

Art & Design (GCSE AQA)

Key Stage 4 Year 10 2018 - 2019

The GCSE is assessed through a portfolio that in total shows explicit coverage of the four assessment objectives. It includes a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Half Term	Course Content	Assessment information
1	<p><u>Project title: Natural forms</u> Pupils gain understanding of GCSE assessment objectives. Pupils develop drawing skills through a range of media such as pencil, Biro, oil pastel and chalk.</p>	<p><u>Assessments:</u> Baseline drawing assessment: Baseline 2 drawing assessment</p>
2	<p><u>Project title: Natural forms</u> Continuing on the theme of Natural forms pupils develop design skills working from secondary images. Pupils study the work of artists and designers and respond to their work.</p>	<p><u>Assessments:</u> Design based on secondary images. Written analysis of the work of Gary Hume</p>
3	<p><u>Project title: Natural forms</u> Continuing on the theme of Natural forms pupils develop skills in Collage, batiq and textile techniques and explore experimentation as a way of developing ideas.</p>	<p><u>Assessments:</u> Collaged natural form. Textile response.</p>
4	<p><u>Project title: Natural forms</u> Pupils start to select and present their best work. Pupils annotate and evaluate their work and include this within their presentation.</p>	<p><u>Assessments:</u> Pupils extended project is assessed.</p>
5	<p><u>Project title: Natural forms (personal investigation)</u> Pupils use resources they have collected as part of their extended project and art trip to take the project into a more personal direction.</p>	<p><u>Assessments:</u> Research page on an artist of choice</p>

Further reading and independent/extension activities	
>	Extension activity 1) The process is how we do something. What has been your process in learning today? What steps did you take to complete your work?
>	Extension activity 2) Imagine Twitter is now the only way to communicate. Summarise today's learning in no more than 140 characters
>	Extension activity 3) Review your work from today's lesson. How could you make it better? Set yourself a target and then try to improve. Then reassess. Have you made your work better?
>	Extension activity 4) Create a 5 question quiz to be used next lesson. Make sure you include the answers so that you can help people to make their own next lesson.
Websites and resource links	
>	http://www.tate.org.uk/
>	https://www.studentartguide.com/
How can parents/carers support at home	
<p>Parents can support students by ensuring they have the following resources, these will be required EVERY lesson: A HB pencil, A ruler, A rubber, A pencil sharpener. If possible, a small set of coloured pencils & glue stick.</p> <p>Parents can also support by encouraging the practise of observational drawing at home and taking their children on visits to Exhibitions and Galleries.</p>	
Members of staff	Mr J Brown (Curriculum Leader) Mrs J Burnett

Biology Single Science (AQA)		
Key Stage 4 Year 10 2018 - 2019		
<p>Students study the structure and function of cells, how cells divide and how variation by fertilisation is produced. They will appreciate the interdependence two essential reactions for life on Earth, photosynthesis and respiration. Finally they will understand that metabolism is the sum of all the reactions happening in a cell or organism and that molecules are recycled between the living world and the environment to sustain life.</p>		
Half Term	Course Content	Assessment information
1	Organisation of organ systems in animals & plants; Investigating osmosis.	Written tests on the knowledge and skills developed in each topic. Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
2	Preventing & treating disease; the effect of antiseptics.	End of term test will assess all the topics and skills covered in this term.
3	Non-communicable diseases; Photosynthesis.	Written tests on the knowledge and skills developed in each topic.

		Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
4	The effect of light intensity on photosynthesis; Respiration.	End of term test will assess all the topics and skills covered in this term.
5	Reproduction and genetic variation.	Written tests on the knowledge and skills developed in each topic. Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
6	Adaptations, interdependence and competition; Measuring population size in a habitat.	End of year test will assess all the topics and skills covered in this year.
Further reading and independent/extension activities		
➤	AQA sciences (9-1) textbooks or revision guides.	
➤	myGCSE Science	
➤	Student resources on Google Classroom	
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)	
➤	Science articles in newspapers or specialist magazine eg New Scientist	
Websites and resource links		
➤	Kerboodle for digital textbooks (free subscription).	
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● In year 10 your son's science studies become noticeably more difficult, requiring more specialist knowledge and with a greater focus on examination preparation. ● Encourage your son to discuss his ideas and use all the resources made available to him, including attending any revision classes offered. 		
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor	

Business Studies (GCSE Edexcel 9-1)

Key Stage 4 Year 10 2018 - 2019

The Edexcel Business GCSE 9-1 is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing a business and global businesses (Theme 2).

There are two equally weighted exam papers which students sit in Year 11. Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Half Term	Course Content	Assessment information
1	<u>Topic 1.1 Enterprise and entrepreneurship</u> <ul style="list-style-type: none"> ● The dynamic nature of business ● Risk and reward ● The role of enterprise 	Key terminology assessment End of topic assessment
2	<u>Topic 1.2 – Spotting a business opportunity</u> <ul style="list-style-type: none"> ● Customer needs ● Market research ● Market segmentation ● The competitive environment 	Key terminology assessment End of topic assessment
3	<u>Topic 1.3 – Putting a business idea into practice</u> <ul style="list-style-type: none"> ● Business aims and objectives ● Business revenues, costs and profits ● Cash and cash-flow ● Sources of business finance 	Key terminology assessment End of topic assessment
4	<u>Topic 1.4 – Making the business effective</u> <ul style="list-style-type: none"> ● The options for start-up and small businesses ● Business location ● The marketing mix ● Business plans 	Key terminology assessment End of topic assessment
5	<u>Topic 1.5 – Understanding external influences on business</u> <ul style="list-style-type: none"> ● Business stakeholders ● Technology and business ● Legislation and business ● The economy and business ● External influences 	Key terminology assessment End of topic assessment
6	<u>Topic 2.1 - Growing the business</u> Business growth Changes in business aims and objectives Business and globalisation	Mock examination on theme 1 End of topic assessment

	Ethics, the environment and business	
Further reading and independent/extension activities		
➤	New GCSE Business Edexcel Revision Guide - For the Grade 9-1 Course ISBN: 978 1 78294 690 8	
➤	New GCSE Business Edexcel Exam Practice Workbook - For the Grade 9-1 Course ISBN: 978 1 78294 693 9	
➤	Edexcel GCSE (9-1) Business Student Book ISBN-13: 978-1292179841 ISBN-10: 1292179848	
➤	https://www.bbc.co.uk/news/business	
➤	Exemplar Exam papers- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials	
Websites and resource links		
➤	Tutor2u - https://www.tutor2u.net/business/topics	
➤	Seneca - https://senecalearning.com	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Parents and carers can support students through discussing the news and the impact on local businesses. ● Reading and discussing news articles in the newspaper and the impact on businesses and the economy. ● Through testing your child's ability to use business terminology effectively through questioning. ● Through reviewing your child's work submitted via Google classroom and ensuring that they are meeting deadlines set. 		
Members of staff	Miss A McGinty (Curriculum Leader) Mr D Brogden	

<h2>Chemistry Single Science (AQA)</h2>		
Key Stage 4 Year 10 2018 - 2019		
Chemistry at GCSE involves the study of matter and its interactions. Students develop a deep understanding of atomic structure and bonding, the nature and likelihood of chemical reactions and how chemical analyses are performed. They will learn of the resources used to produce chemicals and materials and the environmental implications of this. Finally students will analyse novel materials and applications that are being developed.		
Half Term	Course Content	Assessment information
1	Structure and bonding	Written tests on the knowledge and skills

		developed in each topic.
2	Chemical calculations	End of term test to assess all the topics and skills covered in this term.
3	Chemical changes; making salts	Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
4	Rates of reaction & chemical equilibrium	End of term test to assess all the topics and skills covered in this term.
5	Investigate the rate of chemical reactions; Polymers	Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
6	The Earth's resources	End of year test to assess all the topics and skills covered in this year.
Further reading and independent/extension activities		
➤	AQA sciences (9-1) textbooks or revision guides.	
➤	myGCSE Science	
➤	Student resources on Google Classroom	
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)	
➤	Science articles in newspapers or specialist magazine eg New Scientist	
Websites and resource links		
➤	Kerboodle for digital textbooks (free subscription).	
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● In year 10 your son's science studies become noticeably more difficult, requiring more specialist knowledge and with a greater focus on examination preparation. ● Encourage your son to discuss his ideas and use all the resources made available to him, including attending any revision classes offered. 		
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor	

Computer Science (GCSE AQA)

Key Stage 4 Year 10 2018 - 2019

This specification has been created to get students working with real-world programming and provides a good understanding of the fundamental principles of computing

Half Term	Course Content	Assessment information
1	Fundamentals of programming	End of unit assessment
2	Fundamentals of data representation	End of unit assessment
3	Computer Systems	End of unit assessment
4	Fundamentals of computer networks	End of unit assessment
5	Fundamentals of cyber security	End of unit assessment
6	Programming	End of unit assessment
Further reading and independent/extension activities		
➤	Students will be able to access some software from home and we encourage them to do so. This includes, google apps, google classroom. PYTHON can be downloaded from the link below.	
➤	Our KS4 computing site has lots of resources and videos to watch	
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher. Anyone without computer access or internet access at home are free to use the computer facilities at lunchtime and after school in the LRC	
Websites and resource links		
➤	AQA computer science for past papers and exam specs, codecademy for practical coding, bbc bitesize , any technology news websites, PYTHON and repl.it online PYTHON ide	
How can parents/carers support at home		
Parents can support the students by giving them access to the internet and by ensuring they complete their homeworks at home and on time.		
Members of staff	Mr P Corkhill (Curriculum Leader) Mr Q Zaidi	

Creative Media BTEC (Pearson)

Key Stage 4 Year 10 2018 - 2019

BTEC Firsts in Creative Digital Media Production can help you take your first steps towards a career in the digital industry. You'll learn essential skills such as planning and pitching a digital media product, digital publishing and producing digital video.

Half Term	Course Content	Assessment information
1	<p>The students will begin the course with a three week long introduction to the subject, exploring key media areas and a few technical exercises. They will then begin their first coursework unit 2.</p> <p>In this unit they will develop their verbal, written and visual communication skills to enable them to understand the needs of a client and to help formulate, develop and pitch their own ideas for a media product.</p>	<p>Students will be assessed on three different learning aims in this unit, at either Pass, Merit or Distinction.</p> <p>Learning aim A understand how to develop ideas for a digital media product Learning aim B pitch ideas for a digital media product Learning aim C produce planning for a digital media product.</p> <p>Once assessed they have an opportunity to improve their mark.</p>
2	Unit 2 continues	See above.
3	<p>Unit 3 begins. In this unit, students will explore the construction of different types of moving image productions: fictional, factual and promotional. They will focus on camerawork as key to the 'language' of visual communication but will also explore mise en scène (setting, locations, props, costumes and make-up), sound and editing which are all necessary components of a finished product. They will investigate key features of digital moving image productions, including structures, generic conventions and audience address, in preparation for the making of their film or video.</p>	<p>Students will be assessed on three different learning aims in this unit, at either Pass, Merit or Distinction.</p> <p>Learning aims: A understand the key features of moving image productions B understand the technical construction of a digital moving image production C produce and review a digital moving image production.</p> <p>Once assessed they have an opportunity to improve their mark.</p>
4	Unit 3 continues.	See above
5	<p>The final coursework unit 5 is started. In this unit they will investigate the context in which digital publishing products exist as well as their purposes and uses. They will gain knowledge and the appropriate skills required for the design and development of digital publishing products as well as an overview of how to source materials and combine them. They will learn to organise and manage the production of a digital publishing product, plan and prepare content suitably and create interactivity between text, images and graphics. They</p>	<p>Students will be assessed on three different learning aims in this unit, at either Pass, Merit or Distinction.</p> <p>Learning aims: A know about digital publishing opportunities B understand use of digital publishing technology and techniques C produce material for digital publication.</p> <p>Once assessed they have an opportunity to improve their mark.</p>

	will also test their completed publishing product on different publishing platforms and then publish their finished digital publishing product.	
6	Unit 5 continues.	See above
Further reading and independent/extension activities		
➤	Visit The Museum of Advertising and Branding	
➤	Join several media vlogs on Youtube to explore the use of Adobe Photoshop and Premiere and	
➤	Create your own media products, even if you are only using Google Slides/Docs. If you recreate the products we cover in the course you will remember them better.	
Websites and resource links		
➤	https://www.bbc.com/education/subjects/ztnyqk7	
➤	Subscribe to the YouTube channel The Media Insider (https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA/featured) and Media GCSE revision https://www.youtube.com/user/gcsemediarevision	
How can parents/carers support at home		
<p>Talk about the different media that you use at home, it's nearly impossible not to use media for a day. Discuss why you use it and what needs they fulfil. Have discussions about the role of social media and online websites, why has this part of the media expanded so rapidly in the last ten years? Take an interest in your child's use of social media and how they choose to express themselves through online media.</p> <p>Discuss film posters and magazine cover you see and ask what sub messages are transmitted to the audience. How should men and women look be, why is it like this and how can these views change?</p> <p>Encourage your son to take more photographs and film, capturing family events or ordinary family life situations. To expand their knowledge they can watch YouTube clips on e.g. framing techniques to try different angles and shot sizes.</p>		
Members of staff	Ms L Pegg (Curriculum Leader) Mrs S Duffy Ms D Richards	

Design & Technology

Key Stage 4 Year 10 2018 - 2019

The Specification encourages students to participate confidently in an increasingly technological world. Design Technology allows students to study core technical principles, it encourages pupils to develop their skills to design and make products with creativity and originality. They design products for the future, use CAD/CAM, and experience quantity production processes working in core materials such as wood, metal and plastic.

Half Term	Course Content	Assessment information
	<p>Pupils will design for a range of users in Year 10. This will help them prepare them for Year 11.</p> <p>Over the course of two years you will develop a whole range of creative designing and making skills. This includes CAD CAM, batch production techniques, technical knowledge and understanding relating design & technology. You will also gain invaluable transferable skills such as problem solving and time management.</p>	<p>Internally - through the Non Examined Assessment (NEA) 50% of final Marks</p> <p>Externally - through the Written exam paper 50% of final marks</p>
1	<p>Core principles: New and emerging technologies Core principles: Energy generation and storage Core principles: Developments in new materials <i>Design for users needs- ergonomics, CAD CAM, smart materials, rapid sketching, quick modelling.</i></p>	<p>Practical and Theory work End of unit assessment</p>
2	<p>Core principles: Energy generation and storage Core principles: Materials and their working properties Specialist technical principles: Natural and manufactured timbers- industrial practices, laminating, routing, wood turning, natural and manufactured timbers, CAD – creating technical drawings (2D Design tools), materials and their working properties.</p>	<p>Practical and Theory work End of unit assessment</p>
3	<p>Core principles: Developments in new materials Core principles: Systems approach to designing Modelling techniques and user needs - lighting, CAD, Solidworks.</p>	<p>Practical and Theory work End of unit assessment</p>
4	<p>Core principles: Materials and their working properties Design for teenagers needs, modelling techniques, working with manufactured timbers, CAD.</p>	<p>Practical and Theory work End of unit assessment</p>
5	<p>Core principles: Mechanical devices Core Principles: Systems approach to designing Exam preparation and revision.</p>	<p>Practical and Theory work End of unit assessment</p>
6	<p>NEA Challenge intro</p>	<p>Mock exam & NEA progress</p>

Further reading and independent/extension activities

➤	<p>AQA GCSE (9-1) Design and Technology by Michael Ross Publisher: PG Online ISBN-13: 9781910523100</p>
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	All core principles are on Powerpoints in Google classroom and have an end of unit test which students can access and complete.
➤	<p>The following publishers have been selected to enter the AQA textbook approval process for our GCSE Design and Technology specification:</p> <ul style="list-style-type: none"> ● Hodder Education ● PG Online <p>Use the following URL for the approved textbooks</p> <p>http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks</p>
➤	https://www.stem.org.uk/elibrary/collection/3800/smart-materials
Websites and resource links	
➤	http://www.technologystudent.com/
➤	http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552
➤	http://the-warren.org/
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Parents can support the students by giving them access to the internet, using Google classroom, and by monitoring and ensuring students complete their homework tasks at home and on time. ● Possible visits or exploration of products and museums related to the NEA topic choice to inspire your son and help maintain sustained efforts on his NEA. 	
Members of staff	<p>Mr D Lambourne (Curriculum Leader)</p> <p>Mrs L England</p> <p>Miss J Besidone</p>

Drama (GCSE)

Key Stage 4 Year 10 2018 - 2019

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

Half Term	Course Content	Assessment information
	In common with all subjects, drama requires specific skills, knowledge and understanding, which are progressively taught and assessed through and across Year 10 & 11.	In Drama lessons on-going assessment is based around the concept of DIRT: Dedicated Reflection and Improvement Time.
1	Component 1: Understanding drama What's assessed: Knowledge and understanding of drama and theatre.	Teacher assessment of the 'making' stages of rehearsals.
2	Component 2: Devising drama (practical) What's assessed: Process of creating devised drama. Performance of devised drama Analysis and evaluation of own work.	Devised performance Video performance assessment
3	Component 2: Devising drama (devising log) What's assessed: <ul style="list-style-type: none"> ● Process of creating devised drama. ● Performance of devised drama ● Analysis and evaluation of own work. 	Written Devising Log This component is marked by drama staff and moderated by AQA
4	Component 1: Understanding drama What's assessed: Study the set play	Mock Exam
5	Component 1: Understanding drama What's assessed: Analysis and evaluation of	Mock Exam
6	Component 3: Texts in practice (practical) What's assessed • Performance of two extracts from one play	Performance of Extract 1 (20 marks) and Extract 2 (20 marks) Marked by visiting examiner

Further reading and independent/extension activities

➤	Reading theatre reviews in the broadsheets and free papers can be useful in terms of critical thinking (and awareness of what's on) Please note that the LRC publishes the KS3 Drama reading lists termly – these are available in the LRC and are published on the Drama room display boards.
➤	The Department offers a wide range of extra-curricular opportunities, which vary, from Whole School Productions, GCSE/BTEC Exam Showcases, Shakespeare Schools Festival entries, National Theatre Connections Festival entries, International Youth Arts Festival entries and Lower School Drama and Dance clubs. The Department also work closely with the Parents and Friends Association supporting the fundraising efforts wherever possible and running the hugely popular, termly Family Theatre Trips. Pupils are also given regular opportunities to attend live theatre events both locally and in London. TIE companies annually bring performance work into the Department and established theatre practitioners

	offer a range of extra-curricular opportunities, one of the most popular being the Swordplay and Stage-Combat Master-class.
➤	<p>Pupils are encouraged to attend KS3 Drama Club to develop and enhance their making and performance skills. Staff offer lunchtime drop in sessions for support with written response catch up. Pupils are also encouraged to support their Drama outside of the classroom with the following organisations:</p> <ul style="list-style-type: none"> ● National Youth Theatre ● Orange Tree Theatre Young Company ● Rose Theatre Youth Company ● Youth Music Theatre ● Lyric Theatre Young Company ● Young Vic New Views Company
Websites and resource links	
➤	www.bbc.co.uk/schools/gcsebitesize/drama has excellent explanations and clips of drama techniques in action
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Above all else the Drama department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy. ● The greatest way to support your son in their study of drama is through encouraging their participation and exposure to it. Students benefit greatly from experiencing live theatre whether amateur or professional and we encourage all of our students to visit the theatre as often as possible. ● At GCSE we greatly appreciate parents supporting their child in preparation for controlled assessments in ways such as: through running lines; supporting extra commitment given to additional rehearsals and sourcing props and costumes. 	
Members of staff	Miss S O'Reilly (Curriculum Leader)

<h2>English Language and Literature</h2>		
<h3>Key Stage 4 Year 10 2018 - 2019</h3>		
<p>In preparation for GCSE examinations we alternate study between the language and literature courses throughout year 10 and 11. This allows students to revisit the same topics, skills and texts more than once and deepen their understanding and knowledge as they mature and develop their understanding of the world around them.</p>		
Half Term	Course Content	Assessment information
1	Poetry Anthology -Time and Place.	<i>Assessment: Literature paper 2 section A.</i>
2	Literature paper 1 - The Woman in Black.	<i>Assessment: Literature paper 1 section A.</i>
3	Language Paper 1 - Reading and writing Fiction.	<i>Assessment: Language 1 mock.</i>

4	Literature Paper 2 - Jekyll and Hyde.	<i>Assessment: Literature paper 2 section A.</i>
5	Language paper 2- <i>Non fiction 19th Century and 20/21st Century.</i>	<i>Assessment: Mock on Language 2 summer assessment.</i>
6	Shakespeare - <i>Macbeth.</i>	<i>Assessment: Literature paper 1 Mock section A.</i>
Further reading and independent/extension activities		
➤	Shakespeare - Bill Bryson	
➤	http://www.bbc.co.uk/bitesize/ks3/english/reading/text_types/revision/4/	
➤	https://www.poetryfoundation.org/learn/glossary-terms	
➤	http://www.bbc.co.uk/learning/subjects/english.shtml	
➤	https://www.bbc.com/education/guides/z3gfg82/revision/1	
Websites and resource links		
➤	https://www.bl.uk/romantics-and-victorians/themes/the-gothic	
➤	https://www.bbc.com/education/topics/zyxg9qt	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Watch or read the news with your child and encourage extended discussion about topics. ● If possible, watch Shakespeare with them (Macbeth and other tragedies), use the subtitles to help understand the plot. ● It's a great idea for someone at home to read the set GCSE texts also so they can test your child on content and help them understand some of the more complex themes. ● Encourage your child to read as many different types of texts as possible - even just articles or extracts and ask them to notice and point out the different audience and purpose of each. ● Encourage reading for pleasure - it can be fiction or nonfiction. 		
Members of staff	Mrs A Ahmed (Curriculum Leader) Mrs E Shawkat Mr K Sultana Miss C Somers Miss O Thomson	

Food Preparation and Nutrition (x)

Key Stage 4 Year 10 2018 - 2019

Food Preparation and Nutrition focuses developing a thorough understanding of nutrition, food science, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' understanding of nutrition and building the links between food theory and practical skills.

<i>Half Term</i>	Course Content	Assessment information
1	Food Science	Practise GCSE written tasks and assessment questions
2	Food, Nutrition and Health	Practise GCSE written tasks and assessment questions
3	Food Provenance: Agriculture	Practise GCSE written tasks and assessment questions
4	Food Safety	Practise GCSE written tasks and assessment questions
5	Food Choice	Practise GCSE written tasks and assessment questions
Course content	<p>GCSE written examination: Paper 1- Food preparation and Nutrition</p> <p>Non exam assessment (NEA):</p> <p>Task 1: Food investigation (30 marks)</p> <p>Task 2: Food preparation assessment (70 marks)</p> <p>NEA: What's assessed</p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>	<p>Paper 1: How it's assessed</p> <p>Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>NEA: How it's assessed</p> <p>Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p> <p>Notes: Practical investigations are a compulsory element of this NEA task.</p>

Further reading and independent/extension activities

➤	AQA GCSE Food Preparation and Nutrition, Hodder Education ISBN10: 1471863646
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>	CGP GCSE AQA Food preparation and Nutrition Grade 9-1 course The revision Guide
>	Extension task 1: visit the student resources on google site and complete past papers
>	Pupils will have the opportunity to attend food trips to assist with their ongoing research development.
>	Extension task 2: (a) List 8 ideas for a food investigation. (b) Write a hypothesis for the food investigation.
Websites and resource links	
>	http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionpropertiesrev1.shtml
>	www.aqa.org.uk/.../food/.../food-preparation-and-nutrition/.../food-preparation-video
How can parents/carers support at home	
<ul style="list-style-type: none"> • Support your child by helping with revision, completing homework, organisation of materials, ingredients and equipment. • Ensure your child is developing their knowledge and understanding through conversations at breakfast or dinner. • Encourage your child to read. Buy a range of essential reading books from our recommended reading list. 	
Members of staff	Miss J Besidone (Curriculum Leader) Mr D Lambourne Mrs L England

<h1>Geography AQA</h1>		
<h2>Key Stage 4 Year 10 2018 - 2019</h2>		
<p>The geography course is wide ranging and covers both Physical and human geography. The course is deliberately taught alternating these topics to keep a variety of learning. All timings are approximate as it will depend on how quickly each group of boys adapt to the course. Mr Hughes is an examiner for AQA so has excellent insight into the course.</p>		
Half Term	Course Content	Assessment information
1	Challenge of Natural Hazards	GCE style test
2	Challenge of Natural Hazards -Urban Environments	GCE style test
3	The challenge of Urban Environments-	GCE style test
4	The UK landscape Rivers and Coast	GCE style test
5	The UK landscape Rivers and coast	GCE style test
6	Changing Economic World	GCE style test Mock Exam

Further reading and independent/extension activities	
>	AQA Revision guide- CGP or Oxford
>	Trips to Swanage, Studland and Lulworth
>	Use the links in the google classroom.
Websites and resource links	
>	https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240/section/c499af00-2c1d-11e8-898d-73048bf08c03
>	https://sites.google.com/coombe.org.uk/coombe-boys-geography-gcse/home
How can parents/carers support at home	
<ul style="list-style-type: none"> • See above. • Everything will be provided in the Google Classroom which parents should check . 	
Members of staff	Mr R Hughes (Curriculum Leader) Ms N Hothy

History (EdExcel)		
Key Stage 4 Year 10 2018 - 2019		
<p>Year 10 History focuses firstly on <i>Exam Unit 3: Germany 1919-39</i>. This is a depth study, the exam for which, sat at the end of year 11 counts for 30% of your overall GCSE mark.</p> <p>This is followed by the <i>Crime and Punishment</i> unit of study. This is known as an overview study looking at the topic of crime and punishment in Britain from the year 1000-present day. Additionally, this topic contains an enquiry into Whitechapel based around the years 1870-1900. The <i>Crime and Punishment</i> exam, again, sat at the end of year 11 counts for 30% of your overall history GCSE.</p>		
Half Term	Course Content	Assessment information
1	Introduction to the History GCSE, Problems in the Weimar Republic 1919-39, The Stresemann Years 1924-29, reasons for increase in support for the Nazis 1920-33	Various practice GCSE questions every 2/3 weeks
2	The consolidation of Nazi power 1933-34, Opposition to the Nazis and Nazi methods of control.	
3	Life in Nazi Germany 1933-39	
4	Crime and punishment in medieval Britain 1000-1500, Crime and Punishment in Early Modern Britain 1500-1700	
5	Crime and punishment in Industrial Britain 1700-1900, Crime and Punishment in 20th century Britain	
6	An enquiry into whitechapel 1870-1900	

Further reading and independent/extension activities	
>	Evans, RJ, <i>The Coming of the Third Reich</i> .
>	Evans, RJ, <i>The Third Reich in Power</i> .
>	Henry Ashby Turner, <i>Hitler's Thirty Days to Power</i>
>	Fallada, H, <i>Alone in Berlin</i> .
>	From Hell, Alan Moore
Websites and resource links	
>	Information regarding the course such as past papers, mark schemes etc. can be found on the edexcel website. Other useful websites http://www.spartacus.schoolnet.co.uk/ http://www.bbc.co.uk/schools/gcsebitesize/history/ http://www.historylearningsite.co.uk/ http://www.schoolhistory.co.uk/
How can parents/carers support at home	
	<ul style="list-style-type: none"> • As always any discussion of the topics we've covered in class would be beneficial. • To monitor ISTs so that pupils spend one hour at home working independently. • Accompanying pupils on museum visits. • Please also look out for any TV programs or films that come into this topic.
Members of staff	Mr O Jones (Curriculum Leader) Mr J Haldenby

Mathematics		
Key Stage 4 Year 10 2018 - 2019		
In year 10 we continue to build upon the knowledge from year 9 with pupils taking part in GCSE mock examinations. Our maths curriculum has been designed as a 5 year GCSE. All skills are working towards content at GCSE. In year 10 pupils can be working anywhere on stages E to H. Please refer to the school website for the other stages.		
Topic	Stage E outline	Tier
1 Fractions (Core)		
LO1	To be able to multiply fractions	F
LO2	To be able to divide fractions	F
2 Percentages (Core)		
LO1	To be able to calculate percentage change	F

LO2	To be able to calculate successive percentages	F
3 Bearings		
LO1	To be able to measure and use bearings to describe direction	F
LO2	To be able to calculate bearings	F
4 Probability (Core)		
LO1	To be able to calculate the probability of successive independent events	F
LO2	To be able to use and apply an understanding of experimental probability	F
5 Averages and spread		
LO1	To be able to interpret the averages and spread of data sets	F
LO2	To be able to calculate averages from frequency tables (not grouped)	F
6 Pie charts		
LO1	To be able to construct pie charts	F
LO2	To be able to interpret pie charts	F
7 Area and volume (Core)		
LO1	To be able to calculate lengths and areas of parts of circles	F
LO2	To be able to calculate the volume of a cylinder	F
LO3	To be able to calculate the surface area of a cuboid	F
8 Ratio and proportion (Core)		
LO1	To be able to use knowledge of direct proportion to solve problems in context (unitary)	F
LO2	To be able to use knowledge of indirect proportion to solve problems in context (unitary)	F
LO3	To be able to divide a quantity into two or more parts and solve problems involving ratio	F
9 Properties of numbers (Core)		

LO1	To be able to use prime factors	F
LO2	To be able to find the HCF and LCM of two numbers using Venn diagrams	F
Further reading and independent/extension activities		
➤	Try a maths puzzle everyday https://plus.maths.org/content/Puzzle	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	
➤	https://www.math-salamanders.com/division-practice.html	
➤	https://www.math-salamanders.com/online-multiplication.html	
➤	https://www.math-salamanders.com/subtraction-practice.html	
➤	https://www.math-salamanders.com/addition-practice.html	
Websites and resource links		
➤	https://corbettmaths.com/	
➤	https://vle.mathswatch.co.uk/	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Be positive about mathematics, regardless of your own experience or feelings towards the subject. ● Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.) ● Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc ● Visit the Science museum - Mathematics: The Winton Gallery ● Visit the British museum and print appropriate resources below http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx 		
Members of staff	Mr K Patel (Curriculum Leader) Mr A Marashi Mrs O Bello Miss C Nathan Mr D Danso Mrs C Hodgson	

Media Studies GCSE (Educa

Key Stage 4 Year 10 2018 - 2019

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.

Half Term	Course Content	Assessment information
1	A three week introduction project of the subject's core elements, is followed by the start of Component 1A and the analysis of two advertisement products. The students analyse the products using media language, and study their context and use of representation.	Written tests by half term to assess on the knowledge and skills developed in Component 1A. The questions used will reflect those in Paper 1 in their June examination of year 11.
2	Component 1A next set of products involve the study of two film posters from the Bond franchise. The students analyse the two film posters using media language, and study their context and use of representation. They will also begin parts of Component 1B where they analyse the industry of advertising and the audience appeal for one of the products, the film <i>Spectre</i> .	Written tests by half term to assess on the knowledge and skills developed in Component 1 A and B. The questions used will reflect those in Paper 1 in their June examination of year 11.
3	Component 1A third set of products involve the study of two magazine covers from <i>Pride</i> and <i>GQ</i> . The students analyse the two covers using media language, and study their context and use of representation. They then cover the final set of products in Component 1A involve the study of two newspaper front pages from <i>The Sun</i> and <i>The Guardian</i> . During the study of <i>The Sun</i> they will also analyse the newspaper industry and the audience appeal for the newspaper.	Written tests by half term to assess on the knowledge and skills developed in Component 1 A and B. The questions used will reflect those in Paper 1 in their June examination of year 11.
4	Component 1B continues with two new products, from the video game industry (<i>Pokemon Go</i>) and world of radio drama (<i>The Archers</i>). The students analyse these products and their audience appeal as well as industry context. During this half term the NEA (non-controlled assessment) is started. Students begin to plan the creation of their media products, working towards a set brief published by the exam board.	Written tests by half term to assess on the knowledge and skills developed in Component 1 A and B covered so far. The questions used will reflect those in Paper 1 in their June examination of year 11. Proposals and pre-production material will also be assessed and given levels.
5	During this half term, students begin Component 2B, music video and online media, studying three different music videos (two contemporary and one historical) and one website linked with one of the contemporary products. They will study these products using media language, and study their context and use of representation. They will also look at the industry of	Written tests by half term to assess on the knowledge and skills developed in Component 2B. The questions used will reflect those in Paper 2 in their June examination of year 11.

	music marketing and audience appeal. This NEA work continues during this half term and students are required to produce material for their products.	Feedback is given on the material produced for the NEA.
6	During this half term, students continue with their work on Component 2B, music video and online media, focusing on one of the contemporary videos and its linked website They will study these products using media language, and study their context and use of representation. They will also look at the industry of music marketing and audience appeal. The NEA project is completed during this half term and the statement of aims is finalised.	Written tests by half term to assess on the knowledge and skills developed in Component 2B. The questions used will reflect those in Paper 2 in their June examination of year 11. Feedback is given on the finalised product in the NEA and its written statement.
Further reading and independent/extension activities		
➤	Visit The Museum of Advertising and Branding	
➤	Join several media vlogs on Youtube to explore the use of Adobe Photoshop and Premiere and	
➤	Create your own media products, even if you are only using Google Slides/Docs. If you recreate the products we cover in the course you will remember them better.	
➤	Read articles about the Bond film Spectre, Pokemon Go, The Sun (newspaper) and the history of the Archers to broaden your knowledge on the products' context.	
Websites and resource links		
➤	http://www.eduqas.co.uk/qualifications/media-studies/gcse/	
➤	https://www.bbc.com/education/subjects/ztnygk7	
➤	Subscribe to the YouTube channel The Media Insider (https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA/featured) and Media GCSE revision https://www.youtube.com/user/gcsemediarevision	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Talk about the different media that you use at home, it's nearly impossible not to use media for a day. Discuss why you use it and what needs they fulfil. Have discussions about the role of social media and online websites, why has this part of the media expanded so rapidly in the last ten years? Take an interest in your child's use of social media and how they choose to express themselves through online media. ● Discuss film posters and magazine cover you see and ask what sub messages are transmitted to the audience. How should men and women look be, why is it like this and how can these views change? ● Encourage your son to take more photographs and film, capturing family events or ordinary family life situations. To expand their knowledge they can watch YouTube clips on e.g. framing techniques to try different angles and shot sizes. 		
Members of staff	Ms L Pegg (Curriculum Leader) Mrs S Duffy Ms D Richards	

Modern Foreign Languages – French, German, Spanish

Key Stage 4 Year 10 2018 - 2019

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

The final GCSE examination will be assessed as follows:

- Writing (including translation into target language)
- Reading (including translation into English)
- Speaking
- Listening

Each skill is worth 25% of the final grade.

Half Term	Course Content	Assessment information
1	Key grammar and tenses	Reading/Writing/Listening/speaking
2	Relationships with family and friends	Reading/Writing/Listening/speaking
3	Relationships with family and friends	Reading/Writing/Listening/speaking
4	Technology and social media	Reading/Writing/Listening/speaking
5	Free time activities	Reading/Writing/Listening/speaking
6	Free time activities and sport	Reading/Writing/Listening/speaking

Further reading and independent/extension activities

➤	AQA GCSE textbook OUP
➤	French/German/Spanish dictionary
➤	Visit the French/German/Spanish institutes in London - ask your teacher for details
➤	Mary Glasgow magazines
➤	Read French/German/Spanish news articles online - ask your teacher for suggested sites

Websites and resource links

➤	www.kerboodle.com
➤	www.duolingo.com

How can parents/carers support at home

- Remind your child of homework and assessment deadlines.

- Test your child on vocabulary.
- Ask your child to teach you some new words and phrases.

Members of staff	Miss C Caputa (Curriculum Leader) Mr A Dixon Mr A Stewart
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Music (x)

Key Stage 4 Year 10 2018 - 2019

Music is an option for pupils who already learn an instrument or who can sing. The course is split into 3 areas:

- Performing (30%) One solo and one ensemble recorded
- Composition (30%) Two compositions. One free and one to a brief
- Listening (40%) 8 setworks to study and unheard listening assessed in a listening exam.

<i>Half Term</i>	Course Content	Assessment information
1	<p>PERFORMANCE: Pupils will prepare one solo piece to be performed in class.</p> <p>COMPOSITION: Pupils will be reminded of basic notation and chords and start a piece using basic 4 chord model.</p> <p>SET WORK: Vocal Music: Queen: Killer Queen (from the album 'Sheer Heart Attack')</p>	<p>Solo performance</p> <p>Starter composition task 1</p> <p>Short questions and Longer essay</p>
2	<p>PERFORMANCE: Pupils will prepare one solo piece to be performed in class.</p> <p>COMPOSITION: Pupils will work on melody and lyrics in Sibelius.</p> <p>SET WORK: Music for Stage and Screen S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</p>	<p>Solo performance</p> <p>Starter composition task 2</p> <p>Short questions and Longer essay</p>
3	<p>PERFORMANCE: Pupils will rehearse a jazz standard in groups.</p> <p>COMPOSITION: Pupils will work on extended chords in Sibelius.</p> <p>SET WORK: Fusions: Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</p>	<p>Group performance</p> <p>Starter composition task 3</p> <p>Short questions and Longer essay</p>
4	<p>PERFORMANCE: Pupils will revisit a solo performance</p>	<p>Solo performance</p>

	and improve on their marks. COMPOSITION: Pupils will work on composition 1 to submit. SET WORK: Fusions Afro Celt Sound System: Release (from the album 'Volume 2: Release')	Composition 1 Short questions and Longer essay
5	PERFORMANCE: Pupils will revisit a solo performance and improve on their marks. COMPOSITION: Pupils will work on composition 1 to submit. SET WORK: Revision of set works and techniques of end of year exam	Solo performance Composition 1 Practice papers
6	END OF YEAR EXAM PERFORMANCE: Pupils will set targets for summer holiday practice. COMPOSITION: Pupils will work on composition 1 to submit. SET WORK: Vocal Music H Purcell: Music for a While	End of Year Exam Solo performance Composition 1 Short questions and Longer essay
Further reading and independent/extension activities		
➤	Edexcel Music Anthology and text book	
➤	Julian Johnson: Classical Music (very readable book split into musical time periods)	
➤	Nicholas Cook: A Very Short Introduction to Music (very short and interesting)	
➤	Carl Daulhaus: Nineteenth-Century Music	
➤	Cambridge Guide to.... Opera, Musical Theatre etc.	
Websites and resource links		
➤	BBC Bitesize	
➤	Youtube: <i>Howard Goodall's Story of Music</i>	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Parents can support their son's Music GCSE by equipping their son with dividers highlighters and the Edexcel Textbook. Pupils should be having individual tuition on their chosen instrument. This is arranged through Kingston Music Service or a private tutor. Financial support is available. Pupils should be listening to the set works and other pieces in the genres, going to see live music as much as possible and practising their solo and ensemble pieces. ● Pupils may wish to develop their compositions at home on software: <ul style="list-style-type: none"> ○ Sibelius (expensive, student editions available) 		

<ul style="list-style-type: none"> ○ Noteflight (free version available) ○ Garageband (free with apple macs)Reason ○ Cubase ○ Logic Pro 	
Members of staff	Miss H M Lucas (Curriculum Leader) Mr S Thomas

Physical Education (EDEXCEL)		
Key Stage 4 Year 10 2018 - 2019		
<p>An excellent course for Pupils who have decided that they would like an enhanced understanding of anatomy and physiology/ sports psychology/ physical training and have additional time completing practical assessments. GCSE PE is the ultimate test for pupils who can handle the classroom and the sportshall.</p>		
Half Term	Theory Course Content	Assessment information
1	Applied anatomy & physiology including skeleton, muscles, bones	ONGOING TEACHER ASSESSMENT + END OF BLOCK TESTS
2	Applied anatomy & physiology including respiration, the heart,	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
3	Movement Analysis including levers and movement analysis	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
4	Physical training including skill related fitness e.g speed	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
5	Physical training including sports injuries	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
6	Health & Performance – health fitness and well-being e.g. diet, lifestyle choices	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
Activity	Practical Assessments	How Assessed?
1	Table tennis	ONGOING TEACHER ASSESSMENT GRADED OUT OF 35
2	Basketball	ONGOING TEACHER ASSESSMENT GRADED OUT OF 35
3	Volleyball	ONGOING TEACHER ASSESSMENT GRADED OUT OF 35

4	Football	ONGOING TEACHER ASSESSMENT GRADED OUT OF 35
5	Badminton	ONGOING TEACHER ASSESSMENT GRADED OUT OF 35
Further reading and independent/extension activities		
➤	Download Podcasts	
➤	Use revision guides straight away	
Websites and resource links		
➤	SENECA / BBc bitesize	
➤	PE google GCSE site + Podcasts	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● PE kit + trainers /relevant footwear for every practical lesson ● All theory resources for two theory lessons per week. ● Ensure your son has his PE kit and that he is reading the relevant sections in preparation with his GCSE exercise/text book for every lesson 		
Members of staff	Mr P Paliotta (Curriculum Leader) Mr G Tanner Mr S Norman Mr C Sydenham	

Physics Single Science (AQA)		
Key Stage 4 Year 10 2018 - 2019		
<p>In year 10 students describe energy resources and how energy is transferred by heating. They build circuits and investigate resistance and the current-voltage characteristics of different components. They learn how forces affect the motion of objects including an investigation into acceleration and finally apply the principles of electromagnetic waves to a study of the behaviour of light.</p>		
Half Term	Course Content	Assessment information
1	Energy transfer by heating; Energy resources.	Written tests on the knowledge and skills developed in each topic. Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
2	Electric circuits; Use circuits to investigate resistance	End of term test will assess all the topics and skills covered in this term.
3	Electricity in the home; Investigate the current-voltage characteristics of components	Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations

		in June of year 11.
4	Force & motion; Investigate the acceleration of an object.	End of term test will assess all the topics and skills covered in this term.
5	Force & pressure; Electromagnetic waves	Written tests on the knowledge and skills developed in each topic.
6	Light; Investigate reflection and refraction.	End of year test will assess all the topics and skills covered in this year.
Further reading and independent/extension activities		
>	AQA sciences (9-1) textbooks or revision guides.	
>	myGCSE Science	
>	Student resources on Google Classroom	
>	GCSE science revision videos on YouTube (Doodle science, FuseSchool)	
>	Science articles in newspapers or specialist magazine eg New Scientist	
Websites and resource links		
>	Kerboodle for digital textbooks (free subscription).	
>	Physics and maths tutor.com (covers all GCSE and A level sciences)	
How can parents/carers support at home		
<ul style="list-style-type: none"> • In year 10 your son's science studies become noticeably more difficult, requiring more specialist knowledge and with a greater focus on examination preparation. • Encourage your son to discuss his ideas and use all the resources made available to him, including attending any revision classes offered. 		
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor	

Religious Studies (Edexcel B Beliefs in Action)		
Key Stage 4 Year 10 2018 - 2019		
In year 10, students study paper 1 of the syllabus Religion and Ethics through Christianity. During this year they will cover 4 different units. Each unit is assessed with GCSE questions and past papers. In addition to research, homework will also be exam practise.		
Half Term	Course Content	Assessment information

1	Christian Beliefs	GCSE Past Questions
2	Christian Beliefs/ Marriage and the Family	GCSE Past Questions
3	Marriage and the Family/ Living the Christian Life	GCSE Past Questions
4	Living the Christian Life/ Matters of Life and Death	GCSE Past Questions
5	Matters of Life and Death/ Exam practise	GCSE Past Questions
6	Islamic Beliefs	GCSE Past Questions
Further reading and independent/extension activities		
➤	Edexcel Beliefs in action textbook Religion and ethics through Christianity	
➤	Practising past questions from textbooks/ revision guides	
➤	Watching documentaries or reading books relating to the topics being studied	
➤	Visit a Church or a variety of churches from different denomination to see religion in action	
Websites and resource links		
➤	Google Classroom and RS Coombe site for homework, revision and content	
➤	BBC Bitesize, BBC Religions, BBC news (for themes)	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Encourage discussion surrounding topics studied in lessons. ● Ensure students take their learning seriously, encourage, revision and a high standard of homework. ● Help with essay practise. 		
Members of staff	Miss L Zielinski (Curriculum Leader) Mr J Melligan	
Science Trilogy (AQA combined)		
Key Stage 4 Year 10 2018 - 2019		
<p>Students study some of the fundamentals of the three sciences in year 10 including the structure and function of cells, the interdependence of plants and animals and the adaptations of organisms. For physical science students need to develop a deep understanding of atomic structure and bonding, types of chemical reactions and how resources are used. Finally students study energy resources and energy transfer, the behaviour of electricity and how forces affect all objects.</p>		
Half Term	Course Content	Assessment information
1	Organisation of organ systems in animals & plants; Structure and bonding; Energy transfer by heating; Energy resources.	Written tests on the knowledge and skills developed in each topic.
2	Preventing & treating disease; the effect of	End of term test will assess all the topics and skills covered in this

	antiseptics. Chemical calculations; Electric circuits; Use circuits to investigate resistance.	term.
3	Non-communicable diseases; Photosynthesis. Chemical changes; making salts; Electricity in the home; investigate the current-voltage characteristics of components.	Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
4	The effect of light intensity on photosynthesis; Respiration. Rates of reaction & chemical equilibrium; Force & motion; investigate the acceleration of an object.	End of term test will assess all the topics and skills covered in this term.
5	Reproduction and genetic variation. Investigate the rate of chemical reactions; Force & pressure; Electromagnetic waves.	Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
6	Adaptations, interdependence and competition; measuring population size in a habitat. The Earth's resources; investigate waves.	End of year test will assess all the topics and skills covered in this year.
Further reading and independent/extension activities		
➤	AQA sciences (9-1) textbooks or revision guides.	
➤	myGCSE Science	
➤	Student resources on Google Classroom	
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)	
➤	Science articles in newspapers or specialist magazine eg New Scientist	
Websites and resource links		
➤	Kerboodle for digital textbooks (free subscription).	
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● In year 10 your son's science studies become noticeably more difficult, requiring more specialist knowledge and with a greater focus on examination preparation. ● Encourage your son to discuss his ideas and use all the resources made available to him, including attending any revision classes offered. 		
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor	

