



Year 10 Course Guide

2022-2023

GCSE English & English Literature

Mr R Garry

Examination Board	AQA
Syllabus	Language: 8700/Literature: 8702

All students study a combined GCSE English Language and English Literature course leading to two GCSE qualifications:

English Language

- There are two 1-hour 45 minutes examinations at the end of Year 11. Each examination will test students' reading comprehension skills (50%) and writing skills (50%).
- Spoken language (completed at regular intervals throughout the course) is also covered leading to a separate grade on the examination certificate. The speech/presentation is assessed and moderated by teachers and certificated by AQA.

English Literature

Set texts: Shakespeare's "Macbeth", Dickens' "A Christmas Carol", and Priestley's "An Inspector Calls". Power and Conflict poetry from the anthology set by the exam board.

There are two examinations at the end of Year 11:

Paper 1: Essays on 'A Christmas Carol' and 'Macbeth' (1- hour 45 minutes)

Paper 2: An essay on 'An Inspector Calls' and a comparison essay between two poems from their poetry anthology, a response to an unseen poem and a comparison with a further unseen poem. (2-hours 15 minutes)

Year 10

Autumn Term

- Students transfer their knowledge and understanding of tackling language paper 2 across to studying English Language paper 1: fiction reading and writing descriptions or narrative. (Links to GCSE Language, paper 1)
- Students move on to studying Dickens' "A Christmas Carol", the 19th Century novel of choice. This builds on the unit: 'The Macabre in Literature' studied in Year 8.
- Students need to learn the key events, themes and characters through an analysis of language used in the novel. (Links to GCSE Literature, paper 1).

Spring Term

- Students study the 'Power and Conflict' poems from the anthology. Students focus on understanding the content of each poem, analysing the poetic devices used by the poet and developing their comparative writing skills. (Links to GCSE Literature, paper 2)
- This develops and applies work done on poetry from Year 7, through recitation of Shakespeare in Year 8 and work on structure and practical criticism skills in Year 9.
- Students revise and develop their skills in English language writing skills. (Links to language, papers 1 and 2).

Summer Term

- Students revise how to tackle the non-fiction reading element of the language exam ahead of the Year 10 exam, which is a [full language paper 2](#). (Links to GCSE Language, paper 2)
- Students move on to study Priestley's "An Inspector Calls", the modern prose of choice. Students are introduced to some of the themes
- Students need to learn the key events, themes and characters through an analysis of language used in the novel.

Year 11

Autumn Term

- Students revise how to tackle the fiction-reading element of the language exam ahead of a mock full language paper 1 to be held straight after half-term. (Links to GCSE Language, paper 1)
- Students revise Macbeth and A Christmas Carol ahead of a full literature paper 1 mock exam to be set during the Year 11 mock exams. (Links to GCSE Literature, paper 1).

Spring Term

- Students revise An Inspector Calls and the Power and Conflict poetry ahead of a full literature paper 2 mock exam straight after half-term. (Links to GCSE Literature, paper 2)
- Students revise both language papers building on feedback from previous mock examinations in each. (Links to GCSE Language, papers 1 and 2).

Summer Term

- Students revise both literature papers building on feedback from previous mock examinations in each. (Links to GCSE Literature, papers 1 and 2).

Student Work

Students are issued with two exercise books for different areas of the course. Work is regularly checked and monitored by the teacher. A minimum of one piece of homework is set weekly.

Assessment

All students have a GCSE target to aspire to that is based on prior performance in English to date. Progress is monitored through ongoing formal and informal assessment. To assist in this the students will sit full mock examinations at various points throughout the course.

Extra Help

- Students are invited to extra intervention, targeted at areas needing development and further work.
- Tuesdays from 3.15 pm - 4.15 pm, weekly in E3 for extra teaching and support in aspects of the syllabus.
- One to one help from individual subject teachers and teaching assistants.

Helping at Home

- Talk about the work students are completing.
- You might like to read the texts that they are studying as well so that you can discuss them with your child.
- Provide a quiet area where students can work on revision and homework.
- Encourage students to proof read their work and aim for technical accuracy at all times.
- Encourage students to read a range of fiction and non-fiction texts regularly.
- Encourage attendance at after-school English.
- Don't hesitate to contact the school and talk to the English Department.

Useful websites: www.aqa.org.uk

www.bbc.co.uk/education

www.educationquizzes.com/gcse/english

www.englishbiz.co.uk

www.thestudentroom.co.uk/GCSE

www.channel4learning.com

<http://www.bbc.co.uk/schools/gcsebitesize/english> www.gcsepod.com

GCSE Mathematics

Mrs E Griffiths

Examination Board	Edexcel
Syllabus	1MA1

GCSE Mathematics is a linear course where students are examined at the end of Year 11.

There are three examination papers (one non-calculator paper and two calculator papers) each lasting 1-hour 30 minutes. The course is divided into sections.

All students have the same calculator, given to them on arrival at the school, available to buy from the school shop (Logik Scientific).

Year 10

Autumn Term

Students develop work on number, algebra, geometry and measures. Some students start work on the entry level certificate.

Spring Term

Students continue working on algebra, number, statistics, geometry and measures.

Summer Term

Students develop work on geometry, algebra, statistics and take their Year 10 maths exam.

Year 11

Autumn Term

Students develop work on number, statistics, algebra, geometry and measures and take their mock exams: they will sit a mock for each paper. There are maths revision guides and workbooks available from the school shop and nearer to the exams, there will be packs of past papers also available to buy.

Spring Term

Students continue working on algebra, geometry and statistics and prepare for the examinations. They take a second mock in each paper just after February half-term in response to the previous mock exams.

Summer Term

GCSE comes to completion and is examined in June.

Student Work

Students work in an exercise book, which is regularly checked. In mathematics, all exercise books are seen as a means for developing knowledge and understanding and will include worked examples for reference. Students are encouraged to show all of their workings to a problem to help assess understanding and provide a useful resource for revision. A minimum of one piece of homework is set each week. This can take a variety of formats, but usually includes examination questions.

Assessment

All students have a GCSE target to aspire to that is based on prior performance in maths to date. Progress is monitored through ongoing formal and informal assessment. To assist in this the students will sit full mock examinations at various points throughout the course.

Helping at Home

- Talk about the work.
- Direct them to the appropriate pages in their revision guide.
- Contact the school and talk to the Mathematics department.
- Encourage attendance at the study support sessions that run every lunchtime in the Mathematics department and on Tuesdays after school.
- Encourage use of the Corbettmaths website at home to support learning.

Useful Websites

www.bbc.co.uk/schools/gcsebitesize

www.aqa.org.uk

www.gcsepod.com

www.corbettmaths.com

www.mymaths.co.uk

GCSE Combined Science

Mrs C Jones

Examination Board	Edexcel
Syllabus	1SC0

GCSE Combined Science is started in Year 9 and completed over Years 10 and 11. The course covers topics in Biology, Chemistry and Physics and teaching is divided between specialist members of staff. Essentially, during the course students spend a third of the year on each discipline and rotate around all three. Each discipline has two examinations, which take place in the summer of Year 11. The six examinations are equally weighted and make up 100% of the final overall grades; all papers last 1-hour 10 minutes. The course is worth two GCSE's, so students will receive two grades at the end of the course.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- Biology
- Key concepts in biology: covering enzymes, eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport.
- Genetics: inheritance, variation, DNA and genes.

- Chemistry
- Separation techniques and representing reactions: the changes of state, separation techniques and writing word and balance symbol equations.
- Key concepts in chemistry: atomic structure and patterns in the periodic table.

- Physics
- Quantities and units, energy stores and energy transfers, forces and speed
- Kinetic theory of matter, magnetic fields, electricity and waves

Year 10

Students will rotate through the three disciplines throughout the term, continuing the work started in Year 9. During these topics, students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. During the Year 10 exam period, students sit a mock paper 1 in all disciplines. The topics covered throughout Year 10 are outlined below:

- Biology
- Revision of key concepts
- Growth, cell division and genetic modification, as well as selective breeding
- Health, disease and the development of medicines - communicable and non-communicable diseases, vaccines and immunity
- Ecosystems and material cycles

- Chemistry
- Key concepts in chemistry - atomic structure and bonding, writing chemical equations
- Chemical changes - acids, neutralisation and concentration calculations
- Extracting metals, metal reactivity, and electrolysis
- Rates of reaction, energy changes and calculations

- Physics
- Waves, light and the electromagnetic spectrum
- Radioactivity
- Energy - forces doing work
- Forces and their effects.

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Students sit a mock paper 1 in each discipline during the mock exam period in December. Mock paper 2 for each discipline is sat at the end of the spring term in April.

- Biology
- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals, including respiration.

- Chemistry
- Key concepts in chemistry - calculations
- Fuels and changes to the atmosphere.

- Physics
- Key concepts of physics
- Electricity and circuits
- Magnetism and electromagnetic induction
- Forces and matter.

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. Two pieces of homework are usually set each week where work is related to the units, the student is studying at that time. Some homework will be set using 'Educake' or 'seneca learning' online resource that allow teachers to select targeted questions and provides instant feedback. Students will be provided with a login for 'Educake' and 'Seneca learning' and shown how to access homework, as well as set themselves revision questions. Students are also provided with three revision folders, one for each science discipline, to help raise the profile of revision and to store revision sheets and tests.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use 'Educake' and 'seneca learning' to target their revision.
- Help students to use the checklists and 'question and answer' sheets designed to support each unit.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

<https://www.educake.co.uk/>

<https://senecalearning.com/en-GB/>

<https://www.gcsepod.com/>

<http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/>

<https://qualifications.pearson.com/>

GCSE Biology

Mrs C Jones

Examination Board	Edexcel
Syllabus	1BIO

GCSE Biology is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- Key concepts in biology: covering enzyme action, eukaryotic and prokaryotic cells in addition to the transport mechanisms of diffusion, osmosis and active transport.
- Genetics: inheritance, variation, DNA and genes.

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics, students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. Mock paper 1 is sat during Year 10 exams.

- Revision of key concepts – cells, enzymes and transport mechanisms.
- Growth, cell division and a more detailed look at complex genetic inheritance.
- Genetic engineering and selective breeding.
- Health, disease and the development of medicines - communicable and non-communicable diseases, vaccines and immunity, as well as plant diseases.
- Plant structures and their functions.

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Mock paper 1 is sat during Year 11 mocks in December. Mock paper 2 is sat at the end of the spring term.

- Revision of key concepts – cells, enzymes and transport mechanisms.
- Animal coordination, control and homeostasis
- Exchange and transport in animals, including respiration.
- Ecosystems and material cycles.

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is usually set each week, where work is related to the units the student is studying at that time. Some homework will be set using 'Educake' or 'seneca learning' an online resource that allows teachers to select targeted questions and provides instant feedback. Students will be provided with a login for 'Educake' and 'seneca learning' and shown how to access homework, as well as set themselves revision questions. Students are also provided with a revision folder to help raise the profile of revision and to store revision sheets and tests.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use 'Educake' and 'seneca learning' to target their revision.
- Help students to use the checklists and 'question and answer' sheets designed to support each unit.
- Direct students to the appropriate pages in their revision guide and workbooks.
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- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

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<https://senecalearning.com/en-GB/>

<https://qualifications.pearson.com/>

Revision guides and workbooks are available in the school shop.

GCSE Chemistry

Mrs C Jones

Examination Board	Edexcel
Syllabus	1CH0

GCSE Chemistry is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing the units of work outlined below:

- Separation techniques and representing reactions: The changes of state, separation techniques and writing word and balanced symbol equations.
- Key concepts in chemistry: atomic structure and patterns in the periodic table.

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. Mock paper 1 is sat during Year 10 exams.

- Key concepts in chemistry - atomic structure and bonding, writing chemical equations
- Chemical changes - acids, neutralisation and calculations
- Extracting metals and electrolysis
- Groups in the periodic table and chemical tests

Year 11

Students study the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Mock paper 1 is sat during Year 11 mocks in December. Mock paper 2 is sat at the end of the spring term.

- Rates of reaction and energy changes
- Reversible reactions and equilibrium
- Fuels and changes to the atmosphere
- Organic chemistry and polymers

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is usually set each week where work is related to the units the student is studying at that time. Some homework will be set using 'Educake' or 'seneca learning' online resources that allows teachers to select targeted questions and provides instant feedback. Students will be provided with a login for 'Educake' and 'seneca learning' and shown how to access homework, as well as set themselves revision questions. Students are also provided with a revision folder to help raise the profile of revision and to store revision sheets and tests.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Encourage students to use 'Educake' and 'seneca learning' to target their revision.
- Help students to use the checklists and 'question and answer' sheets designed to support each unit.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

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<http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/>

<https://senecalearning.com/en-GB/>

<https://qualifications.pearson.com/>

Revision guides and workbooks are available in the school shop.

GCSE Physics

Mrs C Jones

Examination Board	Edexcel
Syllabus	1PH0

GCSE Physics is divided into two main sections; each section is worth 50% of the GCSE and is examined at the end of Year 11 through two exam papers, each lasting 1-hour 45 minutes.

Year 9

Students start their GCSE in Year 9 by completing work in the topics outlined below:

- Quantities and units, energy stores and energy transfers, forces and speed
- Kinetic theory of matter, magnetic fields, electricity and waves

Year 10

Students will continue the work started in Year 9 and, throughout the year, will cover the topics outlined below. During these topics, students have the opportunity to complete core practical tasks; these are experiments and practical methods that students could be tested on in the final examinations. Mock exam based on Year 9 and Year 10 work is sat during Year 10 exams.

- Radioactive decay and nuclear power
- Newton's laws of motion
- Distortions
- Circuits, domestic electricity, electromagnetism and static electricity
- Wave properties, sound and light, and the electromagnetic spectrum
- Heating
- The Solar System and stellar Evolution

Year 11

Students study work on the topics outlined below. Students will also continue to complete core practical tasks throughout the course. Mock paper 1 is sat during Year 11 mock exams in December. Mock paper 2 is sat at the end of the spring term.

- Using radioactive decay
- Momentum and collisions
- Energy transfer, work and power
- Theories about the Universe
- Thermal radiation, Heating and changing state
- Temperature and pressure
- Effects of forces
- Controlling electrical current
- Using electromagnetism and electrostatics

The key concepts in Physics of measurements and the use of mathematics, are covered throughout the three years of study.

Student Work

All work is completed in an exercise book, which is regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. One piece of homework is set every week, and is based on either the topic currently under study or a previous topic.

Students are expected to revise the topic, in preparation for 5 retrieval questions set over each of the next week's lessons. Students demonstrate their learning by answering these questions in a second exercise book. The marks for these questions are recorded every lesson. Students are provided with a range of resources to support their learning:

- a topic knowledge organiser, with definitions, equations and key concepts briefly explained
- a self-test sheet, with a series of questions and answers,
- a mastery booklet for the topic, with text and practice questions
- GCSE Pod playlist of relevant pods for the students to watch and listen to.

During the first week of Years 10 and 11, students are reminded of the different revision techniques they can employ to support their learning.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress is monitored through ongoing informal assessment and performance in end of unit tests. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Help students to use the checklists and 'question and answer' sheets designed to support each unit.
- Encourage students to use 'Educake', 'Seneca learning' and 'Isaac Physics' to target their revision.
- Direct students to the appropriate pages in their revision guide and workbooks.
- Support students in attending after school support sessions.
- Don't hesitate to contact the school and talk to the Science department.

Useful Websites

<https://www.educake.co.uk/>

<https://senecalearning.com/en-GB/>

<https://isaacphysics.org/>

<https://www.gcsepod.com/>

<http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/>

<https://qualifications.pearson.com/>

Revision guides and workbooks are available in the school shop.

GCSE Art and Design

Ms S Keeling

Examination Board	OCR
Syllabus	J170

Students follow the OCR GCSE examination course in Art and Design; a course, which encourages breadth and depth in more than one area of study. The syllabus facilitates opportunities for independent study where students can negotiate their own project content and work to their strengths and personal interests.

The specification comprises:

Component One

One Portfolio completed in controlled conditions (60%).

Component Two

An Exam board Set Task (40%).

Year 10

Students complete a series of workshop sessions that include introducing and working on a range of skills and techniques and their application within GCSE Art and Design.

Students develop a project based on a theme. Students are required to demonstrate evidence of

- A critical response to relevant imagery and artist's work.
- Recording observations and insights using a range of materials and photography.
- Refinement of ideas and planning with the intention of creating a visual outcome.
- A final artwork which is a resolution to the project and a personal response.

Summer Term

Students start the controlled coursework component. Students select from a range of starting points and begin to develop their initial ideas and observational work.

Year 11

Autumn Term

Students complete the controlled coursework component; they have 45-hours to complete this unit of work. This includes a Mock Exam before Christmas to produce the final outcome.

Spring Term

Students begin the Set Task responding to one question posed by the Exam Board in an Exam Paper released on the 1st of January. Students will meet the requirements of the assessment objectives again through investigation, recording and refinement of ideas. The final outcome will be produced in a 10 hour exam scheduled prior to the Easter Holidays.

Summer Term

Students present and exhibit their completed artwork for assessment.

Student Work

Students store their 2D work in A1 plastic wallets that are stored in the Art department and taken home each week to ensure sustained study.

Assessment

Students receive verbal feedback which is intended to guide students to consider how to make improvements to their artwork and encourage ownership and independence. This is in accordance with exam board regulations. All students have targets that are aspirational. Progress is monitored termly against these targets using OCR Marking Criteria. Students are encouraged to self-assess and use peer review to support their ongoing creative development, raise aspirations and inform learning.

Helping at Home

- Encourage students to look at a range of artists' work around studied topics. Look at art books, use the internet for research and visit art galleries.
- Encourage students to extend their individual planning work on a regular basis; experimenting with ideas, materials and techniques beyond the minimum requirement to promote depth and quality.
- Talk about their work.
- Provide access to work space and their own art materials.
- Encourage them to work on different scales, use different drawing materials/techniques and explore ideas imaginatively.

GCSE Computer Science

Subject Leader: Mrs C Jones

Examination Board	Pearson
Syllabus	1CP2

Computer Science is a terminally examined course split into two sections:

- Unit 1 Principles of Computer Science
- Unit 2 Application of Computational Thinking

Unit 1 is a 1-hour 30-minute written examination worth 50% of the final grade.

Unit 2 is a 2-hour on screen programming examination worth 50% of the final grade.

Year 10

Students will complete work in the following areas:

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Students sit a paper 1 mock examination during the Year 10 exam period.

Year 11

Students will complete further work on their Year 10 topics, as well as preparing for the second practical examination. This is a 2-hour coding paper, where students will be provided with coding files, a hard copy of the question paper, and the Programming Language Subset (PLS) document. Students should then answer the questions onscreen using Python 3. A full paper1 mock examination is taken at the end of the autumn term and a full paper 2 mock examination is undertaken in the spring term.

Student Work

All other work will be on computers and in exercise books.

Assessment

All students have a GCSE target to aspire to that is based on prior performance. Progress is monitored through ongoing formal and informal assessment. Students will receive feedback upon which they are expected to act.

Helping at Home

Homework will be set regularly and based on the learning outcomes for the units of study.

Useful Websites

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>

<https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>

<https://student.craigndave.org/gcse-edexcel-videos>

www.groklearning.com

Revision guides and workbooks can be purchased from the school shop.

BTEC Tech Award Level ½ in Construction & the Built Environment

Introduction

The rationale for all qualifications in the BTEC Tech award suite in Construction & the Built Environment is:

- To provide an introduction to vocational learning.
- To inspire and enthuse learners to consider a career in the construction sector;
- To give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in the construction industry.
- To support progression to a more specialised Level 3 vocational or academic Construction course or an apprenticeship.
- To give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry. It includes three components which focus on the assessment of applied knowledge, skills and practices.

Course structure and content

Component 1: Construction Technology

This component covers the different forms of construction that can be used for low rise offices, retail units and homes. Learners will develop an understanding of the structural performance required and explore how substructures and superstructures are constructed. This unit will be assessed with a 1.5 hour exam taken in Year 10.

Component 2: Construction in Practice

In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical carpentry and joinery tasks which will be assessed internally.

Component 3: Construction and Design

In this component, design a low rise building. you will analyse client requirements and needs for a new building, you will consider the external constraints on a development, and how these influence designing a solution for a client's needs. Upon completion of this component, you will be able to create a developed design brief and generate a number of concept ideas that could meet with the client's approval. These ideas may have to fit in with the style of traditional buildings within a locality or could be a more modern contemporary design when there are no such constraints. These concepts are developed into a final design solution that can utilise a number of graphical communication methods, including sketching skills. This Component will be assessed internally.

Board	Controlled assessment	Examinations	Exam Duration
Edexcel	Component 2 - Internal (externally moderated) Component 3 - Internal (externally moderated)	Component 1 -One un-tiered written paper.	1.5 Hours

GCSE Design and Technology

Mr A Walker

Examination Board	AQA
Syllabus	8552

GCSE Design and Technology is assessed through two units:

- Examination (50%). One 2-hour exam paper that tests knowledge of the core technical principles, specialist technical principles and designing and making taken at the end of Year 11.
- Non-examined assessment (NEA) - (50%). A substantial design and make activity completed during the course.

Year 10

Students will cover the knowledge and skills that will allow them to succeed in the two assessed units. In Year 10 students will cover design issues such as new and emerging technologies; energy, materials, systems and devices; materials and their working properties; designing principles and making principles.

Autumn Term

Core technical principles – students will be given the opportunity to explore the wider issues of design and manufacture through a series of design projects. They will develop their skills and practice answering context based design problems.

Spring Term

Specialist technical skills – students will develop their knowledge and understanding of materials. They will investigate working properties and techniques through a range of tasks and experiments.

Full mock exam is taken during Year 10 exam week.

Summer Term

‘Designing skills – learning techniques for analysing, communicating ideas and presentation of information’. Students sit a mock examination to test their knowledge and understanding to date.

Year 11

Autumn Term

Much of the second year of the course is dedicated to the controlled assessment task. Lessons will be split between examination preparation sessions and the actual controlled assessment task itself.

Second full mock is sat during Year 11 mock exam period.

Spring Term

Students complete the controlled assessment.

Summer Term

Students prepare for the final examination focusing on the examination board’s pre-release material.

Student Work

Students have a design folder in which they will keep all of their paperwork and an exercise book in which they will keep theory notes and complete homework. In Year 11, the students will produce an electronic folder to show the 'story' of the development of their product. This folder and their practical work will be assessed.

Assessment

All students have a GCSE target to aspire to, that is both challenging but realistic and is based on prior performance to date. Progress is monitored through ongoing informal assessment and discussion. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work – students will need to canvas opinions and to test their products to gain feedback.
- Encourage the evaluation of products around the home as a starting point for their own designing (digital photographs would be especially useful).
- Don't hesitate to contact the school and talk to the Technology department.
- Encourage attendance to the workshops during lunchtimes and after school.

Useful Websites

<http://www.technologystudent.com/>

<http://www.design-technology.info/>

<http://www.sda-uk.org/>

<http://www.stepin.org/>

<http://www.bbc.co.uk/schools/gcsebitesize/design/>

<http://www.howstuffworks.com/>

<http://www.techitoutuk.com/>

<http://www.baddesigns.com/index.shtml>

<http://ergonomics4schools.com/>

www.gcsepod.com

www.aqa.org.uk

Revision guides and workbooks are available from the school shop.

GCSE Drama

Mr B Seager

Examination Board	EDUQAS
Syllabus	C6902QS

Set Text: Hard to Swallow (Wheeller)

Assessment of GCSE Drama is 60% controlled assessment - 20% practical performance exam (C1) - externally assessed by a visiting examiner, 40% teacher assessed (C2) - externally moderated and 40% written examination lasting 1-hour 30 minutes that covers the set text and a review of live theatre (C3). The course involves performing scripted scenes, devising/directing/producing play scripts for performance, self-evaluation of performance and evaluating professional performance. Students need to maintain a portfolio/log book and practice written questions.

Students will have opportunity to see live theatre during the course but an opportunity to see live theatre outside the course is encouraged.

Year 10

Autumn Term

Students study the fundamentals of the course at this point as they create their first piece of controlled assessment. They are given the opportunity to demonstrate skills as devisers, designers, directors and performers as they study a scene from the set play. Throughout the term, students are asked to reflect upon their work and assess their progress in a portfolio/log book.

Formal opportunity to assess work contributing to component C1 happens here.

Spring Term

Students begin to prepare their first performance piece and practise writing a response about their ongoing findings in preparation for the examination. Students are provided with an opportunity to showcase their work. Work will continue on the performance piece - mainly through discussion and workshop-style activities.

Students create a devised performance. A closer look at the examination paper will also take part; students sit a full mock paper (C3) during Year 10 exam week.

Summer Term

Formal opportunity to assess work contributed to component C2 happens this term.

Year 11

Autumn Term

Students work on the performance of their Component 1 examination piece. They continue to study the set play for the exam. Students will also be preparing for their written component 3 examination.

Spring Term

Students perform their Component 2 examination piece to be formally assessed by an external examiner and practise examination skills. Students will also be preparing for their written component 3 examination.

Summer Term

Students will be preparing for their written component 3 examination.

Student Work

Students will maintain a performance portfolio and an examination file over the two-year course. It will serve to record group progress in controlled assessment pieces, completed research and ways/methods students use to improve their work. These will be submitted to the exam board for marking. Information required for the examination will be stored in folders and will include practice questions, information in the form of handouts and consideration of drama techniques. A minimum of one piece of homework will be set on a weekly/fortnightly basis (dependent upon what is being studied at the time in class) and will predominantly require students to record their findings, comment upon progress and suggest ways to improve.

Assessment

All students have a GCSE target to aspire to that is both challenging and realistic. Progress is monitored through ongoing informal assessment and performance in the three components. Progress is also monitored through practice examination questions. Individual and group feedback will be given on what has gone well and indeed how students could improve.

Helping at Home

- Talk about the work.
- Assist when it comes to researching background information for coursework.
- Don't hesitate to contact school and talk to the Drama teacher.
- Encourage attendance at after-hours rehearsals for performance.

Useful Websites

www.bbc.co.uk/bitesize

www.eduqas.co.uk is a wealth of information on all of the scripted plays we offer online too. A simple search will reveal this.

GCSE Food Preparation and Nutrition

Introduction

This GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, where ingredients come from and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Structure and Content

The majority of the course will be delivered through preparation and making activities. You will develop the skills to be able to make the connections between theory and practice and apply your understanding of food and nutrition to practical preparation.

The course will focus on five key topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

You will be asked to supply ingredients for the practical lessons where a product will be taken home. Where students are undertaking shorter skill based activities all materials will be supplied by the department in the usual manner.

Completing the Food Preparation and Nutrition course

When you have completed this course you should be able to:

- show your knowledge and understanding of nutrition, food, food preparation and cooking
- apply your knowledge and understanding of nutrition, food, food preparation and cooking to different situations and tasks
- plan, prepare, cook and present a variety of dishes, using a range of appropriate skills and techniques
- analyse and evaluate different aspects of nutrition, food, food preparation and cooking, including food that you and others have made.

Assessment

Board	Controlled Assessment	Examinations	Exam Duration
AQA	<p>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> <ul style="list-style-type: none">• Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.• Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (50%)	<ul style="list-style-type: none">• Written exam:<ul style="list-style-type: none">• 100 marks• 50% of GCSE	1 hour and 45 minutes

GCSE French

Miss L Shuker

Examination Board	AQA
Syllabus	8658

A GCSE in a Modern Foreign Language (M.F.L.) is a course divided into four skill areas: listening, speaking, reading and writing. Each component contributes 25% towards the final overall mark. Listening, reading and writing are assessed by an external written exam at the end of Year 11. Speaking is a non-exam assessment completed during Year 11. The assessment is conducted by the class teacher, recorded and sent to the examination board for marking.

The content of the course covers three distinct themes. Each theme is then divided into several topics and sub-topics:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in French-speaking countries/communities.

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism.

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions.

The course is progressive in terms of depth of grammatical knowledge and breadth of language. Each term content will be taken from a variety of themes, topics and subtopics.

Autumn Term

Students will be working on theme 1: Identity and culture and will cover the second and third modules of the AQA studio course for French.

Mock exams in listening and writing take place during Year 11 mock season.

Spring Term

Students will be working on theme 2: Local, national, international and global areas of interest, and will cover module 4 of the AQA course. During this term, students will be sitting their Year 10 examinations and time will also be given to revision.

Mock exams in writing take place during Year 10 exam week.

Summer Term

Students will be continuing and finishing work on theme 2, completing module 5 of the course.

The Year 10 speaking, reading and listening mock exams take place this term.

Student Work

Classwork and written homework is completed in an exercise book, which is regularly checked. Students also have a second exercise book for recording new vocabulary items and grammar points. In French all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework is set each week where work is related to the topic area the student is studying at that time. It may be written work, speaking practice or learning vocabulary.

Assessment

All students have a GCSE target to aspire to, that is both challenging but realistic and is based on prior performance in French to date. It is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.
- Don't hesitate to contact the school and talk to a member of the M.F.L. department.
- Direct them to the appropriate pages in their revision guide.
- Encourage attendance at any revision/help classes.

Useful Websites

<http://zut.org.uk>

<http://www.languagesonline.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/french>

<http://www.edexcel.com/quals/gcse/gcse-leg/lang/french>

<http://www.bbc.co.uk/languages/french>

<https://tinycards.duolingo.com>

<http://www.duolingo.com>

www.memrize.com

www.gcsepod.com

Revision guides and workbooks are available in the school shop.

GCSE Geography

Mr P Lee and Mr Jervis

Examination Board	AQA
Syllabus	8035

“Widen minds, broaden horizons”

The aim of our Key Stage 4 course is for our pupil’s to develop deeper geographical knowledge, understanding and skills that allow them to make decisions about the world and the role they have in the world.

We aim to inspire pupils’ curiosity to know more about where they live and beyond – to be fascinated by the world. To see the bigger picture; make links from local to global, the interconnectivity in the world and to understand changes over time. We work from the known to the unknown.

Our aim is for teaching and learning to equip pupils to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement as an individual. We see the role of Geography as helping pupils to understand the complexity of people’s lives, the process of change, the sustainable use of resources, the diversity of societies and relationships between different groups in differing locations, as well as their own identity and the challenges of their time. We aspire to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want students at Mary Webb school to enjoy their Geography lessons and to have a love for the subject that stays with them. That’s why we became Geography teachers, to share and to pass on this passion for the subject we love to a new generation of Geographers.

GCSE Geography is 100% terminal examination, which comprises of three papers, all taken at the end of Year 11. The course covers human, physical and environmental geography.

- Paper 1:** Living with the physical environment (35%) 1-hour 30 minutes
Paper 2: Challenges in the human environment (35%) 1-hour 30 minutes
Paper 3: Geographical applications (30%) 1-hour 15 minutes

Year 10

Autumn Term

- How does the sea shape the coastline?
- How do Rivers shape the land?

Spring Term

- Are there enough resources for the World?
- Will the lights go out?

Summer Term

- How are urban areas evolving?

Year 11

Autumn Term

- HICs, NEEs or LICs?
- Urban field visit (links to paper 3)

Spring Term

- Paper 3 Pre-Release
- Physical field visit (links to paper 3)

Summer Term

- Revision - Exam question practice
- Final examinations

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson. Students need these to revise from. Homework tasks vary in nature and in length. One homework task is set each week where the work set relates to the topic being studied in class.

Students will take part in field visits – both a physical and a human geography visit during Key Stage 4.

Assessment

All students have targets to aspire to which are recorded in the front of their workbooks. Assessment takes place throughout the course using a variety of methods that are both informal and formal. This allows progress to be monitored closely. Students are provided with individual feedback on their achievements and what they need to do in order to improve.

Year 10 Mock GCSE paper focussing on Coasts, Rivers, Resource Management and geographical skills.
Sat during Year 10 exam week.

Helping at Home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.marywebbschool.com
www.bbc.co.uk/bitesize/examspecs/zy3ptyc
www.acegeography.com/
www.digimapforschools.edina.ac.uk/
www.geography.learnontheinternet.co.uk
www.plymouth.ac.uk/Planetearth
www.ngm.nationalgeographic.com
www.coolgeography.co.uk
www.aqa.org.uk
www.gcsepod.com
www.educake.co.uk/
www.timeforgeography.co.uk

GCSE History

Miss E Weston, Mr J Bird and Mr B Finch

Examination Board	Edexcel
Syllabus	1H10

“Widen minds, broaden horizons”

The aim of our Key Stage four course is for our students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. Our aim is for teaching to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We see the role of history as helping pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We want students at Mary Webb school to enjoy their history lessons and have a love of history that stays with them for their adulthood.

GCSE History is 100% terminal examination, which comprises 3 papers taken at the end of Year 11.

- Paper 1:** Thematic study and historic content. 1-hour 15 minutes. 30% of GCSE.
- Medicine in Britain C1250 to present day with a study of the British sector of the Western Front.
 - 1914-1918: Injuries, treatments and the trenches.
- Paper 2:** Period study and British depth study. 1-hour 45 minutes. 40% of GCSE
- Early Elizabethan England 1558-1588
 - The American West C1835 – C1895
- Paper 3:** Modern depth study. 1-hour 20 minutes. 30% of GCSE
- Weimar and Nazi Germany 1918 - 1939

Year 10

Autumn Term

- Recap American West
- Medicine through time

Spring Term

- Elizabeth I

Summer Term

- Weimar and Nazi Germany 1918-1939

Year 11

Autumn Term

- Weimar and Nazi Germany

Spring Term

- Weimar and Nazi Germany
- Revision- American West
Medicine through time
Elizabeth I

Summer Term

- Revision
- Final examinations

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson. Students need these to learn from. Homework tasks vary in nature and in length. A minimum of one homework task is set each week where the work set relates to the topic being studied in class.

Assessment

All students have targets to aspire to which are recorded in the front of their workbooks. Assessment takes place throughout the course using a variety of methods that are both informal and formal. This allows progress to be monitored closely. Students are provided with individual feedback on their achievements and what they need to do in order to improve.

Year 10 Mock GCSE paper focussing on Medicine sat in Year 10 exam week.

Helping at Home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

<https://qualifications.pearson.com/>

www.marywebbschool.com – Year 10 and Year 11 Historians (on the Webb)

www.gcsepod.com Play lists will be assigned

Weimar

www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany

www.johndclare.net/weimar1.htm

'Nazis – A Warning from History' (BBC 1998) available on DVD. Clips can be found online.

Elizabeth

www.bbc.co.uk/timelines/ztfxtfr

www.bbc.co.uk/history/people/elizabeth_1

Suggested reading: Time Travellers
Guide to Elizabethan England, Ian Mortimer

Films: Elizabeth (1998)
Elizabeth The Gold Age (2007)

Medicine

www.bbc.co.uk/education/topics/zhphvcw

www.bbc.co.uk/programmes/p01f51s5

Reading: Blood and Guts, Roy Porter

WWI Topic

www.iwm.org.uk/history/first-world-war

Films: BBC The Crimson Field
Anzac Girls

American West

www.americanwest.amdigital.co.uk

Films: Into the West

Revision guides and workbooks are available from the school shop.

GCSE Music

Mr G Sassano

Examination Board	AQA
Syllabus	8271

GCSE Music is divided into the three core areas:

- Understanding music is assessed through a 1-hour 30 minutes exam taken at the end of Year 11 (40%).
- Performing music is assessed internally and moderated externally. Students need to perform a solo and an ensemble piece (30%).
- Composing music is assessed internally and moderated externally. Students need to create two compositions; one in response to a brief, the other is free (30%).

Year 10

Autumn Term

This term covers the core elements of music theory. Through written and aural work, students work towards developing a sound knowledge of the areas of study in relation to the various strands. Various composition tasks are undertaken throughout the first half of this term in preparation for the forthcoming composition tasks.

Performance preparations will take place during the second half of the term, alongside theory.

Spring Term

Free composition begins. Theory continues throughout this term and an opportunity to re-record or submit a new performance is offered. Mock solo recordings take place after Easter.

Section A (1 hour – listening) of the mock exam is sat during Year 10 exam week.

Summer Term

The composition work is completed and submitted this term. Further time is dedicated to studying listening, appraising and theory exercises. Programme notes for composition are completed.

Formal submission of the free composition is made.

Student Work

Much of the work is coursework that contributes towards a portfolio. Composition and appraisal assignments are completed under controlled conditions in school whilst preparation for the performance and listening aspects of the course can be done outside of school. Homework is set weekly to consolidate learning. The majority of homework is research, reading and listening.

Assessment

All students have a GCSE target to aspire to that is both challenging but realistic and is based on prior performance in Music to date. Through ongoing informal assessment, students are provided with individual feedback on what they have done well and what they need to do to improve in order to reach their musical potential.

Helping at Home

- Talk about the subject and their work.
- Encourage participation in extra-curricular activities such as singing group, keyboard club or WebbRock.
- Listen to a wide repertoire of music
- Attend additional afterschool sessions (every Tuesday 3.15pm – 5.00pm).
- Don't hesitate to contact the school and talk to Mr Sassano.

Useful Websites

<http://www.bbc.co.uk/schools/gcsebitesize/music>

<http://www.soundjunction.org>

<http://www.bgfl.org/virtualkeyboard/>

www.aqa.org.uk

www.musictheory.net

Revision guides and workbooks are available in the school shop.

Cambridge National in Sports Studies

Mrs V Jevons

Examination Board	OCR
Syllabus	J829

The Cambridge National Sport Studies course offers a specialist qualification that focuses on sport. The qualification can extend a learner's programme of study and provide a vocational 'hands on' emphasis.

There is an intention that learners will get a feel of the sports industry and gain experience of some of the jobs they might consider in the future. Learners will finish the course with a portfolio of work that demonstrates the skills that they have developed.

This course is broadly equivalent to one GCSE and assessed through 3 units:

- **Contemporary Issues in Sport**
(This is assessed externally through a paper exam in January of year 11. The paper is 1 hour and 15 minutes and out of 70 marks).
In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
- **Performance and Leadership in Sports Activities**
(This is assessed internally)
In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.
You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.
- **Increasing awareness of Outdoor and Adventurous Activities**
(This is assessed internally)
In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. You will also partake in outdoor activities and evaluate your participation within them.

Year 10

Autumn Term

- Performance in 2 sports coursework.
- Leadership

Spring Term

- Leadership and teaching
- Assessment in 2 sports.

Year 11

Autumn Term

- Contemporary Issues in sport

Spring Term

- Contemporary Issues in sport

Summer Term

- Outdoor and Adventurous activities coursework and assessment.

Summer Term

- Examination is taken in this term.

Formal video assessments will take place throughout the year.

Student Work

Theory work is completed on A4 lined paper organised into a folder/workbook. Homework is set on a weekly basis where the work set is related to the unit the student is studying at that time and can be a written, reading or research-based task. Unit folders are also stored on the students' area of the school network. Each unit can then be monitored by staff for standard/completion of work.

Assessment

All students have a target to aspire to. Progress is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do in order to improve.

Helping at Home

- Talk about lessons.
- Encourage participation in extra-curricular clubs.
- Encourage an active lifestyle, eg. walking the dog, cycling, playing football.
- Encourage students to read their notes in their file.
- Allow students access to websites to help revision.
- Encourage them to do homework.

Useful Websites

www.thefa.com

www.sportsofficialsuk.com

<https://www.s-cool.co.uk/>

<https://revisionworld.com/>

GCSE Religious Education

Mr M Jervis and Mrs Manders

Examination Board	Edexcel
Syllabus	1RB0 – Beliefs in Action

“Widen minds, broaden horizons”

The aim of our Key Stage 4 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils’ curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Students study Christianity and Islam and sit two examinations in Year 11. Paper 1, Religion and ethics, is 1-hour 45 minutes. Paper 2, Religion, peace and conflict, is also 1-hour 45 minutes. They will engage with contemporary moral issues such as genetic engineering, the death penalty and war. Understanding religious views is vital for careers in politics, science, medicine and sociology, where religious literacy will be invaluable.

Year 10

Autumn Term

- Christian beliefs
- Marriage and the family

Spring Term

- Living the Christian life
- Matters of life and death

Summer Term

- Muslim beliefs

Year 11

Autumn Term

- Living the Muslim Life
- Peace and conflict

Spring Term

- Crime and punishment
- Revision and Exam question practice

Summer Term

- Final examination

Student Work

Students record their class notes and some homework tasks in workbooks. It is essential that these are kept up-to-date and that students read them after each lesson as students need these to revise from. Homework tasks vary in nature and in length. A minimum of one homework task is set each fortnight where the work set relates to the topic being studied in class.

Assessment

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Mock during Year 10 exam week based on Christianity - paper 1.

Helping at home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.bbc.co.uk/bitesize/examspecs/zm9pd6f
www.bbc.co.uk/schools/gcsebitesize/rs/
www.bbc.co.uk/bitesize/topics/zh7bxyc
www.bbc.co.uk/bitesize/topics/z6jv2sg
www.bbc.co.uk/bitesize/topics/zf64pg8
www.bbc.co.uk/news/topics/cjnw18q4ny3t/religion
www.reonline.org.uk
www.rsrevision.com/contents/index.htm
www.sporcle.com/games/category/religion
www.revision-notes.co.uk/GCSE/Religious_Studies/index.html
www.gcsepod.com

Religious, Moral, Social and Cultural Studies (Non-examined)

Mr M Jervis, Mrs S Manders

“Widen minds, broaden horizons”

The aim of our Key Stage 4 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils’ curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Religious Education (R.E.) is a compulsory subject at Key Stage 4. Over the two years’ students follow a non-examined course that will give them an environment to explore and challenge their personal beliefs, whilst also giving them the religious literacy they need for their future lives. Students will explore a range of contemporary religious, moral, social and cultural issues and will be given opportunities to develop their speaking, listening and presentation skills.

Year 10	Year 11
Autumn Term <ul style="list-style-type: none">▪ Christian beliefs▪ Marriage and the family	Autumn Term <ul style="list-style-type: none">▪ Muslim beliefs
Spring Term <ul style="list-style-type: none">▪ Christian Practices	Spring Term <ul style="list-style-type: none">▪ Peace and conflict▪ Revision
Summer Term <ul style="list-style-type: none">▪ Matter of Life and Death	Summer Term <ul style="list-style-type: none">▪ Preparation for GCSE examinations

Student Work

Students will focus on their ability to debate, discuss and present ideas. They will be engaged in activities which will improve their range of work-ready skills.

Assessment

Students will be assessed internally using a variety of assessment methods. Students will identify their areas of strength and their areas for further improvement.

Helping at home

- Discuss the learning taking place in lessons.
- Encourage wider reading of books, magazines and newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Don't hesitate to contact the school and talk to a member of the Humanities department.

Useful Websites

www.bbc.co.uk/bitesize/examspecs/zm9pd6f

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

www.reonline.org.uk

www.rsrevision.com/contents/index.htm

www.sporcle.com/games/category/religion

www.revision-notes.co.uk/GCSE/Religious_Studies/index.html

www.gcsepod.com

GCSE Spanish

Ms J Thompson

Examination Board	AQA
Syllabus	8698

A GCSE in a Modern Foreign Language (M.F.L.) is a course divided into four skill areas: listening, speaking, reading and writing. Each component contributes 25% towards the final overall mark. Listening, reading and writing are assessed by an external written exam at the end of Year 11. Speaking is a non-exam assessment completed during Year 11. The assessment is conducted by the class teacher, recorded and sent to the examination board for marking.

The content of the course covers three distinct themes. Each theme is then divided into several topics and sub-topics:

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spanish-speaking countries/communities.

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism.

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions.

The course is progressive in terms of depth of grammatical knowledge and breadth of language. Each term content will be taken from a variety of themes, topics and subtopics.

Autumn Term

Students will complete Modules 2 and 3 of the Viva AQA GCSE Spanish course. These modules cover aspects of themes 1 and 3 Family Life and School.

Spring Term

Students will start work on module 4 of the AQA course. This module is based on theme 1 - identity and culture. During this term, students will be sitting their Year 10 examinations and time will also be given to revision.

Mock exams in writing take place during Year 10 mock week, and listening, reading and speaking towards the end of Year 10.

Summer Term

Students will be continuing with work on theme 1, completing module 4 of the course, looking at free time activities and different types of entertainment. They will also complete module 5 of the course – looking at towns, describing the features of a region and problems in different areas.

The Year 10 speaking, reading and listening mock exams take place this term.

Student Work

Classwork and written homework is completed in an exercise book, which is regularly checked. Students also have a second exercise book for recording new vocabulary items and grammar points. In Spanish all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework is set each week where work is related to the topic area the student is studying at that time. It may be written work, speaking practice or learning vocabulary.

Assessment

All students have a GCSE target to aspire to that is both challenging but realistic and is based on prior performance in Spanish to date. It is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.
- Don't hesitate to contact the school and talk to a member of the M.F.L. department.
- Direct them to the appropriate pages in their revision guide.
- Encourage attendance at any revision/help classes.

Useful Websites and Resources

<http://zut.languageskills.co.uk>

<http://www.languagesonline.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/spanish>

<http://www.bbc.co.uk/languages/spanish>

<http://www.duolingo>

www.gcsepod.com

www.aqa.org.uk

quizlet

kahoot

Target Grade Reading and Writing books from Pearsons

Revision guides and workbooks are available in the school shop.

GCSE Astronomy

Dr G Ward

Examination Board	Edexcel
Syllabus	1AS0

GCSE Astronomy is an additional GCSE on offer to all students. The weekly lesson is delivered after school. The course is aimed at students who want to understand more about the Universe around them and who want to develop an enthusiasm for astronomy as a theoretical and practical subject. The GCSE is made up from 2 units, each contributing to 50% of the qualification and each assessed by an examination paper.

Year 1

Autumn Term

Students start their studies with a mixture of each unit of work:

- A1 Planet Earth
- A2 Celestial Observations
- A3 The Lunar Disc
- A4 Exploring the Moon

Students have opportunities to practise their investigative skills through observational tasks set within the second topic and through the rest of the course.

Spring Term

Students' field of study opens out to the rest of the Solar System:

- A5 Exploring the Solar System
- A6 Solar System Observation
- A7 Early models of the Solar System

Summer Term

Students continue with their work looking at the solar system:

- A8 Planetary Motion and Gravity
- A9 Solar Astronomy
- A10 The Earth-Moon-Sun System

Year 2

Autumn Term

Students complete their look at planetary systems and start to explore the wider Universe:

- A11 Time and the Earth-Moon-Sun Cycles
- A12 Formation of Planetary Systems
- A13 Exploring Starlight

Students will sit a mock examination in December to help track their progress against their target grades.

Spring Term

Students complete the course:

- A14 Stellar Evolution
- A15 Our Place in the Galaxy
- A16 Cosmology

Summer Term

Students work through a structured revision programme before sitting the two external GCSE exams.

Student Work

Students will be expected to carry out written tasks as well as drawing diagrams and graphs, tabulating data and calculating astronomical quantities. This work will be carried out during lessons and as part of the weekly homework. The students will also be set observational tasks that will need to be carried out over a significant period of time as part of their homework.

Assessment

All students have a GCSE target to aspire to which is both challenging but realistic and is based on prior performance in Science to date. Progress in the subject is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

Helping at Home

- Talk about the work and monitor the student's homework.
- Share observation tasks with the students.
- Download a free planetarium software, eg. Celestia or Stellarium (see below).
- Encourage students to watch the monthly BBC programme 'The Sky at Night' and other television programmes.
- Don't hesitate to contact the school and talk to Dr. Ward.
- Encourage attendance at every lesson and as many extra events as possible.

Useful Websites

<http://www.yusufahmed.com/gcse-astronomy/> : a good revision site

<http://www.shatters.net/celestia/> : for free planetarium software

www.hubblesite.org : pictures from the Hubble Space Telescope

http://www.classzone.com/books/earth_science/terc/content/visualizations/es2707/es2707page01.cfm?chapter_no=27 : animation of meteors from radiant point

<http://cse.ssl.berkeley.edu/SegwayEd/lessons/CometsTale/com.html> : all about comets

www.starrynight.com : for planetarium software

www.sky-watch.org : lessons and competitions relating to robotic telescopes

www.schoolobservatory.org : robotic telescope with associated activities and general astronomy resources.

www.faulkes-telescope.com : live robotic telescope

www.stellarium : for free planetarium software

Personal, Social, Health and Citizenship Education

Assistant Headteacher, Key Stage 4: Mr M Jervis

PSHCE is not an examined subject but is equally as important as one. The subject aims to develop students' knowledge and understanding of personal, social, health and citizenship education. The personal, social and health part of this is achieved through units of work that include money management, emotions, politics and crime. The citizenship work aims to develop a student's understanding of the world around them and to gain knowledge and understanding of what it means and how to be an active citizen.

PSHCE at Mary Webb School aims to help our students develop to become:

- Confident as individuals
- Responsible as citizens
- Successful as learners

Through the guidance and teaching of our tutors, students are given the opportunity to investigate and explore attitudes and their understanding of a range of issues. Thus helping them to develop as individuals, encouraging responsibility towards themselves and others and having the life skills they need.

Year 10

Autumn Term

Students work through the following topics:

- Family
- Mental health
- Alcohol – would you go out looking like ...?
- Relationships/Work experience working with others
- Targets/Mentoring

Spring Term

Students work through the following topics:

- Targets/Mentoring
- Revision plan & strategies
- RSE (Relationships and sex education)
- Sense of identity
- Create bullying video
- UK Parliament
- Law of the Land
- Sexuality
- Exam Preparation

Summer Term

Students work through the following topics:

- British Values
- Finance (Money management, Budgeting)

Year 11

Autumn Term

Students work through the following topics:

- RSE – You can say no
- RSE – Make the right choice
- RSE – STI'S
- RSE – Parenthood
- Sexual diversity
- Careers
- Revision strategies
- Mental Health

Spring Term

Students work through the following topics:

- Finance
- Drugs including legal highs
- Careers (Application Process)
- Planned revision
- Reports and target setting

Summer Term

Students work through the following topics:

- Planned revision

Student Work

Much of the work will be class discussion, which aims to encourage reflection on individual progress and identify what needs to be done to build on achievements.

Assessment

Students receive continuous oral feedback during lessons. Through the course, they will develop the skills to assess their own performance and the performance of others, identifying what needs to be done in order to progress.

Helping at Home

- Talk through the issues covered, asking how they feel about them.
- Help organise them so that they are prepared to participate in all lessons.

Due to the uncertainty surrounding COVID19, the PSHCE curriculum is subject to change, the subject matter will remain the same, but may be taught in a different order, dependant on the recovery curriculum required.

Useful Websites

www.marywebbschool.com

CAMBRIDGE NATIONAL IN HEALTH & SOCIAL CARE

Mrs E Blakeway

Examination Board	OCR
Syllabus	J835

The level ½ Cambridge National in Health and Social Care will develop knowledge, understanding and practical skills that would be used in the Health and Social Care sector.

You will use what you learn, in practical real-life situations, such as recommending support for individuals, and creating and delivering a health promotion campaign. The qualification will help you to develop learning and skills that can be used in other life and work situations. The qualification will compliment other learning you are completing for GCSE and help prepare you for further study.

This course is equivalent to one GCSE and is assessed through three units in year 11. The final assessment is an examination lasting one hour and fifteen minutes.

Units of Work

- Principles of Care in Health and Social Care Settings
In this unit you will learn about the importance of the rights of service users, person-centred values, and how to apply them. You will learn about the importance of effective communication skills when providing care, and the procedures and measures used to protect individuals such as safe-guarding, hygiene and security.
- Supporting Individuals Through Life Events
This is assessed internally and OCR moderated. In this unit you will learn about Life Stages and the factors that affect them. You will understand expected and unexpected life events and the impact they have on physical, social and socio-economic aspects in an individual's life. You will research the service providers and practitioners that support individuals. Recommend support and justify how this will meet the needs of a specific individual.
- 3rd Unit
This is assessed internally and OCR moderated it includes:
Health Promotion Campaigns.
Creative and Therapeutic Activities.

Year 10

Autumn Term

Supporting Individuals through Life Events.
Principles of Care in Health and Social Care Settings.

Spring Term

Supporting Individuals through Life Events.
Principles of Care in Health and Social Care Settings.

Summer Term

Principles of Care in Health and Social Care Settings.
Coursework and Assessment.

Year 11

Autumn Term

Principles of Care in Health and Social Care Settings

Spring Term

Health Promotion Campaign/
Creative and Therapeutic Activities.

Summer Term

Examination

Student Work

The examined unit, 'Principles of Care in Health and Social Care Settings', is completed in workbooks, the internally assessed units, 'Supporting Individuals through Life Events/Optional Modules' completed in ring binder files.

Assessment

All students have a target to work towards. Progress is monitored through informal assessment. Students are provided with individual feedback on what they have done well, and what they need to improve.

Helping at Home

- Talk about the lessons.
- Encourage students to read their notes in their work books and files.
- Encourage students to use the revision guide materials and to access websites to help revision.

Useful Websites

www.safenetwork.org.uk

NSPCC Safeguarding information and resources

<http://www.scic.org.uk>

Social Care Institute for Excellence

www.hse.gov.uk/index.htm

Health and Safety Executive website

Information about health and safety in the workplace

www.kidsdevelopment.co.uk

Children's intellectual development



YEAR 10
REGISTRATION PROGRAMME
2022-2023

	YEAR 10
Monday	News
Tuesday	Assembly
Wednesday	Numeracy
Thursday	Reading
Friday	Reading