS – SUBJECT TO CHANGE**

<b>Year 10</b>		
<p><b>Term 1 – MAGAZINE PROJECT</b> You will select a theme to and work towards creating the cover a double page spread of a new magazine. You will carry out come initial research, and create digital and traditional work. You will present both digital and traditional work in a sketchbook as you progress.</p>	<p><b>Term 2 – MAGAZINE PROJECT</b> You will begin the research the work of others and produce work inspired by it. You will continue to work digitally and traditionally to create your own visuals to potentially be used within your magazine design.</p>	<p><b>Term 3 – MAGAZINE PROJECT</b> You will continue to develop your own artwork, illustrations and typography work both digitally and traditionally. You will explore traditional printing techniques and digitally develop your own photographs amongst other techniques and processes.</p>
<p><b>Term 4 – MAGAZINE PROJECT</b> You will continue to develop your own artwork, illustrations and typography work both digitally and traditionally. There will be a focus on colour theory, layout and typography in preparation for planning your own designs.</p>	<p><b>Term 5 – MAGAZINE PROJECT</b> You will be refining your ideas and planning your intentions for an outcome design. At this time you will have a mock exam, where you will spend a day experimenting and developing your finished outcome of a magazine cover and magazine spread.</p>	<p><b>Term 6 – MOCK EXAM PROJECT</b> You will refer to a collection of previous set externally set questions, selecting the most personally engaging brief. You will carry out come initial research, and create digital and traditional work. You will present both digital and traditional work in a sketchbook as your work progresses.</p>
<b>Year 11</b>		
<p><b>Term 1 – MOCK EXAM PROJECT</b> Working from a selection of past exam questions, pupils will independently work on a project. They will need to plan, research, experiment and develop their ideas to a final outcome.</p>	<p><b>Term 2 – MOCK EXAM PROJECT</b> Working from a selection of past exam questions, pupils will independently work on a project. They will need to plan, research, experiment and develop their ideas to a final outcome. MOCK EXAM to experiment and complete a final outcome.</p>	<p><b>Term 3 – EXTERNALLY SET ASSIGNMENT</b> Introduction to Exam paper. Pupils begin working on chosen question, producing book work and working towards a final outcome</p>
<p><b>Term 4 – EXTERNALLY SET ASSIGNMENT</b> Pupils work independently on chosen question, producing book work and working towards a final outcome</p>	<p><b>Term 5 – EXTERNALLY SET ASSIGNMENT</b> Pupils work independently on chosen question, producing book work and working towards a final outcome. EXAM to experiment and complete a final outcome.</p>	<p><b>Term 6</b> Study Leave</p>
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Art books in ILC & Art Department, internet exploration, independent gallery visits	
<b>Setting</b>	-	
<b>Assessment</b>	60% Coursework projects ( <i>Introduction Project, FRUJU Project &amp; Mock Exam project</i> ) 40% External set Assignment	
<b>Trips and expenses</b>	Optional Pickle Pot Kit of useful equipment. You will need sketchbooks/ presentation books to present your work during the course.	
<b>Home Learning</b>	Regular work set: completing tasks set in class, collecting imagery, drawing, taking photographs, working on their display books, researching independently. All home learning is set through SMHW.	
<b>Extension work</b>	Students have the freedom to extend on work set by the teacher to further explore and develop their ideas.	

**GCSE History**

<b>Year 10</b>		
<b>Term 1</b> - Germany 1890-1945: Democracy and dictatorship	<b>Term 2</b> - Germany 1890-1945: Democracy and dictatorship	<b>Term 3</b> - Conflict and Tension between East and West, 1945-72
<b>Term 4</b> - Conflict and Tension between East and West, 1945-72	<b>Term 5</b> - Conflict and Tension between East and West, 1945-72 and Part One of Britain Health and the People, c1000-present day	<b>Term 6</b> - Part Two of Britain Health and the People, c1000-present day
<b>Year 11</b>		
<b>Term 1</b> - Part Three and Four of Britain Health and the People, c1000-present day	<b>Term 2</b> - Elizabethan England c1568-1603	<b>Term 3</b> - Elizabethan England c1568-1603
<b>Term 4</b> - Revision/exam preparation	<b>Term 5</b> - Revision/exam preparation	<b>Term 6</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	<p>Oxford AQA GCSE History: Germany 1890-1945 Democracy and Dictatorship Revision Guide (9-1) ISBN-10: 9780198422891</p> <p>Oxford AQA GCSE History: Britain: Health and the People c1000-Present Day Revision Guide (9-1) ISBN-10: 0198422954</p> <p>Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1) ISBN-10: 9780198422938</p> <p>Oxford AQA GCSE History: Conflict and Tension between East and West 1945-1972 Revision Guide (9-1) ISBN-10: 0198432887</p>	
<b>Setting</b>	Mixed ability groups	
<b>Assessment</b>	Two exam papers, both worth 50% of the overall GCSE	
<b>Trips and expenses</b>	Optional Trip to Berlin - estimated cost £550	
<b>Home Learning</b>	Quizlet tests, exam questions and research tasks	
<b>Extension work</b>	Reading and TV documentary list	

**GCSE Mathematics (New 9-1 Specification)**

<b>Year 10</b>		
<b>Term 1</b> Calculations 1 Expressions Angles and polygons	<b>Term 2</b> Handling Data Fractions, decimals and percentages Formulae and functions	<b>Term 3</b> Working in 2D Probability
<b>Term 4</b> Measures and accuracy Equations and inequalities	<b>Term 5</b> Circles and constructions Ratio and proportion	<b>Term 6</b> Factors, powers and roots Graphs 1
<b>Year 11</b>		
<b>Term 1</b> Working in 3D Grouped and bivariate data Calculations 2	<b>Term 2</b> Graphs 2 Pythagoras and Trigonometry Revision and mocks	<b>Term 3</b> Combined events Sequences
<b>Term 4</b> Units and proportionality Revision and mocks	<b>Term 5</b> Revision	<b>Term 6</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	We follow the Kerboodle text book, available online. We also use CGP Higher and Foundation text books occasionally in lessons, though a variety of resources are used.	
<b>Setting</b>	Students are taught in sets according to ability with five sets on either side of the year. Generally higher sets follow the higher tier (4-9 grades) with lower sets following the foundation tier (1-5 grades). Decision on tier of entry is based on KS2 data, performance throughout KS3, CATS scores, FFT predictions and teacher assessment.	
<b>Assessment</b>	GCSE maths is linear meaning that all exams, which count towards the final grade will be sat in the exam period in the summer of Y11. There are 3 separate papers each carrying the same weight (2 with calculator and one without). Internally, throughout the course, after each topic students will sit an online assessment on the topic just completed. In year 10 students sit 3 longer assessments throughout the year. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final three external papers at the end of year 11.	
<b>Trips and expenses</b>	UKMT Challenge for a few selected students. No cost currently incurred.	
<b>Home Learning</b>	Maths home learning is set twice a week and may include online tasks via the <i>MyMaths</i> website, worksheets on current topics or preparation for forthcoming topics, research activities or revision. Pupils should also conduct their own independent work, this may be after-school sessions, or at home, and may extending themselves beyond topics recently taught in lessons.	
<b>Extension work</b>	<i>Kerboodle</i> , <i>MyMaths</i> and <i>Mathswatch</i> are good online resources for use throughout KS4, all pupils are welcome to attend after-school sessions if they wish to receive help, have somewhere quiet to work, or even to help other students.	

## GCSE Music

<b>Year 10</b>		
<b>Term 1 –</b> Introduction to GCSE Vocal Music set works Composition exercises/tasks Performing	<b>Term 2 –</b> Vocal Music wider listening Developing free composition techniques Performing	<b>Term 3 –</b> Instrumental Music 1700 – 1820 set works Free composition Performing
<b>Term 4 –</b> Instrumental Music 1700 – 1820 wider listening Free composition Performing	<b>Term 5 –</b> Music for Stage and Screen set work Free Composition coursework Performing	<b>Term 6 –</b> Music for Stage and Screen wider listening Work on Composition briefs Performing
<b>Year 11</b>		
<b>Term 1 –</b> Revision of Year 10 Areas of Study Selection of Composition brief Performing	<b>Term 2 –</b> Fusions set works Composing to a brief Performing	<b>Term 3 –</b> Fusions wider listening Composing to a brief Performing
<b>Term 4 –</b> Revision of all set works Complete Free Composition Complete Composition to a brief Record Performances	<b>Term 5 –</b> Revision of all set works Practise wider listening Submission of all Performing and Composing Coursework	<b>Term 6</b> Study Leave/Written exam
<b>Exam board</b>	Edexcel	
<b>Resources / Revision books</b>	Rhinegold/CGP Revision Guide for Edexcel GCSE Music Music as appropriate for solo and ensemble performances	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	Performing coursework (30%) is recorded in the spring of Year 11; Composing coursework (30%) is completed during Year 11; Listening and Appraising exam (40%) is assessed at the end of the course.	
<b>Trips and expenses</b>	Possible concert trips when available	
<b>Home Learning</b>	Regular practising of instrumental/vocal performance pieces is ongoing throughout the course Music theory practice, wider listening	
<b>Extension work</b>	Participation in extra-curricular music groups in school and/or in the wider community	

<b>Year 10</b>		
<p><b>Term 1 – Theory- 3 lessons per fortnight</b> Topics covered: Fitness components; testing methods for fitness components <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p><b>Term 2 – Theory- 3 lessons per fortnight</b> Topics covered: Types of training; SPORT/FITT principles; training seasons; warm ups and cool downs. <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p><b>Term 1 – Theory- 3 lessons per fortnight</b> Topics covered: Anatomy and physiology; skeleton; synovial joints; muscles; movements; <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>
<p><b>Term 4 – Theory- 1 lesson per week</b> Topics covered: Movement analysis; planes and axis; levers; health and fitness; <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p><b>Term 5 – Theory- 3 lessons per fortnight</b> Topics covered: Circulatory system; respiratory system, aerobic/anaerobic exercise; effects of exercise. <b>Practical 2 lessons per fortnight</b> Athletics/Handball</p>	<p><b>Term 1 – Theory- 3 lessons per fortnight</b> Topics covered: Health &amp; Fitness; sedentary lifestyles; obesity; somatotypes; diet; <b>Practical 2 lessons per fortnight</b> Athletics/Handball</p>
<b>Year 11</b>		
<p><b>Term 1 – Theory- 3 lessons per fortnight</b> Topics covered: Classification of skills; goal setting; SMART principle; Information processing model; <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p><b>Term 2 – Theory- 3 lessons per fortnight</b> Topics covered: Sports Psychology; feedback; guidance; motivation; arousal <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>	<p><b>Term 3 – Theory- 3 lessons per fortnight</b> Topics covered: Socio-cultural factors affecting participation; preparation and completion of independent Analysis and Evaluation coursework task. <b>Practical 2 lessons per fortnight</b> Potential practical activities include: rugby union, netball, handball, football, trampolining, badminton, table tennis</p>
<p><b>Term 4 – Theory- 4 lessons per fortnight</b> Topics covered: Commercialisation of sport; impact of technology on sport; ethical issues in sports <b>Practical 1 lesson per fortnight</b> Potential practical lessons in preparation for GCSE Practical Moderation Day</p>	<p><b>Term 5 – Theory- 5 lessons per fortnight</b>  Revision in preparation for Paper 1 and Paper 2 exam.</p>	<p><b>Term 6</b>  <b>Study Leave</b></p>
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	AQA Physical Education by Kirk Bizley Nelson Thornes; AQA GCSE PE (9-1) Hodder Education textbook by Ross Howitt/Mike Murray	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	Overall assessment is 60% theory examined by two papers and 40% practical consisting of three sporting grades and an analysis task.	

	<p>Paper 1 – The human body and movement in physical activity and sport – 1 hour and 15 minute exam worth 30% of the GCSE</p> <p>Paper 2 - Socio-cultural influences and well-being in physical activity and sport– 1 hour and 15 minute exam worth 30% of the GCSE</p> <p>Pupils are also assessed in three sports (1 team, 1 individual and another) from the approved list. The pupils will receive a score out of 25 – out of 10 for their performance of skills in increasingly challenging practices and out of 15 for their performance in fully competitive situations/matches. Each sport is worth 10% of the overall GCSE.</p> <p>Pupils will also complete an independent analysis and evaluation task based around their own strengths and weaknesses in one of their three sports. This is also worth 10% of the overall GCSE.</p>
<b>Trips and expenses</b>	
<b>Home Learning</b>	<p>Homework set each week in relation to theory work.</p> <p>Expectation that students will be involved in 1 sport outside of school to a good club standard and attending at least a second sporting club with school,</p>
<b>Extension work</b>	<p>Taking an interest in sport in the media e.g. reading newspapers/ sports magazines/ watching sports programmes and documentaries. Making links between their theory work and their participation in sport. Getting involved in a wide range of sports to build up their experiences for suitable examples during the exam.</p>



**GCSE – Cambridge National Level 2 – Sport Studies**

<b>Year 10</b>		
<p><b>Term 1 –</b>  <b>Unit RO51 – Contemporary Issues in Sport</b>                      Understanding the issues which affect participation in sport                      Know about the role of sport in promoting values  <b>Unit RO52 – Developing Sports Skills - Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport</p>	<p><b>Term 2 –</b>  <b>Unit RO51 – Contemporary Issues in Sport</b>                      Understand the importance of hosting major sporting events                      Know about the role of national governing bodies in sport  <b>Unit RO52 – Developing Sports Skills – Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport</p>	<p><b>Term 3 –</b>  <b>Unit RO52 – Developing Sports Skills – Practical</b>                      Officiating in a sporting activity  <b>Unit RO54 – Sport and the Media</b>                      Know how sport is covered across the media</p>
<p><b>Term 4 –</b>  <b>Unit RO52 – Developing Sports Skills – Practical</b>                      Officiating in a sporting activity  <b>Unit RO54 – Sport and the Media</b>                      Understand positive effects the media can have on sport</p>	<p><b>Term 5 –</b>  <b>Unit RO52 – Developing Sports Skills – Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport  <b>Unit RO54 – Sport and the Media</b>                      Understand the negative effects the media can have on sport</p>	<p><b>Term 6 –</b>  <b>Unit RO52 – Developing Sports Skills – Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport  <b>Unit RO54 – Sport and the Media</b>                      Understand the relationship between sport and the media</p>
<b>Year 11</b>		
<p><b>Term 1</b>  <b>Unit RO54 – Sport and the Media</b>                      Be able to evaluate media coverage of sport  <b>Unit RO52 – Developing Sports Skills - Practical</b>                      To be able to understand and demonstrate how to improve techniques, tactics and strategies in a sporting activity</p>	<p><b>Term 2 –</b>  <b>Unit RO53 – Sports Leadership</b>                      Know the qualities, styles, roles and responsibilities of sports leadership  <b>Unit RO52 – Developing Sports Skills - Practical</b>                      To be able to understand and demonstrate how to improve techniques, tactics and strategies in a sporting activity</p>	<p><b>Term 3</b>  <b>Unit RO53 – Sports Leadership</b>                      Plan a sports activity and deliver that activity  <b>Unit RO52 – Developing Sports Skills - Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport</p>
<p><b>Term 4</b>  <b>Unit RO53 – Sports Leadership</b>                      Be able to evaluate performance in delivering a sports session  <b>Unit RO52 – Developing Sports Skills - Practical</b>                      Be able to use skills/tactics/strategies in an individual or team sport</p>	<p><b>Term 5 –</b>  <b>Completion of all units as required</b></p>	<p><b>Term 6</b>                      Study Leave</p>
<b>Exam board</b>	OCR	
<b>Resources / Revision books</b>	OCR Cambridge National Level 2 Sports Studies by Mike Murray and Ross Howitt	

<b>Setting</b>	Students are taught in mixed ability sets
<b>Assessment</b>	<p><b>Unit RO51</b> – Contemporary Issues in Sport – Mandatory Unit 25% of overall grade – On line exam</p> <p><b>Unit RO52</b> – Developing Sports Skills – Practical – Mandatory Unit 25% of overall grade – Assessed within School and moderated. Assignment based</p> <p><b>Unit RO53</b> – Sports Leadership - Optional Unit 25% of overall grade – Assessed within School and moderated. Assignment based</p> <p><b>Unit RO54</b> – Sport and the Media – Optional Unit 25% of overall grade - Assessed within School and moderated. Assignment based</p>
<b>Trips and expenses</b>	
<b>Home Learning</b>	Homework set each week in relation to all assignments – maintaining knowledge and understanding.
<b>Extension work</b>	Taking an interest in sport in the media e.g. reading newspapers/articles/watching sports programmes/documentaries. Making links with their theory work and participation in sport. Getting involved in a wide range of sports to build up their experiences for suitable examples during assignments

<b>Year 10</b>		
<b>Term 1</b> Transition to KS4- Study habits Mental health and ill health, tackling stigma	<b>Term 2</b> Mental health and ill health, tackling stigma RSE- relationships/challenges including break ups	<b>Term 3</b> RSE- understanding different families and learning parenting skills Managing change, grief and bereavement
<b>Term 4</b> Preparation for work experience-CV/skills Evaluating the social and emotional risks of drug use	<b>Term 5</b> Evaluating work experience and readiness to work Health and safety in independent context	<b>Term 6</b> Finances- Tax, Gambling, Debt, Credit cards, how can we spend money?
<b>Year 11</b>		
<b>Term 1</b> Self-esteem and coping with stress- breathing space Learning and revision- skills to maximise potential	<b>Term 2</b> Preparing for the future- understanding the application process and plans beyond school Interview process- how to prepare and what to expect	<b>Term 3</b> RSE-Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage
<b>Term 4</b> British values, human rights and community cohesion Challenging extremism and radicalisation	<b>Term 5</b> Independent revision	<b>Term 6</b> Study Leave
<b>Text book</b>	N/A	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	Through verbal contributions and progress review sheets.	
<b>Home Learning</b>	One piece per term	
<b>Extension work</b>	As part of differentiated work in class.	

**GCSE Product Design/Design and Technology**

<b>GCSE: Design &amp; Technology Year 10</b>		
<p><b>Term 1 -</b> Theory</p> <ul style="list-style-type: none"> <li>• Materials and their working properties                             <ul style="list-style-type: none"> <li>○ Wood</li> <li>○ Metals and alloys</li> <li>○ Plastics</li> <li>○ Textiles</li> <li>○ Card and board</li> </ul> </li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Focused practical tasks to support materials above</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Overview of designers on study list</li> <li>• Student choice of 19thC designer</li> </ul>	<p><b>Term 2 -</b> Practice NEA specialist storage Theory</p> <ul style="list-style-type: none"> <li>• Specialist technical principles                             <ul style="list-style-type: none"> <li>○ Functionality</li> <li>○ Ecological and social footprint</li> <li>○ The 6 Rs</li> <li>○ Scales of production</li> </ul> </li> <li>• Designing strategies</li> <li>• Investigation, primary and secondary</li> <li>• Communication skills                             <ul style="list-style-type: none"> <li>○ Types of drawing &amp; CAD/CAM</li> </ul> </li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Modelling and techniques for making</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• 20thC Architects</li> </ul>	<p><b>Term 3 -</b> Practice NEA specialist storage Theory</p> <ul style="list-style-type: none"> <li>• Selection of materials and components</li> <li>• Tolerances</li> <li>• Material management</li> <li>• Tools, equipment and techniques</li> <li>• Using the mark scheme</li> <li>• Mechanisms and mechanical devices</li> <li>• Forces and stresses</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Making the NEA prototype</li> <li>• Exploring mechanisms</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Companies overview</li> <li>• Student choice of company to research</li> </ul>
<p><b>Term 4 –</b> Practice NEA – lighting Theory</p> <ul style="list-style-type: none"> <li>• Surface treatments and finishes</li> <li>• Energy generation and storage                             <ul style="list-style-type: none"> <li>○ Smart and modern materials</li> <li>○ Composites</li> <li>○ Systems approach to designing</li> <li>○ Electronic devices</li> </ul> </li> <li>• Investigation, primary and secondary</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Modelling for NEA</li> <li>• Testing and trialling for production</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Ettore Sottsass</li> <li>• Alessi</li> </ul>	<p><b>Term 5 -</b> Practice NEA – lighting Theory</p> <ul style="list-style-type: none"> <li>• New and emerging technologies                             <ul style="list-style-type: none"> <li>○ Production techniques and systems</li> <li>○ Sustainability</li> <li>○ Enterprise</li> </ul> </li> <li>• Specialist materials areas 1                             <ul style="list-style-type: none"> <li>○ Textiles</li> <li>○ Timber</li> </ul> </li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Advanced techniques in chosen materials area – focused practical tasks i.e. Timber – lathe, Textiles - over locker</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Designers and companies refresh</li> <li>• Student choice as a design influence</li> </ul>	<p><b>Term 6 –</b> Intro to GCSE Design contexts Theory</p> <ul style="list-style-type: none"> <li>• Designing and making principles</li> <li>• Specialist materials areas 2                             <ul style="list-style-type: none"> <li>○ Polymers</li> <li>○ Metals</li> </ul> </li> <li>• Investigation, primary and secondary</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Advanced techniques in chosen materials area – focused practical tasks i.e. Polymers – 3D printer, Metals – casting</li> </ul> <p>Design studies</p> <ul style="list-style-type: none"> <li>• Dictated by choice of context</li> </ul>

<b>GCSE: Design &amp; Technology Year 11</b>		
<p><b>Term 1</b> Complete your research, evaluate it and write a Specification for your product. Quick Idea Generation, consulting with your User, considering human responsibility e.g. sustainability.</p> <p>Design Development</p>	<p><b>Term 2 Prototyping</b> and modelling. Final Design and consultation with your User.</p> <p>Revision for mock exams</p> <p><b><u>Deadline 1st piece of Controlled Assessment</u></b></p> <p>Research construction methods and practice construction. Planning for production, with a focus on quality assurance Purchase materials in holidays</p>	<p><b>Term 3</b></p> <p>Practical production – completed by end of term</p> <p>Maths questions in DT</p> <p><b><u>Deadline for practical work</u></b></p>
<p><b>Term 4</b> Surface finishing of prototype</p> <p>Consultation with User, Testing and Evaluation</p> <p><b><u>Deadline - 2nd piece of Controlled Assessment</u></b></p> <p>Revision for GCSE exams</p>	<p><b>Term 5</b> Your work will be exhibited in the Product Design exhibition.</p> <p><b>Final Revision and Preparation for written exam</b></p>	<p><b>Term 6- Revision</b></p> <p><b>GCSE WRITTEN EXAM – 2 hours</b></p>
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Revision materials are available on the curriculum drive. Materials and portfolios for coursework must be purchased by students. Sketchbooks are supplied in y10, as are materials for skills practice and prototyping. Students are encouraged to buy their own textbook. Class copies are available but these remain in school. (Title: AQA Design & Technology Product Design, all material categories and systems, Hodder education, ISBN 978-5104-0108-2)	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	Written paper: 2 hour Written paper (external exam) –50% of total marks NEA (non-exam assessment): Design & Making Practice – 50% of total marks	
<b>Trips and expenses</b>	Biennial trip to The Design Museum, London – Term 1 Year 10/11 – approx. £20	

<b>Home Learning</b>	Questions off past papers, research for controlled assessments e.g. conduct questionnaires, surveys. Revision from PG Online resources
<b>Extension work</b>	Personal enquiry deepening own knowledge and understanding, exploring and researching. Past exam paper practice.

## GCSE Religious Education

<b>Year 10</b>		
<b>Term 1 – <u>Issues of Life and Death</u></b> Attitudes to euthanasia and suicide Attitudes to abortion Attitudes towards sanctity of life	<b>Term 2 – <u>Issues of Life and Death</u></b> The relationship between science and religion Attitudes towards the environment	<b>Term 3 – Relationships</b> Roles of men and women in the family Marriage and marriage ceremonies Divorce Sexual relationships and contraception
<b>Term 4 - Revision for Mocks</b> Various methods used to allow students to reflect, revise and prepare for their GCSE exams	<b>Term 5 – Relationships</b> Roles of men and women in the family Marriage and marriage ceremonies Divorce Sexual relationships and contraception	<b>Term 6 – Good and Evil</b> Good and evil The problem of evil Attitudes towards forgiveness Attitudes towards criminals and punishment
<b>Year 11</b>		
<b>Term 1 – Human rights</b> Social injustice Prejudice and discrimination Issues of wealth and poverty	<b>Term 2 – Christian Beliefs and Teachings</b> Nature of God, Trinity and the atheist challenge Beliefs about Jesus/salvation/atonement/resurrection Eschatological Beliefs	<b>Term 3 – Islamic Beliefs and Practice</b> What is Islam? Islamic community Foundations of faith Nature of God Prophet hood Concepts of Judgement Revelation Jihad (lesser and greater) 5 Pillars of Islam
<b>Term 4 – Christian Practices</b> Forms of Worship The sacraments Pilgrimage Church and the community Worldwide concepts of Religion	<b>Term 5 – Revision &amp; Exam Preparation</b> Various methods used to allow students to reflect, revise and prepare for their GCSE exams	<b>Term 6</b> Study Leave
<b>Exam board</b>	Eduqas Religious Studies Route A	
<b>Resources / Revision books</b>	Spec-specific resources: Eduqas Religious studies Textbook, GCSE RE Revision Guide. Also: GCSE Bitesize (relevant sections). Students are also encouraged to follow current affairs as this will benefit them hugely in RE, not to mention their general understanding of the world.	
<b>Setting</b>	Students are taught in mixed ability sets	
<b>Assessment</b>	3 exams 4 hours in total all at the end of year 11. Termly tests and yearly mock exams	
<b>Trips and expenses</b>	N/A	
<b>Home Learning</b>	Various learning tasks from research, fact-files, practice questions, newspaper articles, comprehension, and so on.	
<b>Extension work</b>	Current affairs and philosophical texts within the department mean students will always have the opportunity to read beyond the textbook and set tasks. Peer teaching and various in-lesson group work will also allow for this.	

## GCSE Double Science Grades 9-1

<b>Year 10</b>		
<b>Term 1 –</b> Biology - Cell biology& organisation Chemistry – Atomic structure and the periodic table Physics - Energy	<b>Term 2 –</b> Biology – Infection and responses Chemistry - Bonding, structure, and the properties of matter Physics – Electricity	<b>Term 3 –</b> Biology - Infection & responses, Bioenergetics Chemistry – Quantitative Chemistry Physics - Electricity
<b>Term 4 –</b> Biology – Bioenergetics Chemistry – Chemical Changes Physics – Particle model of matter	<b>Term 5 –</b> Biology – Homeostasis & response Chemistry – Energy Changes Physics – Atomic Structure	<b>Term 6 –</b> Biology – Homeostasis & response Chemistry – The rate and extent of chemical change Physics - Forces
<b>Year 11</b>		
<b>Term 1 –</b> Biology – Inheritance Chemistry – Organic Chemistry Physics - Waves	<b>Term 2 –</b> Biology – inheritance Chemistry – Chemical Analysis Physics - Waves	<b>Term 3 –</b> Biology – Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Magnetism & electromagnetism
<b>Term 4 –</b> Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism	<b>Term 5 – Revision</b>	<b>Term 6</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive.	
<b>Setting</b>	Two half year groups X and Y. 1 Triple science group and 4 double science sets on each half of the year. Pupils are set by ability.	
<b>Assessment</b>	GCSE Science is linear meaning that all exams, which count towards the final grade, will be sat in the exam period in the summer of Y11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. In year 10 students will complete end of chapter tests and a mock at the end of year 10. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final external papers at the end of year 11. 16 Required Practicals	
<b>Trips and expenses</b>	We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.	
<b>Home Learning</b>	All homework will be set via Class Charts. This will include <ul style="list-style-type: none"> <li>• Tasks to reinforce learning in lessons.</li> <li>• Preparatory work to bring to lessons including research.</li> <li>• Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills</li> <li>• For year 11, key word revision</li> </ul>	



	<ul style="list-style-type: none"><li>• "Common Homework Tasks" will be set in the lead up to examinations with the focus on data analysis, extended writing and knowledge recall</li></ul>
<b>Extension work</b>	<i>Kerboodle</i> is a good online resource for use throughout KS4. Students are able to access the digital book used in class, extension tasks and revision materials. All pupils are welcome to attend after-school sessions if they wish to receive help, have somewhere quiet to work, or even to help other students.

## GCSE Triple Science Grades 9-1

<b>Year 10</b>		
<b>Term 1 –</b> Biology - Cell biology& organisation Chemistry – Atomic structure and the periodic table Physics - Energy	<b>Term 2 –</b> Biology – Infection and responses Chemistry - Bonding, structure, and the properties of matter Physics – Electricity	<b>Term 3 –</b> Biology - Infection & responses, Bioenergetics Chemistry – Quantitative Chemistry Physics - Electricity
<b>Term 4 –</b> Biology – Bioenergetics Chemistry – Chemical Changes Physics – Particle model of matter	<b>Term 5 –</b> Biology – Homeostasis & response Chemistry – Energy Changes Physics – Atomic Structure	<b>Term 6 –</b> Biology – Homeostasis & response Chemistry – The rate and extent of chemical change Physics - Forces
<b>Year 11</b>		
<b>Term 1 –</b> Biology – Inheritance Chemistry – Organic Chemistry Physics - Waves	<b>Term 2 –</b> Biology – inheritance Chemistry – Chemical Analysis Physics - Waves	<b>Term 3 –</b> Biology – Variation & Evolution Chemistry – Chemistry of the atmosphere Physics – Magnetism & electromagnetism
<b>Term 4 –</b> Biology – Ecology Chemistry – Using Resources Physics – Magnetism & electromagnetism	<b>Term 5 – Revision</b>	<b>Term 6</b> Study Leave
<b>Exam board</b>	AQA	
<b>Resources / Revision books</b>	Kerboodle – students have a password to access this online resources which allow full access to the text book we use in class, as well as support, extension and exam preparation resources. Year 10 are issued with revision guides and additional resources can be accessed via the student area of the curriculum drive.	
<b>Setting</b>	Two half year groups X and Y. 1 Triple science group on each half of the year.	
<b>Assessment</b>	GCSE Biology, Chemistry and Physics are linear meaning that all exams, which count towards the final grade, will be sat in the exam period in the summer of Y11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. In year 10 students will complete end of chapter tests and a mock at the end of year 10. In year 11 students will sit a mock in November and a full mock around Easter time before sitting the final external papers at the end of year 11. 8 Required Practicals/GCSE	
<b>Trips and expenses</b>	We have visiting speakers and science ambassadors visiting and working with students throughout the year. There is usually no or little cost.	
<b>Home Learning</b>	All homework will be set via Class Charts. This will include <ul style="list-style-type: none"> <li>• Tasks to reinforce learning in lessons.</li> <li>• Preparatory work to bring to lessons including research.</li> <li>• Maths and practical skill tasks in preparation for the terminal exam which formally accesses these skills</li> <li>• For year 11, key word revision</li> <li>• “Common Homework Tasks” will be set in the lead up to examinations with the focus on data analysis, extended writing and knowledge recall</li> </ul>	

**Extension work**

*Kerboodle* is a good online resource for use throughout KS4. Students are able to access the digi book used in class, extension tasks and revision materials. All pupils are welcome to attend after-school sessions if they wish to receive help, have somewhere quiet to work, or even to help other students.