



# Year 10

Curriculum Booklet  
2017-18

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## INTRODUCTION: WELCOME TO KEY STAGE 4

Dear Parent/Carer.

It is our pleasure to welcome you to Year 10 at Longsands Academy. It is hoped that this booklet will furnish you with the key information you need to support your child through this important academic year. The Key Stage 4 team is determined to continue its drive to relentlessly pursue an ethic of excellence into all our students, to be intolerant of underachievement and ensure students have opportunities to enjoy and achieve so that they can make a positive contribution to school and civic life.

Educational research suggests that the most effective way for students to revise is to frequently revisit previous learning. Therefore, it is vital that students continue to review course content that was covered in previous lessons in order to keep it fresh in their minds. In addition, students will find that the path to their future plans will be smoother if they meet the following expectations:

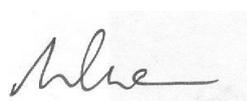
- To attend Longsands regularly, on time and in school uniform.
- To keep up with home learning and coursework deadlines, and to honour GCSE commitments.
- To bring the correct equipment and books required for learning to all lessons.
- To use the planner correctly for organisation, deadlines and target setting.
- To participate positively in lessons.
- To involve themselves in the extra-curricular experiences offered during the year.

In July of Year 10 all students will partake in a week of work experience. This is an invaluable opportunity for them to gain an understanding of what working life is like. They will prepare a CV, find their own placement and make contact with the placement in advance of the start date. Support throughout this process will be given to the students through tutor time, ECM lessons and evening meetings.

Any queries that you have please do not hesitate to contact us. Key email addresses can be found in this booklet. For specific subject enquiries, please contact the subject teacher or relevant Head of Department. For general enquiries, please contact your son/daughter's form tutor or any member of the Key Stage 4 team.

Above all else, students should look to ensure that they use all lesson time effectively, remain focused and motivated to progress. We have every confidence that Year 10 students will rise to the challenge of doing their best. All staff at Longsands Academy look forward to working with Year 10 students and their parents/carers to ensure that their first year in KS4 is a positive, successful and memorable one and that they fully engage in all of the opportunities that the Academy has to offer.

Yours sincerely



Mr N D Owen  
Senior Assistant Headteacher (KS4)



Mrs V Parson  
Head of Year 10



Mr Breakspear  
Deputy Head of Year (KS4)

## Key Dates for Year 10 for Academic Year 2017/18

### Autumn Term 2017 - Monday 4 September to Tuesday 19 December

#### SEPTEMBER 2017

Monday 4 September - Staff Training Day. No Students in school

Tuesday 5 September - Year 7 in school and Year 12 sign-up

Wednesday 6 September - All students in school

Wednesday 13 September - PA – Curious Incident Year 10 & 11 GCSE trip – Milton Keynes

Wednesday 20 September – ‘Making the most of Year 11’ Evening

#### OCTOBER 2017

Wednesday 4 October – CEAIG Event: Apprenticeships Fair

W/C 9 October – Interform Year 7 – 10 – Year 11 Sports Leaders

**Half term: 23 October to 27 October**

#### NOVEMBER 2017

Tuesday 7 November – Year 11 School Photographs

Thursday 9 November – Visual Arts GCSE Mocks, 1 day

Friday 10 November – Visual Arts GCSE Mocks. 1 day

W/C 13 November – Year 11 Mock Exams

W/C 20 November – Year 11 Mock Exams

**Friday 24 November 2017 – Staff Training Day. No students in school**

#### DECEMBER 2017

W/C 11 December – CAEIG Event: EDGE Careers Fair. Woodgreen

Wednesday 13 December – Year 11 Mock Results Day

Tuesday 19 December – Last Day of Term

### Spring Term 2018 - Wednesday 3 January to Thursday 29 March

#### JANUARY 2018

Monday 1 January – Bank Holiday

Tuesday 2 January – Bank Holiday

Wednesday 3 January – Staff Training Day. No Students in school

**Thursday 4 January - All students in school**

Wednesday 10 January – Year 11 Parent Consultations

Wednesday 10 January – Year 11 Food practical exam

Thursday 11 January – Year 11 Food practical exam

W/C 15 January – Year 11 destination interviews

Monday 15 January – Year 11 Visual Arts GCSE Exam Assembly

Wednesday 17 January – Year 11 Food practical exam

Thursday 18 January – Year 11 Food practical exam

W/C 22 January – Year 11 destination interviews

## Spring Term 2018 Continued - Wednesday 3 January to Thursday 29 March

### **FEBRUARY 2018**

W/C 5 February – MFL Year 11 GCSE Mock Speaking exams

**Half term: 12 February to 16 February**

### **MARCH 2018**

W/C 5 March – Year 11 Mock exams

W/C 12 March – Year 11 Mock exams

W/C 26 March – Year 11 GCSE speaking exams

Friday 30 March – Good Friday

## Summer Term 2018 - Monday 16 April to Friday 20 July

### **APRIL 2018**

Friday 20 April – DoE Silver Practice Weekend

Tuesday 24 April – Year 11 Art GCSE Exams

Wednesday 25 April – Year 11 Art GCSE Exams

Thursday 26 April – Year 11 Art GCSE Exams

Friday 27 April – Year 11 Art GCSE Exams

W/C 30 April – Year 11 MFL Speaking Exams

### **MAY 2018**

**May Day: 7 May 2018**

**Half term: 28 May to 1 June 2018**

### **JUNE 2018**

### **JULY 2018**

Friday 6 July – Year 11 DoE Silver Assessed Weekend

Thursday 5 July – Year 11 Prom

Monday 9 July – Year 11 Transition Day

Friday 20 July – Last Day of Term

## Professional development days

Monday 4 September 2017

Friday 24 November 2017

Wednesday 3 January 2018

There will be a further two disaggregated staff training days across the academic year, these will not impact on students and staff will be informed of them in due course.

## Year 10 Tutor Team 2017/2018

10SAL	S Lawrence
10ORW	O Willis
10GES	G Sanders
10IJF	I Fox (LTT)
10DMB	D Broughton
10HJL	H Leather
10SSH	S Hood
10SCW	S Winters
10CLW	C Waters
10JCP	J Philpott

### KEY STAGE 4 CONTACTS

**Student Support Officer:** Mrs K Baker  
[kbaker@longsands.cambs.sch.uk](mailto:kbaker@longsands.cambs.sch.uk)

**Senior Student Support Officer:** Mrs D Stockwell  
[dstockwell@longsands.cambs.sch.uk](mailto:dstockwell@longsands.cambs.sch.uk)

**Deputy Head of Year (KS4):** Mr T Breakspear  
[tbreakspear@longsands.cambs.sch.uk](mailto:tbreakspear@longsands.cambs.sch.uk)

**Head of Year 10:** Mrs V Parson  
[vparsons@longsands.cambs.sch.uk](mailto:vparsons@longsands.cambs.sch.uk)

**Senior Assistant Headteacher (KS4):** Mr N D Owen  
[nowen@longsands.cambs.sch.uk](mailto:nowen@longsands.cambs.sch.uk)

## HOME LEARNING

Home learning provides regular opportunities for independent engagement to consolidate and extend students' work in the classroom. Tasks are set that will develop students' confidence and readiness to contribute in lessons as students use time between lessons to review, think, plan and deepen learning in ways that accelerate progress and build exam readiness.

In Key Stage 4 students are set home learning tasks for each GCSE subject that Students should use their log book to **record brief reminders about their home learning tasks**. Full details about the requirements of the task, and the date for completion, can be found on your son's/daughter's VLE page.

The screenshot shows a VLE dashboard with the following elements:

- Header:** School crest, Home, Resources, Admin, Logout.
- Account links:** Student profile picture.
- Notices:** Empty section.
- Tasks due:**
  - 26th May: Lamb Kofta recipe and homework task [9w/Tk3]
  - 5th Jun: Paper 2 feedback [9w/Ma3]
- Groups:** Grid of 8 group icons with labels:
  - 9w/Fr2b - CES
  - 9w/Fr2b - JSS
  - 9w/Ma3 - AAK
  - 9w/EeRJM - RJM
  - 9wC/Gg - FKM
  - 9w/Pr3 - SDL
  - 9w/Sc2b - LM
  - 9w/Tk3 - KLG

Mrs C Chilman  
Senior Assistant Headteacher

## MAKING PROGRESS



### Triple A advice for improved progress: *(regardless of subject or ability level)*

**ACCEPT** that everything needed for you to meet/exceed target grades has been carefully planned and is being delivered in *lessons*. Furthermore teachers will continue to feedback *targets* tailored specifically for your needs. Your teachers have also devised essential activities for you to extend knowledge and skills *independently* in preparation for exams through weekly *home learning* tasks (recorded on the VLE). *'Intervention' or 'revision' sessions are not required for the vast majority of students* – they do not provide new learning, only an opportunity to revisit skills already studied in class for a second time for students not making expected progress.

### To prepare effectively for exams you must...

**ACCESS** support materials on the VLE and curriculum pages: teachers have uploaded examples of essays at the grade you are after. They have provided exercises for you to test out, consolidate or further extend what you have covered in your lesson. Teachers have carefully sourced exam preparation activities, links to websites and advice from exam boards that they know make a difference to both your confidence levels as well as skill development. Access your teacher's expertise; when they say 'ask or email me', they mean it!

**ADJUST** your approach and *attitude* where appropriate: a positive attitude in lessons and when completing home learning activities has more impact and effect on your progress and results than anything else (although Attendance is a very close runner up!).

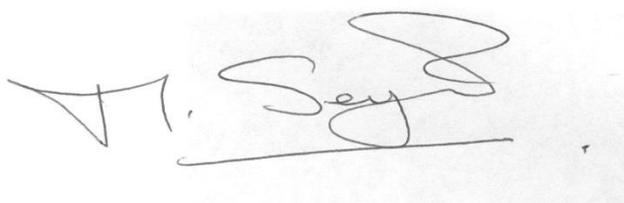
**Achieving AtLs of 1 and 2 in all your subjects will also mean you make the progress needed.**

## LITERACY

We encourage and expect all students to spend around half an hour reading each evening and we know many of them do much more. Regular reading of fiction and nonfiction at the appropriate level has a significant impact on students' progress in school. Staff are happy to suggest appropriate texts for your child and lists of recommended texts are available from the school library and via the Academy website.

Subject specific language is vital for future academic success and within lessons regular testing of vocabulary is undertaken. However, we would encourage parents to reinforce the importance both of specialist terminology and general grammar. Advice can be given about resources which can be used at home to improve both reading and writing.

The Academy also encourages reading which is not exclusively directed towards subject-specific requirements. Reading should be for relaxation as well as for the purposes of study and can offer a valuable means of managing the pressures of school work. As such reading may take many forms, which is reflected in the Academy library through the provision of graphic novels, newspapers and magazines and journals.

A handwritten signature in black ink, appearing to read 'Mr Seymour', written over a horizontal line.

Mr Seymour  
Assistant Headteacher- Literacy and Interventions

## GCSE GRADING SYSTEM

In line with national changes, students completing the new linear GCSEs in most of their subjects will now be awarded grades 9-1, not the traditional A\*-G:

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

You will receive regular progress checks concerning your child's academic progress in their Key Stage 4 courses. Teachers will report a currently working at grade. This assessed grade is based on classwork, homework and test results, where applicable, and is the teacher's assessment of your son or daughter's current standard of achievement in the subject concerned. Teachers will also a forecast grade. This is the grade which the subject teacher considers your child will be capable of achieving at the end of the course.

Teachers will report these grades as sub levels. In order to provide you with accurate information regarding the grade at which your son/daughter is currently working, we have divided each GCSE level into 3 sub-levels, e.g. 6+, 6 and 6-.

- 6+ represents a very secure '6' grade.
- 6 represents an secure '6' grade.
- 6- represents a very insecure '6' grade.

**DUKE OF EDINBURGH AWARD  
SCHEME**



**THE DUKE OF  
EDINBURGH'S AWARD**

**What is D of E?**

The Duke of Edinburgh's Award scheme is a fantastic opportunity for young people to gain an internationally-recognised qualification, alongside a set of skills that are highly valued by universities and employers. The scheme consists of four elements: a service to the community, physical recreation, a skill, and the expedition. The award is designed to provide students with an opportunity to access a challenging programme of self-development and fulfilment.

More information available at: <https://www.dofe.org/>

**How to sign up:**

Further information on signing up to the Duke of Edinburgh Award Scheme will come to Y10 students in an assembly on 26/09/17. Students will be able to register their interest and discuss the scheme at home, before signing up. The cost of enrolment will be £30, payable by ParentPay by October half term. In addition, a payment of approximately £140 can be paid in instalments up to February 2018; this covers the cost of all three expeditions, transport, some equipment hire and insurance.

<b>Bronze Expedition Dates</b>	
Activity Weekend, <i>Norwich</i>	23 <sup>rd</sup> – 25 <sup>th</sup> March 2018
Practise Expedition, <i>Cambridgeshire</i>	12 <sup>th</sup> – 13 <sup>th</sup> May 2018
Assessed Expedition, <i>Bedfordshire</i>	16 <sup>th</sup> – 17 <sup>th</sup> June 2018

In addition to the above commitment, students are required to attend weekly after-school meetings, lasting one hour, designed to prepare for the expeditions. Here, students will learn skills including map reading, route planning, camp craft and first aid training. These sessions will run between November and June.

**Duke of Edinburgh's Silver Award:** Y11 students who have successfully completed their D of E Bronze Award.

*(more information will become available in September)*

<b>Silver Expedition Dates</b>	
Practise Expedition, <i>Peak District</i>	23 <sup>rd</sup> – 25 <sup>th</sup> March 2018
Assessed Expedition, <i>Peak District</i>	12 <sup>th</sup> – 13 <sup>th</sup> May 2018

## CAREERS/POST 16 OPTIONS

**Subject:** ECM and CEIAG (careers education, information, advice and guidance)

### Aims and content

- Our careers education programme enables learners to understand themselves, research and evaluate information, explore opportunities and develop the skills they need to manage their careers.
- Careers lessons within ECM will help students locate accurate, impartial and up to date careers information.
- Our guidance programme will help to motivate students and prepare them for work and help them to understand where different education and training choices could take them in the future.

### Year 10 course outline:

<b>Autumn term:</b>	Ethics and Citizenship, ECM I2 – career exploration
<b>Spring term:</b>	ECM I3 -Preparing for work experience, ECM H6 – RSE (relationships and sex education)
<b>Summer term:</b>	Ethics and Citizenship, Work Experience (two weeks)

### Independent learning resources:

- Kudos- A programme which helps students to identify their skills and interests. There are also videos showing real life workplaces. - [www.cascaid.co.uk](http://www.cascaid.co.uk). The licence code for Longsands is idearole16
- A10 Careers library. Open to students at lunchtime. Access to careers information in different formats.
- Cambridgeshire Youth Support Service – [www.youthoria.org](http://www.youthoria.org)
- Cambridgeshire Youth Support Service – Job Club Thursdays 2-4pm St Neots library.

### Recommended websites/apps:

- Plotr – A free gamified careers website helping young people discover pathways to employment - [www.plotr.co.uk](http://www.plotr.co.uk)
- National Careers Service – [nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk) or 0800 100 900
- National apprenticeships website – [www.getingofar.gov](http://www.getingofar.gov)
- **For parents:** [parentalguidance.org.uk](http://parentalguidance.org.uk)
- **For parents:** [careersadviceforparents.org](http://careersadviceforparents.org)

### Events/Key Dates:

Work experience parent information evening – November 2017  
EDGE Careers Fair at Woodgreen – December 2017  
Careers Show – June 2018  
Work Experience – July 2018

### Contact information:

Mrs Jordan – Work experience coordinator- [njordan@longsands.cambs.sch.uk](mailto:njordan@longsands.cambs.sch.uk)  
Mrs Martindale – Head of CEIAG and ECM – [kmartindale@longsands.cambs.sch.uk](mailto:kmartindale@longsands.cambs.sch.uk)

## WORK EXPERIENCE

**Subject:** Work Experience – part of CEIAG (careers education, information, advice and guidance)

### Aims and content

- To give every pupil first-hand experience of the workplace.
- To give every pupil multiple opportunities to learn from employers about the skills that are valued in the workplace.

### Year 10 course outline:

<b>Autumn term:</b>	ECM I2 – Career exploration
<b>Spring term:</b>	ECM I3 -Preparing for work experience to include writing of CVs
<b>Summer term:</b>	Work Experience Placement (two weeks)

### Independent learning resources:

- Kudos- A programme which helps students to identify their skills and interests. There are also videos showing real life workplaces. - [www.cascaid.co.uk](http://www.cascaid.co.uk). The licence code for Longsands is idearole16
- A10 Careers library. Open to students at lunchtime. Access to careers information in different formats.

### Recommended websites/apps:

- Plotr – A free gamified careers website helping young people discover pathways to employment - [www.plotr.co.uk](http://www.plotr.co.uk)
- Cambridgeshire Youth Support Service – [www.youthoria.org](http://www.youthoria.org)
- **For parents:** Health and safety Executive - Guidance on work experience employer checks required [www.hse.gov.uk/youngpeople/workexperience](http://www.hse.gov.uk/youngpeople/workexperience)

### Events/Key Dates:

Work Experience information Evening – November 2017  
Work Experience placements– July 2018

### Contact information:

Mrs Jordan – Work experience coordinator- [njordan@longsands.cambs.sch.uk](mailto:njordan@longsands.cambs.sch.uk)  
Mrs Martindale – Head of CEIAG and ECM – [kmartindale@longsands.cambs.sch.uk](mailto:kmartindale@longsands.cambs.sch.uk)

## YEAR 10 CURRICULUM SUBJECTS STUDIED 2017-2018

<b>Subject:</b>	Level 1 / 2 Cambridge National Certificate in Child Development
<b>Exam Board:</b>	OCR

### Course description/assessment:

Paper	% of the grade	Content
Unit R018 Exam	50%	Health and well-being for Child development.
Unit R019 Assessment	25%	Understand the equipment and nutritional needs of children from birth to five years.
Unit R020 Assessment	25%	Understand the development of a child from birth to five years.

### Year 10 course outline:

<b>Autumn term:</b>	Understand the equipment and nutritional needs of children from birth to five years.
<b>Spring term:</b>	Understand the equipment and nutritional needs of children from birth to five years. Understand the development of a child from birth to five years.
<b>Summer term:</b>	Understand the development of a child from birth to five years.

### Independent learning resources:

The Social Science department has produced a comprehensive revision guide which was issued to students in Year 10, to aid their studies in Year 10 and Year 11. The subject resource library is available to students lunch times and after school Monday to Thursday for independent study, assessment catch up and homework support.

### Recommended books, websites/apps:

Cambridge National Level 1/2 Child Development by Miranda Walker(Author) Paperback.

Milestones in Development for Child Study

[www.pbs.org](http://www.pbs.org)

[www.nhs.uk](http://www.nhs.uk)

[www.cdc.gov](http://www.cdc.gov)

### Events/Key Dates:

Unit R019 Assessment must be completed by 29<sup>th</sup> June 2018.  
Unit R020 Assessment must be completed by 15<sup>th</sup> February 2019.

<b>Subject:</b>	Construction Level 1 Award (Vocational Learning)
<b>Exam Board:</b>	Btec

**Course description/assessment:**

Paper	% of the grade	Content
5 x units over the 2 year course (All assessed tasks )		

**Year 10 course outline:**

<b>Autumn term:</b>	Unit 10 Health and Safety
<b>Spring term:</b>	Unit 1 Timber Product
<b>Summer term:</b>	Unit 13 Introduction to Bricklaying

**Independent learning resources:**

Activity worksheets, power-point slides, unit templates and materials are stored on the school Virtual Learning Environment and are accessible for all students to use to assist with their studies. There is an interactive Health and Safety quiz for practice prior to in lesson test at the end of Unit 10.

**Recommended websites/apps:**

<http://www.hse.gov.uk>

**Events/Key Dates:**

Throughout the learning process of this course we engage the students in a real life scenario to enable them to apply the knowledge learnt. The students will be given the opportunity to meet external visitors from various trades and have the exposure to their specialism.

<b>Subject:</b>	Science Trilogy (Double Science)
<b>Exam Board:</b>	AQA

**Course description/assessment:**

Paper	% of the grade	Content	Exam Length
Biology Paper 1	16.7	<b>Cell Biology; Organisation;</b> Infection & response; and Bioenergetics.	1 hour and 15 minutes
Chemistry Paper 1	16.7	<b>Atomic Structure and the periodic table; Bonding, Structure and the Properties of matter;</b> Quantitative Chemistry; Chemical changes; and Energy changes.	1 hour and 15 minutes
Physics Paper 1	16.7	<b>Energy; Electricity (part A);</b> Forces in motion; Electricity (part B); <b>Particle model of matter;</b> and Atomic structure.	1 hour and 15 minutes

***Bold indicates the GCSE content covered during Year 9 (a GCSE year for Science).***

**Year 10 course outline:**

<b>Biology:</b>	Infection & response; Ecology; and Bioenergetics.
<b>Chemistry:</b>	Chemical changes; Energy changes; and The rate and extent of chemical change.
<b>Physics:</b>	Electricity (part B); Waves; Forces in motion; and Atomic structure.

**Independent learning resources:**

Science Revision folder on the VLE  
 Kerboodle (login details can be found in the student planner)  
 Revision Guides (Available for purchase from the Science Department).

**Recommended websites/apps:**

Tassomai (You may purchase a subscription through the Science Department)  
 Kerboodle (<https://www.kerboodle.com/users/login>)  
<https://www.my-gcsescience.com/9-1/> (Subscription purchase required)

**Events/Key Dates:**

The controlled assessment component of the Science GCSE has now been removed. Instead, students must carry out a number of required practicals (RP) and be able to recall them in the written examinations at the end of Year 11. It is therefore essential that students attend school and re-arrange appointments whenever possible to ensure that any scheduled RPs are not missed.

<b>Subject:</b>	Drama (1-9) – J316
<b>Exam Board:</b>	OCR

**Course description/assessment:**

Paper	% of the grade	Content	Exam length
<b>Devising Drama</b> 01/02	30%	Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration.	1 full day of 5 hours plus 1 ½ hr portfolio
<b>Presenting and Performing Texts</b> 03/04	30%	Students explore a text and perform two scenes to a Visiting Examiner.	1 full day of 5 hours plus 1 ½ hr portfolio
<b>Drama: Performance and Response</b> 05	40%	Section A contains questions based on the study of a full text from a list set by the exam board. Section B contains an extended response analysing and evaluating live theatre.	1 <sup>1/2</sup> Hours

**Year 10 course outline:**

<b>Autumn term:</b>	Teamwork plus Skills for responding, devising & presenting
<b>Spring term:</b>	Using the principles of practitioners & past stimulus response paper
<b>Summer term:</b>	Component 01/02 Devising Drama – coursework (responding to one stimulus item set by the Board) this is actually part of the GCSE!

**Independent learning resources:**

<p>National Theatre Video archive;  Go to live theatre screenings at Cineworld;  Go to the Arts Theatre in Cambridge  Take part in KS3 Drama Club as a Drama Leader (trial out your exam ideas!!!)  Join a community acting group – get on stage frequently (develop your performance skills)</p>
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**Recommended websites/apps:**

<p>National Theatre: <a href="http://www.nationaltheatre.org.uk/">www.nationaltheatre.org.uk/</a>  OCR Drama (9-1) – J316 Assessment preparation : <a href="http://www.ocr.org.uk/">www.ocr.org.uk/</a>  BBC Bitesize Drama: <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></p>
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**Events/Key Dates:**

Year 10 exams = The first piece of work that counts towards the overall GCSE
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<b>Subject:</b>	Engineering
<b>Exam Board:</b>	Btec

**Course description/assessment:**

Paper	% of the grade	Content
Unit 1 on line exam		
3 x units in total assessed work (internally and externally)		

**Year 10 course outline:**

<b>Autumn term:</b>	Unit 1 Engineering World
<b>Spring term:</b>	
<b>Summer term:</b>	Unit 2 Investigating and Engineered Product

**Independent learning resources:**

Activity worksheets, power-point slides, unit templates and materials are stored on the school Virtual Learning Environment and are accessible for all students to use to assist with their studies.

**www.tomorrowengineers.org.uk** - Engineering careers advice and blogs written by engineers.

**Text book: BTEC First, Engineering** published by Pearson

**ISBN:** 978-1-4469-0243-1

**Recommended websites/apps:**

**www.tomorrowengineers.org.uk** - Engineering careers advice and blogs written by engineers

[www.hse.co.uk](http://www.hse.co.uk) – Health and safety related topics

**Events/Key Dates:**

Unit 1 will result in an online exam marked by the awarding body. You require a minimum of a Pass in this unit as well as Unit 2 to gain an overall Pass in the course. Units 2, 3 and 6 are internally marked and verified by the exam board. Students will be awarded either a Pass, Merit or Distinction for each unit dependant on their performance. Learners receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

If learners do not meet the level two Pass, Merit or Distinction grade they will receive a level 1 pass or fail grade.

Unit 1 is an online exam completed by students and marked externally. The duration of the exam is one hour and assesses students' knowledge and understanding of 'The Engineered World'.

<b>Subject:</b>	ENGLISH LANGUAGE
<b>Exam Board:</b>	AQA

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Paper 1: Explorations in creative reading and writing	50%	4 reading questions on <b>one</b> unseen text from 20 <sup>th</sup> or 21 <sup>st</sup> Century prose fiction  1 creative writing question from a choice of 2 questions
Paper 2: Writers' viewpoints and perspectives	50%	4 reading questions on <b>two</b> unseen prose texts from the 19 <sup>th</sup> Century and the 20 <sup>th</sup> or 21 <sup>st</sup> Century  1 writing question (no choice)
Spoken Language Assessment	This is a separately-endorsed non-exam assessment awarded a Distinction/Merit/Pass/Fail.  NB: it is a compulsory element of GCSE English Language and students cannot be awarded their final grade if they fail to complete their Spoken Language Assessment	An individual presentation (usually on a subject matter of the student's choice) in a formal context to an audience of their peers.  Following their presentation, candidates are assessed on their ability to answer questions during a 'live Q&A session'.

**Year 10 course outline:**

<b>Autumn term:</b>	Introduction to Language Paper 1 skills (taught alongside the 19 <sup>th</sup> Century Literature text)
<b>Spring term:</b>	Development of Language Paper 1 skills (taught alongside Shakespeare play)
<b>Summer term:</b>	Year 10 mock exams (Lang Paper 1 and Lit Paper 1) followed by introduction to Language Paper 2 skills.

**Independent learning resources:**

The English department has produced a comprehensive range of revision resources, activities and PowerPoints available on the student-section of the VLE. In addition, we will be recommending our favourite revision guides for students to purchase independently.

<b>Subject:</b>	ENGLISH LITERATURE
<b>Exam Board:</b>	AQA

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Paper 1: Shakespeare and the 19 <sup>th</sup> Century novel	50%	1 extended-essay question (close-book) on the Shakespeare play studied in class  1 extended-essay question (close-book) on the 19 <sup>th</sup> Century novel studied in class
Paper 2: Modern Texts and Poetry	50%	1 extended-essay question (close-book) on the modern-text studied in class  1 extended comparative essay on the 15 poems studied (close-book)  1 analytical question on an unseen poem  1 shorter comparative question with a second unseen poem

**Year 10 course outline:**

<b>Autumn term:</b>	19 <sup>th</sup> Century text
<b>Spring term:</b>	Shakespeare text
<b>Summer term:</b>	Revision for Year 10 mock exam (Literature Paper 1) and introduction to the Poetry anthology for Literature Paper 2

**Independent learning resources:**

The English department has produced a comprehensive range of revision resources, activities and PowerPoints available on the student-section of the VLE. In addition, we will be recommending our favourite revision guides for students to purchase independently.

<b>Subject:</b>	Food Preparation & Nutrition
<b>Exam Board:</b>	WJEC Eduqas
<b>Grading:</b>	9-1

**Course description/assessment:**

Paper	% of the grade	Content
Written Paper (1hr 45mins)	50%	Principles of Food Preparation & Nutrition
The Food Investigation Assessment (8 hours)	15%	Food Preparation & Nutrition in Action
The Food Preparation Assessment (12 hours)	35%	Food Preparation & Nutrition in Action

**Year 10 course outline:**

<b>Autumn term:</b>	Food Commodities Principles of Nutrition Diet & Good Health The Science of Food Where Food Comes From Cooking & Food Preparation
<b>Spring term:</b>	Mock paper, Mock Food Investigation,
<b>Summer term:</b>	Mock Food Preparation Assessment

**Independent learning resources:**

Cooking programs on television, cookery books, WJEC Eduqas Food Preparation & Nutrition (Helen Buckland, Jaqui Keepin.)

**Recommended websites/apps:**

[www.bbc.co.uk/food/](http://www.bbc.co.uk/food/)  
<https://www.bbcgoodfood.com/>  
[www.telegraph.co.uk](http://www.telegraph.co.uk)  
<https://www.food.gov.uk>  
[www.foodafactoflife.org.uk/](http://www.foodafactoflife.org.uk/)  
<https://www.nutrition.org.uk/>  
[www.bbc.co.uk/schools/gcsebitesize/design/foodtech/](http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/)

**Events/Key Dates:**

All assessments take place in Year 11.

<b>Subject:</b>	Food Preparation & Nutrition
<b>Exam Board:</b>	WJEC Eduqas
<b>Grading:</b>	9-1

**Course description/assessment:**

Paper	% of the grade	Content
Written Paper (1hr 45mins)	50%	Principles of Food Preparation & Nutrition
The Food Investigation Assessment (8 hours)	15%	Food Preparation & Nutrition in Action
The Food Preparation Assessment (12 hours)	35%	Food Preparation & Nutrition in Action

**Year 10 course outline:**

<b>Autumn term:</b>	Food Commodities Principles of Nutrition Diet & Good Health The Science of Food Where Food Comes From Cooking & Food Preparation
<b>Spring term:</b>	Mock paper, Mock Food Investigation,
<b>Summer term:</b>	Mock Food Preparation Assessment

**Independent learning resources:**

Cooking programs on television, cookery books, WJEC Eduqas Food Preparation & Nutrition (Helen Buckland, Jaqui Keepin.)

**Recommended websites/apps:**

[www.bbc.co.uk/food/](http://www.bbc.co.uk/food/)  
<https://www.bbcgoodfood.com/>  
[www.telegraph.co.uk](http://www.telegraph.co.uk)  
<https://www.food.gov.uk>  
[www.foodafactoflife.org.uk/](http://www.foodafactoflife.org.uk/)  
<https://www.nutrition.org.uk/>  
[www.bbc.co.uk/schools/gcsebitesize/design/foodtech/](http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/)

**Events/Key Dates:**

All assessments take place in Year 11.

<b>Subject:</b>	French
<b>Exam Board:</b>	AQA

**Course description/assessment:**

Paper	% of the grade	Content
1 Listening	25	35 mins Foundation 45 mins Higher
2 Speaking	25	7-9 mins Foundation plus preparation time 10-12 mins Higher plus preparation time
3 Reading	25	45 mins Foundation 1 hour Higher
4 Writing	25	1 hour Foundation 1 hour 15 mins Higher

**Year 11 course outline:**

<b>Autumn term:</b>	Theme 1: Identity and culture- self, friends and family Theme 2 : Local interest- hobbies and freetime
<b>Spring term:</b>	Theme 2: Local interest- where I live/ planning a visit
<b>Summer term:</b>	Theme 3: Current and future study- school life and future plans

**Independent learning resources:**

CGP GCSE AQA revision guide and revision workbook  
Vocabulary book  
Studio grammar and translation workbook

**Recommended websites/apps:**

**For vocabulary learning**

Quizlet or memrise

**For grammar practice and consolidation**

[www.thelanguagegym.co.uk](http://www.thelanguagegym.co.uk)  
[www.languagesonline.com](http://www.languagesonline.com)

**For listening/reading practice**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) (French and German)  
[www.newsinslowfrench.co.uk](http://www.newsinslowfrench.co.uk)- good for listening practice  
[www.ashcombeschool.co.uk](http://www.ashcombeschool.co.uk) – good for listening practice

<b>Subject:</b>	Computing
<b>Exam Board:</b>	AQA

**Course description/assessment:**

Paper	% of the grade	Content
1	40	Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science
2	40	A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.
Non-examined assessment	20	Board provided coursework assignment

**Year 10 course outline:**

<b>Autumn term:</b>	Computing theory – algorithm design, flow charts, abstraction, introduction to coding
<b>Spring term:</b>	Programming techniques
<b>Summer term:</b>	Software theory

**Independent learning resources:**

The content for the course, as well as relevant practise tasks for the coursework assessment (once available) are located on the VLE, at Computing/GCSE.

**Recommended websites/apps:**

AQA GCSE Computer Science textbook  
 BBC Bitesize website  
 Visual Studio Community Edition (for code practise)  
<http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520/specification-at-a-glance>

<b>Subject:</b>	GCSE Geography
<b>Exam Board:</b>	AQA

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Living with the Physical Environment	35%  Exam 1 hour 30 min	<b>Challenge of natural hazards:</b> Earthquakes Weather hazards Climate change <b>Physical Landscapes in the UK:</b> Coastal landscapes River landscapes <b>The living world:</b> Ecosystems Tropical rainforests Hot deserts
Challenges of the Human Environment	35%  Exam 1 hour 30 min	<b>Urban issues and challenges:</b> Urban change in the UK Urban Sustainability <b>The changing economic world:</b> The development gap Newly emerging economies The changing UK economy <b>The challenge of resource management:</b> Resource management Food management
Geographical Applications and Skills	30%  Exam 1 hour 15 min	Issues Evaluation- Pre-release materials are available 12 weeks before the exam.  Fieldwork- 2 fieldwork projects that form part of the exam. The work itself is not marked like coursework but students will be asked questions on what they did and why.  Geographical Skills- map skills, maths skills, data presentation etc

**Year 10 course outline:**

<b>Autumn term:</b>	Challenge of natural hazards
<b>Spring term:</b>	Urban issues and challenges
<b>Summer term:</b>	UK physical landscapes & field work with some geographical skills

<b>Subject:</b>	German
<b>Exam Board:</b>	AQA

**Course description/assessment:**

Paper	% of the grade	Content
1 Listening	25	35 mins Foundation 45 mins Higher
2 Speaking	25	7-9 mins Foundation plus preparation time 10-12 mins Higher plus preparation time
3 Reading	25	45 mins Foundation 1 hour Higher
4 Writing	25	1 hour Foundation 1 hour 15 mins Higher

**Year 11 course outline:**

<b>Autumn term:</b>	Theme 1: Identity and culture- self, friends and family Theme 2 : Local interest- hobbies and freetime
<b>Spring term:</b>	Theme 2: Local interest- where I live/ planning a visit
<b>Summer term:</b>	Theme 3: Current and future study- school life and future plans

**Independent learning resources:**

CGP GCSE AQA revision guide and revision workbook  
Vocabulary book  
Stimmt grammar and translation workbook

**Recommended websites/apps:**

**For vocabulary learning**

Quizlet or memrise

**For grammar practice and consolidation**

[www.thelanguagegym.co.uk](http://www.thelanguagegym.co.uk)  
[www.languagesonline.com](http://www.languagesonline.com)

**For listening/reading practice**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) (French and German)  
[www.newsinslowgerman.co.uk](http://www.newsinslowgerman.co.uk)- good for listening practice  
[www.ashcombeschool.co.uk](http://www.ashcombeschool.co.uk) – good for listening practice  
[www.yjc.org.uk](http://www.yjc.org.uk)

<b>Subject:</b>	An Introduction to the Hair and Beauty Sector Level 1 Award (vocational Learning)
<b>Exam Board:</b>	Btec

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
5 x units over the 2 year course (All assessed tasks )		

**Year 10 course outline:**

<b>Autumn term:</b>	Unit 9 Presenting a Professional Image
<b>Spring term:</b>	Unit 8 An Introduction the Hair and Beauty Sector
<b>Summer term:</b>	Unit 13 Skin Care

**Independent learning resources:**

Activity worksheets, power-point slides, unit templates and materials are stored on the school Virtual Learning Environment and are accessible for all students to use to assist with their studies.

**Recommended websites/apps:**

<http://www.academyhairandbeauty.com>

**Events/Key Dates:**

Throughout the learning process of this course we engage the students in a real life scenario to enable them to apply the knowledge learnt. The students will be given the opportunity to meet external visitors from the industry and have the exposure to their specialism. Unit 13 has a 'live' practical assessment element whereby the students have to provide their own model to carry the assessment out on.

<b>Subject:</b>	History
<b>Exam Board:</b>	Edexcel

**Course description/assessment:**

Paper	% of the grade	Content
Paper 1	30%	<b>Thematic Study and Historic Environment</b> - Medicine in Britain c1250-present - The Western Front in the First World War, 1914 -18
Paper 2	40%	<b>Period and British Depth study</b> - Superpower relations and the Cold War, 1941-9 - Early Elizabethan England, 1558-88
Paper 3	30%	<b>Modern Depth Study</b> Weimar and Nazi Germany, 1918-39

**Year 10 course outline:**

<b>Autumn term:</b>	Western Front in the First World War & Weimar/Nazi Germany
<b>Spring term:</b>	Nazi Germany/Cold War
<b>Summer term:</b>	Cold War

**Independent learning resources:**

- Half term Trenches work booklet
- Mock exam work booklet/Revision booklet

**Recommended websites/apps:**

BBC Bitesize  
<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>

John D Clare History notes  
<http://johndclare.net/>

GCSE History Revision Notes  
<http://www.revisioncentre.co.uk/gcse/history/index.html>

Mr Allsop History  
<http://www.mrallsophistory.com/index.html>

<b>Subject:</b>	Hospitality Level 1 Certificate (Vocational Learning)
<b>Exam Board:</b>	Btec

**Course description/assessment:**

Paper	% of the grade	Content
6 x units are covered (All assessed tasks)		

**Year 10 course outline:**

<b>Autumn term:</b>	Unit 7 Introduction to the Hospitality Industry
<b>Spring term:</b>	Unit 8 Customer Service in the hospitality Industry
<b>Summer term:</b>	Unit 4 and Unit 5 Basic Food Preparation, basic cooking (combined together and finished in year 11)

**Independent learning resources:**

Activity worksheets, power-point slides, unit templates and materials are stored on the school Virtual Learning Environment and are accessible for all students to use to assist with their studies.

**Recommended websites/apps:**

[www.bha.org.uk](http://www.bha.org.uk)  
[www.bighospitality.co.uk](http://www.bighospitality.co.uk)

**Events/Key Dates:**

Throughout the learning process of this course we engage the students in a real life scenario to enable them to apply the knowledge learnt. This is usually in the form of preparing and catering for a school event in conjunction with another curriculum area.

<b>Subject:</b>	Latin
<b>Exam Board:</b>	Eduqas

**Course description/assessment:**

Paper	% of the grade	Content
1	50	<b>Latin Language</b> unseen translation and comprehension
2	30	<b>Latin Literature</b> Analysis of Latin literature – ‘a day at the races’
3	20	<b>Roman Civilisation</b> A historical study of Roman entertainment.

**Year 10 course outline:**

<b>Autumn term:</b>	Book 2 of the Cambridge Latin course – with some civilisation
<b>Spring term:</b>	Book 3 of the Cambridge Latin course – with some civilisation
<b>Summer term:</b>	Book 3 of the Cambridge Latin course – with some civilisation

**Independent learning resources:**

<p>- Quizlet and Memrise are used to help students with their vocab learning.</p> <p>-Vocab lists <a href="https://www.exams.cambridgescp.com/wjec-and-eduqas/eduqas-gcse-9-1-2018-onwards/eduqas-component-1-language">https://www.exams.cambridgescp.com/wjec-and-eduqas/eduqas-gcse-9-1-2018-onwards/eduqas-component-1-language</a></p> <p>-Literature student booklet and translations - <a href="https://www.exams.cambridgescp.com/files/day_at_the_races_ssb_without_notes_0.pdf">https://www.exams.cambridgescp.com/files/day_at_the_races_ssb_without_notes_0.pdf</a></p> <p>- <a href="https://www.exams.cambridgescp.com/files/l2dayattheraces_interlinear_0.pdf">https://www.exams.cambridgescp.com/files/l2dayattheraces_interlinear_0.pdf</a></p>
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**Recommended websites/apps:**

<p>CLC vocab tester - <a href="https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html">https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html</a></p> <p>Memrise - <a href="https://www.memrise.com/">https://www.memrise.com/</a></p>
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**Events/Key Dates:**

<p>There is no coursework in this Latin GCSE. All material will be assessed in the final summer exams of Year 11.</p> <p>Year 10 will have the opportunity to go to Rome or Greece in Year 11.</p>
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<b>Subject:</b>	Mathematics
<b>Exam Board:</b>	AQA GCSE

**Course description/assessment:**

Paper	% of the grade	Content
1	33.3%	Non – calculator 1hour 30mins
2	33.3%	Calculator 1hour 30mins
3	33.3%	Calculator 1hour 30mins

**Year 10 course outline:**

<b>Autumn term:</b>	Varies according to set; refer to topic index sheet
<b>Spring term:</b>	Varies according to set; refer to topic index sheet
<b>Summer term:</b>	Varies according to set; refer to topic index sheet

**Independent learning resources:**

Students are provided with a topic index sheet detailing the content for each half term; these also contain references to 'mathswatch' so that students can use them as a personal learning checklist after each half term test.

Students are also given a 'homework' textbook that they can use for additional independent work as well as for homework set by the class teacher.

**Recommended websites/apps:**

[www.vle.mathswatch.co.uk](http://www.vle.mathswatch.co.uk)

Logins use each student's ICT login code. So, if a student normally logs in to computers at school with the code 9489, their login will be:

Username: 9489@longsands

Password: longsands

[www.corbettmaths.com/5-a-day/](http://www.corbettmaths.com/5-a-day/)

**Events/Key Dates:**

Maths clinic takes place every Wednesday and Thursday after school in N2.10 and N2.11; students are invited to bring their own work along and staff are available for help and guidance.

Students will do a test at the end of each half term, following which they will be expected to use their topic index sheet as a personal learning checklist. They will set themselves targets and will then use mathswatch to improve their understanding of topics that they got wrong in the test.

<b>Subject:</b>	Media Studies
<b>Exam Board:</b>	Eduqas

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content &amp; Exam length</b>
Component 1 Understanding Media Forms & Products	40	Introduction to key areas of the media theoretical framework media language & representation in print texts <b>1hr 30 mins</b>
Component 2	30	Understanding media forms & products – exploring media industries & audiences moving image section A TV sitcom & Section B Music video & online media. <b>1hr 30 mins</b>
Component 3	30	Creating Media Products. Internally assessed, externally moderated . Individual media production aimed at a specific audience in response to a choice of set briefs. <b>(Approx 12 weeks)</b>

**Year 10 course outline:**

<b>Autumn term:</b>	Introduction to theoretical framework, Component 1 Section A exploring Advertising & Marketing. Section B Film & Industry. Exploration of media language & representation in print texts
<b>Spring term:</b>	Component 2 Section A introduction to TV sitcom genre, exploration of media language & representation in moving image
<b>Summer term:</b>	Component 3 Introduction to briefs, analysis of similar products, planning, researching, creating own product.

**Independent learning resources:**

The media department has produced activity booklets to be used in lessons in conjunction with teaching and can be used as revision guides in preparation for exams. Additional activities may be accessed on the VLE.

<b>Subject:</b>	Music
<b>Exam Board:</b>	Edexcel

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Component 1: Performing	30% (coursework)	A solo and an ensemble performance, lasting a minimum of 4 minutes
Component 2: Composing	30% (coursework)	A free composition and a composition to a set brief, lasting a minimum of 3 minutes
Component 3: Appraising	40% (exam)	Eight set works along with related pieces of wider listening, with a 1 hour 45 minute written paper

**Year 10 course outline:**

<b>Autumn term:</b>	Set works and listening Solo mock performance Ensemble performance skills
<b>Spring term:</b>	Set works and listening Solo mock performance Ensemble performance skills
<b>Summer term:</b>	Set works and listening Composition 1

**Independent learning resources:**

CGP GCSE Edexcel Music – For the Grade 9 – 1 Exams
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**Recommended websites/apps:**

BBC Bitesize
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<a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a>
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**Events/Key Dates:**

<p>Coursework makes up 60% of the course and being prepared for this is vital. Solo mock performances will take place throughout the year and students will be performing in front of their class when being recorded. The first composition will also be completed this year, worth 15% of the whole grade.</p> <p>There will also be a trip to see Wicked in London.</p>
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<b>Subject:</b>	Physical Education
<b>Exam Board:</b>	OCR 9-1 J587

**Course description/assessment:**

Paper	% of the grade	Content
1 Physical Factors Affecting Performance (60 marks)	1 hour written paper 30%	1.1 Applied anatomy and physiology <ul style="list-style-type: none"> <li>a The structure and function of the skeletal system</li> <li>b The structure and function of the muscular system</li> <li>c Movement analysis</li> <li>d The cardiovascular and respiratory systems</li> <li>e Effects of exercise on body systems</li> </ul> 1.2 Physical Training <ul style="list-style-type: none"> <li>a Components of fitness</li> <li>b Applying the principles of training</li> <li>c Preventing injury in physical activity and training</li> </ul>
2 Socio-cultural issues and sports psychology (60 marks)	1 hour written paper 30%	2.1 Socio-cultural influences <ul style="list-style-type: none"> <li>a Engagement patterns of different social groups in physical activities and sports</li> <li>b Commercialisation of physical activity and sport</li> <li>c Ethical and socio-cultural issues in physical activity and sport</li> </ul> 2.2 Sports psychology 2.3 Health, fitness and well-being
3 Practical Performance and Analysing and Evaluating Performance (AEP)	Practical Performance <u>and</u> written non-examined assessment (AEP)	3.1 Performance in 3 activities (one individual, one team and one individual/team) 3.2 Analysing and Evaluating Performance Coursework (AEP)

**Year 11 course outline:**

<b>Autumn term:</b>	1.1 Applied Anatomy and Physiology
<b>Spring term:</b>	1.2 Physical Training
<b>Summer term:</b>	2.2 Sports Psychology

<b>Subject:</b>	Religious Education
<b>Exam Board:</b>	AQA 50% Component 1 and Component The study of religions: beliefs, teachings and practices and Thematic Studies

**Course description/assessment:**

Paper	% of the grade	Content
Christian beliefs	12.5%	Core Beliefs of Christianity
Theme : Relationships Christian Practices	12.5%	Relationships Core Practices of Christianity
Theme B: Religion and life.	12.5%	Religion and life.

**Year 10 course outline:**

<b>Autumn term:</b>	Core Beliefs of Christianity
<b>Spring term:</b>	Relationships and families.
<b>Summer term:</b>	Religion and life

**Independent learning resources:**

The RE department has produced a comprehensive revision guide and activity booklet which will be made available to students at the end of year 10. It is essential that Students will work on this in preparation for the Year 11

**Recommended websites/apps:**

<http://www.bbc.co.uk/education/subjects/zb48q6f>

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<http://www.rsrevision.com/contents/games.htm>

<http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies>

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<b>Subject:</b>	Separate Sciences (Triple Science)
<b>Exam Board:</b>	AQA

**Course description/assessment:**

Paper	% of the grade	Content	Exam Length
Biology Paper 1	50	<b>Cell Biology; Organisation;</b> Infection & response; and Bioenergetics.	1 hour and 45 minutes
Chemistry Paper 1	50	<b>Atomic Structure and the periodic table; Bonding, Structure and the Properties of matter;</b> Quantitative Chemistry; Chemical changes; and Energy changes.	1 hour and 45 minutes
Physics Paper 1	50	<b>Energy; Electricity (part A);</b> Electricity (part B); <b>Particle model of matter (part A);</b> Particle model of matter (part B) and Atomic structure.	1 hour and 45 minutes

***Bold indicates the GCSE content covered during Year 9 (a GCSE year for Science).***

**Year 10 course outline:**

<b>Biology:</b>	Infection & response; Ecology; and Bioenergetics.
<b>Chemistry:</b>	Organic Chemistry (part 1); Chemical changes; Energy changes; and The rate and extent of chemical change.
<b>Physics:</b>	Electricity (part B); Atomic structure; Particle model of matter (part B); Forces in motion; Waves; and Space.

**Independent learning resources:**

Science Revision folder on the VLE,  
Kerboodle (login details can be found in the student planner),  
Revision Guides (Available for purchase from the Science Department).

**Recommended websites/apps:**

Tassomai (You may purchase a subscription through the Science Department),  
Kerboodle (<https://www.kerboodle.com/users/login>),  
<https://www.my-gcse-science.com/9-1/> (Subscription purchase required).

**Events/Key Dates:**

The controlled assessment component of the Science GCSE has now been removed. Instead, students must carry out a number of required practicals (RP) and be able to recall them in the written examinations at the end of Year 11. It is therefore essential that students attend school and re-arrange appointments whenever possible to ensure that any scheduled RPs are not missed.

<b>Subject:</b>	Visual Arts (Fine Art, Graphics & Photography)
<b>Exam Board:</b>	OCR
<b>Type:</b>	GCSE
<b>Grading:</b>	9-1

**Course description/assessment:**

Component	% of the grade	Content
1: Portfolio	60 %	Coursework: Portfolio of practical work showing a personal response to a project theme that is set by the department.
2: Externally Set Task	40 %	Exam: Sketchbook of practical work showing a personal response to one of five themes set by the exam board.
		10-hour exam (two days) to create the final outcome for the Set Task.

**Year 10 course outline:**

<b>Autumn term:</b>	<u>Foundation Studies</u> to develop the practical skills and good working practices that students will rely on throughout the GCSE course.
<b>Spring term:</b>	<u>Project Work</u> to develop an understanding of how to work to the Exam Assessment Objectives (AOs) and create finished pieces of creative work.
<b>Summer term:</b>	<u>Coursework Project</u> starts (including Mock Exam)

**Independent learning resources:**

The Visual Arts department provides a week-by-week programme of study for each stage of the course. Students will use this to plan their time, to develop project work within lessons, and for Prep and Home Learning tasks.

Students can use the facilities within the department afterschool (Mon, Wed & Thurs) and during lunch. This includes: use of Art materials; use of cameras; access to computers with PhotoShop; booking the photography studio.

<b>Subject:</b>	Design and Technology
<b>Exam Board:</b>	OCR

**Course description/assessment:**

Paper	% of the grade	Content
Principles of Design and Technology	50	This paper brings together the core and in depth knowledge of the subject depending on the chosen specialism
Iterative design challenge (Non exam assessment)	50	A project allowing students to demonstrate their abilities in iterative design processing. This is based off a chosen pre released theme; students will end in producing one final prototype form a series of iterations.

**Year 10 course outline:**

<b>Autumn term:</b>	Iterative design introduction and project
<b>Spring term:</b>	Skills in the workshop/ theory units to cover
<b>Summer term:</b>	Beginning the non-exam assessment with pre released material

**Independent learning resources:**

The VLE will be updated throughout the year with relevant resources  
 Students will be generating projects and portfolios throughout the year which will be important for their revision and independent learning. Students will also be expected to have a folder containing any work sheets or activities to begin to create their own revision file.

**Recommended websites/apps:**

<http://www.technologystudent.com/> - great resource with sources for all aspects of the course

**Events/Key Dates:**

June 1<sup>st</sup>- Release date of theme from exam board for the non-exam assessment

<b>Subject:</b>	Pearson BTEC Level 1 Introductory in Business
<b>Exam Board:</b>	Pearson

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Being Organised	course work 17%	<b>A</b> Explore techniques to improve own organisational skills <b>B</b> Review the use of techniques to improve own organisational skills.
Developing a Personal Progression Plan	course work 17%	<b>A</b> Explore the skills and behaviours needed to meet personal progression goal <b>B</b> Produce a progression plan to meet intended progression goal.
Finding Out About Businesses in Your Area	course work 22%	<b>A</b> Find out about different businesses in your area and how they meet customer needs <b>B</b> Produce a document about businesses in your area for a given purpose.
Contributing to Running an Event	course work 22%	<b>A</b> Create a brand logo and strapline for a product for a target market <b>B</b> Present a brand logo and strapline for a product to an audience.
Branding a Product	course work 22%	<b>A</b> Contribute to the organisation of an event <b>B</b> Work as part of a team to run an event.

**Year 10 course outline:**

<b>Autumn term:</b>	Being Organised
<b>Spring term:</b>	Developing a Personal Progression Plan
<b>Summer term:</b>	Branding a Product

**Independent learning resources:**

Learners are asked to complete their assignment work independently. They are provided with detailed assignment briefs and if required writing frames to help them structure their work.

The VLE contains a variety of resources which learners can access independently.

<b>Subject:</b>	Level 1/2 BTEC in Business
<b>Exam Board:</b>	Pearson

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Enterprise in the Business World	2 course work assignments  Worth 25%	<ul style="list-style-type: none"> <li>• How trends and the current business environment may impact on a business</li> <li>• Plan an idea for a new business</li> <li>• Present a business model for a business start-up.</li> </ul>
Promoting a Brand	2 course work assignments  Worth 25%	<ul style="list-style-type: none"> <li>• Explore the use of branding and the promotional mix in business</li> <li>• Develop and promote a brand for a business.</li> </ul>
Principles of Customer Service	2 course work assignments  Worth 25%	<ul style="list-style-type: none"> <li>• How businesses provide customer service.</li> <li>• Appropriate customer service skills in different situations.</li> </ul>
Finance for Business	1 hour external examination  Worth 25%	<ul style="list-style-type: none"> <li>• The costs involved in business and how businesses make a profit</li> <li>• How businesses plan for success</li> <li>• How businesses measure success and identify areas for improvement.</li> </ul>

**Year 10 course outline:**

<b>Autumn term:</b>	Enterprise in the Business World
<b>Spring term:</b>	Enterprise in the Business World Promoting a Brand
<b>Summer term:</b>	Promoting a Brand

**Independent learning resources:**

Learners are asked to complete their assignment work independently. They are provided with detailed assignment briefs and if required writing frames to help them structure their work.

The VLE contains a variety of resources which learners can access independently.

<b>Subject:</b>	GCSE Business
<b>Exam Board:</b>	AQA

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Paper 1: Influences of operations and HRM on business activity	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>
Paper 2: Influences of marketing and finance on business activity	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>

**Year 10 course outline:**

<b>Autumn term:</b>	Business in the real world
<b>Spring term:</b>	Influences on business
<b>Summer term:</b>	Business Operations

**Independent learning resources:**

A homework booklet is provide at the beginning of year 10 which covers independent learning work for each topic area within the course.  
 The VLE contains a variety of resources which learners can access independently.  
 A comprehensive revision guide is produced to guide learners in preparation for their mock examinations.

**Recommended websites/apps:**

BBC Bite Size (<http://www.bbc.co.uk/education/subjects/zpsvr82>)

Bee Business Bee (<http://www.beebusinessbee.co.uk>)

Bee Business Bee You Tube (<https://www.youtube.com/user/beebusinessbee>)

BBC Newsround (<http://www.bbc.co.uk/newsround/news>)

<b>Subject:</b>	GCSE Economics
<b>Exam Board:</b>	OCR (new course for 2017)

**Course description/assessment:**

<b>Paper</b>	<b>% of the grade</b>	<b>Content</b>
Introduction to Economics	50% Written paper 80 Marks 1 hour 30 minute	<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• The role of markets and money</li> </ul>
National and International Economics	50% Written paper 80 Marks 1 hour 30 minute	<ul style="list-style-type: none"> <li>• Economic objectives and the role of government</li> <li>• International trade and the global economy</li> </ul>

**Year 10 course outline:**

<b>Autumn term:</b>	<ul style="list-style-type: none"> <li>• Introduction to Economics</li> </ul>
<b>Spring term:</b>	<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• The role of markets and money</li> </ul>
<b>Summer term:</b>	<ul style="list-style-type: none"> <li>• The role of markets and money</li> </ul>

**Independent learning resources:**

A homework booklet will be provided which covers independent learning work for each topic area within the course.  
The VLE contains a variety of resources which learners can access independently.  
A comprehensive revision guide is produced to guide learners in preparation for their mock examinations.

**Recommended websites/apps:**

**Websites**

BBC Bite Size (<http://www.bbc.co.uk/education/subjects/zpsvr82>)

BBC Newsround (<http://www.bbc.co.uk/newsround/news>)

**Apps**

Khan Academy – You can learn anything

Gojimo