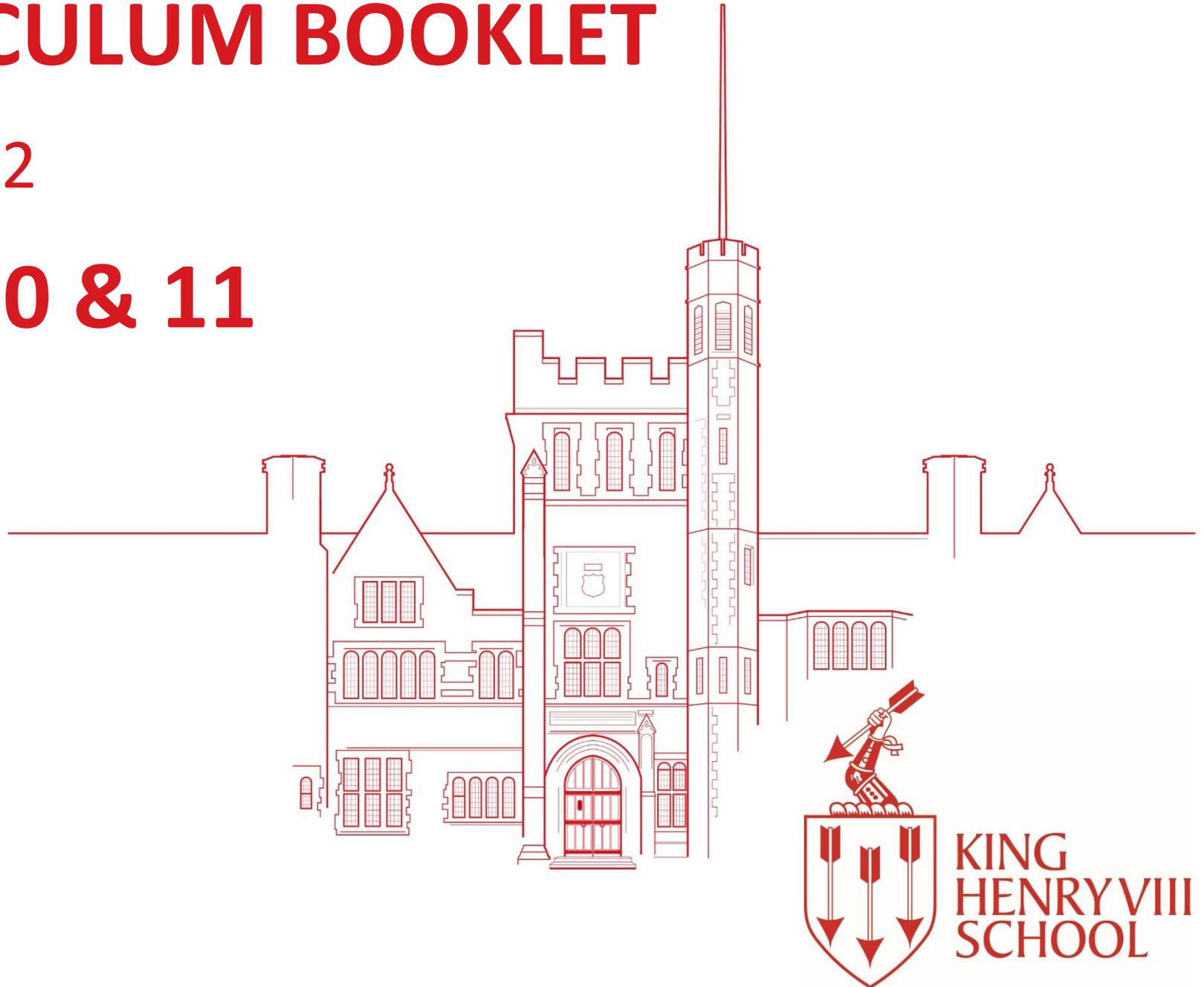


CURRICULUM BOOKLET

2020-2022

YEAR 10 & 11



Dear Parent/Guardian and Pupils,

This curriculum booklet forms part of the Home-School partnership. The layout is different to those for Years 7 - 9, as well as the overview of topics studied; it also includes details of the GCSE exam specifications. At the start of each page for each subject, there is an overview of all the units of the course that will be completed by the end of Year 11. This also includes the exam board website to refer to and whether the subject is a UK GCSE or an International IGCSE. As you may remember from the options evening in January of Year 9, there are many changes to GCSE over recent years so please read the booklet carefully and when you use the exam board websites be sure to select the current documentation. All GCSE and IGCSE courses are now on the new grading system 9-1; this should also help you get the right information as (9-1) is in most of the titles. The table below explains how the grades are equivalent to the current A* to G.

New Scale

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

Old Scale

All GCSEs, whether international ones or UK versions, have two types of assessment: external examinations which are Taken at the end of Year 11 and Non-Examined Assessments- sometimes called coursework or controlled assessments. There will be the usual internal examinations in Year 10 which will enable staff, pupils and parents to gauge progress made in Year 10. In Year 11, mock examinations are sat after Christmas. Both sets of examinations give important opportunities to assess progress and students should prepare seriously for them. Due to the A Level reform that has Taken place, GCSEs are likely to be the only nationally comparable qualifications pupils have when applying to university.

PSHE education at King Henry VIII School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The aim of PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE programme at King Henry VIII School is guided by three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

Year 10 Overview

Non-examined assessments: Clear instructions are always given by our well qualified subject specialists; please encourage your son/daughter to listen carefully, act on advice given and stick to deadlines. They should take any practice tasks seriously as the skills gained will be needed when they start on the actual task. In normal circumstances, students should not expect extensions to deadlines.

Art, DT, English and Music in particular have pieces of non-examined assessment that carry over several weeks. Intermediate deadlines are important for these subjects in Year 10 if you are not to create yourself problems in Year 11. Pupils should take these tasks very seriously- they need to produce work at their highest standard. Any thoughts of 'I can improve this in Year 11' should be dismissed. The internal marking of non-examined assessments is carried out in accordance with the procedures laid down by the examination boards. Students may ask for a review of marking. This should usually be done in writing within 48 hours of pupils receiving their mark. A copy of the procedure can be obtained on application from myself.

Year 11 Overview

Please note that a lot of the Y11 deadlines are before Easter and you must think carefully about how you manage your time towards the end of the Spring Term. Deadlines before the holidays will be as real as those set by exam boards. In addition, your teachers need to have time to mark and moderate the work. Experience tells us that if you try to do too much in the last weeks your other subjects suffer; please listen to advice given about intermediate deadlines.

Month	Work started	Work due in/CA write up time
SEP	Geography Coursework Art & DT NEA are ongoing. Food Nutrition NEA Music Unit 1 (on going) & 2	
OCT		Geography Coursework
NOV	English Literature coursework (1)	
DEC		Art Unit 1
JAN	8-17 January - Mock Examinations – exact dates tbc Art Set Task: Unit 2 English Literature coursework (2) Music Unit 2	
FEB	English Language coursework	Food Nutrition NEA
MAR	Art Exam English Language coursework	Art Set Task: Unit 2 D&T NEA Food Nutrition NEA Music Unit 1&2
APR	Fr/Ge/Sp Oral tests	
MAY	Fr/Ge/Sp Oral tests	Geography IGCSE will be earlier than 11 May 11 th (tbc)

The internal marking of non-exam assessment is carried out in accordance with the procedures laid down by the examination boards. Students may ask for a review of marking. This should usually be done in writing within 2 working days of them being informed of the mark. A copy of the procedure can be obtained on application to Mr Richard Sewell (Deputy Head).

Month	Work started	Work due in/CA write up time
SEP	Geography Coursework Art & DT NEA are ongoing. Food Nutrition NEA Music Unit 1 (on going) & 2	
OCT		Geography Coursework
NOV	English Literature coursework (1)	
DEC		Art Unit 1
JAN	8-17 January - Mock Examinations – exact dates tbc Art Set Task: Unit 2 English Literature coursework (2) Music Unit 2	
	GCSE begin on 11 May – exact timetable tbc	

The first pages of this booklet have details of the non-examined subjects: PSHE; Study Skills; PE; Games.
GCSE subjects then follow with a page for each subject in alphabetical order.



Mr R Sewell
Deputy Head

September 2020

Non-examined courses – Year 10

	Autumn	Spring	Summer
<p>PSHE The Year 10 PSHE programme gives students the opportunity to explore a range of issues linked to their own personal development and to the world around them. Sessions will be delivered in a variety of ways and students will participate in a range of activities to support the programme.</p>	<p>Transition to KS4 – how to adapt back to school post coronavirus PHSE Ground Rules Target Setting – chances graphs Coping with stress (peer support) Negative thoughts Self worth / belief Target Setting Fraud</p>	<p>Unhealthy Relationships Managing unwanted attention What is relationship abuse? Consent Sharing sexual images Sexpressions? – Pornography Sexpressions? – STI's Drugs Careers Forum Alcohol Awareness</p>	<p>Study Skills (peer support) Long term commitments Legal status of marriage Parenting Target Setting Bereavement Study Skills Volunteering and HE Guest speaker</p>
<p>Study Skills This course provides students with opportunities to enrich their learning experiences by exploring a range of skills to promote purposeful study. It will include opportunities for students to discuss learning and to work independently in all terms.</p>	<p>Aspiring to Succeed</p> <ul style="list-style-type: none"> • Aspirations • My hero - presentation skills • How do I manage my learning journey towards my future career? • How do I capture my successes? • CV writing <p>Improving Memory techniques and exam technique</p> <ul style="list-style-type: none"> • How do I make the best use of my brain? • Planning of time • Effective revision • Improving short and long term memory. 	<p>Strategic study skills</p> <ul style="list-style-type: none"> • Interview skills • Mock reflection / evaluation <p>Critical thinking</p> <ul style="list-style-type: none"> • Information processing and problem solving <p>Maintaining good Mental Health</p> <ul style="list-style-type: none"> • Self-belief, • Managing revision • Thinking positively <p>EPQ introduction Independent Revision Time</p>	<p>Independent Revision Time</p> <ul style="list-style-type: none"> • The final countdown
<p>PLEASE NOTE due to COVID-19 games and PE sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.</p>			
PE Year 10 - Boys & Girls	Health Related Fitness, Handball, Handball & Life Saving ½ term of each	Athletics, Junior Sports Leader Award	
GAMES Year 10 - Boys	Rugby, Health Related Fitness	Hockey, Swimming and Fitness	Cricket, Athletics, Tennis, Lacrosse, Football
GAMES Year 10 - Girls	Hockey, Netball and Rugby	Hockey, Netball and Rugby	Athletics, Tennis, Rounders

Non-examined courses – Year 11

	Autumn	Spring	Summer
<p>PSHE PSHE in Year 11 is designed to support students as they tackle their GCSEs and to equip them to deal with the new challenges that they may face as they approach adulthood. There will be a variety of sessions led by form tutors, the Head of Year and guest speakers. Students will take an active role in the lessons.</p>	<p>Reminder of PSHE ground rules etc. Reflections on lockdown. Self esteem</p> <ul style="list-style-type: none"> • Introduction • Social Media • celebrating difference • building body confidence & self esteem <p>Post GCSE application process 6th form talks Charity preparation Interview skills Mock interviews Consumer rights, ethical consumption Revision skills</p>	<p>Relationships - healthy/unhealthy relationships Unhealthy relationships & conflict Abusive relationships Health & safety, taking responsibility for health choices Skills for employment and careers</p> <ul style="list-style-type: none"> • Values • Making a difference <p>British values, community cohesion Human Rights, challenging extremism Harassment</p>	<p>Exams</p>
<p>Study Skills This course provides students with opportunities to enrich their learning experiences by exploring a range of skills to promote purposeful study. It will include opportunities for students to discuss learning and to work independently in all terms.</p>	<p>Learning How to Learn</p> <ul style="list-style-type: none"> • Independent study / learning skills audit • Understanding the brain and how it affects learning • Understanding Learning Styles • Developing learning character: focusing on Building Learning Power – RRRR <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Types of thinking, including thinking personalities, thinking about thinking and thinking to solve problems • Assessing thinking skills • Attentional thinking skills • Thinking to improve reading skills 	<p>Research Skills</p> <ul style="list-style-type: none"> • Characteristics of a good researcher, including developing skills for approaching and planning a research project, including how to reference sources and write a bibliography to avoid plagiarism. <p>Improving Exam Performance: Revision Skills</p> <ul style="list-style-type: none"> • Getting motivated • Getting organised • Doing revision - revision techniques 	<p>Improving Exam Performance: More Revision Skills</p> <ul style="list-style-type: none"> • Doing more revision – applying techniques • Understanding questions <p>Strategic study skills</p> <ul style="list-style-type: none"> • Reflection / evaluation (personal and course) • Collaborative mini-project

	Autumn	Spring	Summer
PLEASE NOTE due to COVID-19 games and PE sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.			
PE Year 11 - Boys and Girls	Health Related Fitness, Water Polo, Basketball, Badminton, Table Tennis, Handball		Softball/Rounders
GAMES Year 11 - Boys	Rugby + Various Senior Games Options	Hockey + Various Senior Games Options	Various Senior Games Options (TBC)
GAMES Year 11 - Girls	Hockey + Various Senior Games Options	Netball + Various Senior Games Options	

Art J171 (9-1) and Art Photography J173 (9-1)

OCR www.ocr.org.uk

Unit 1 Art & Design Portfolio - 60% (Oct Year 10 – December Year 11)

Non-exam Assessment conditions approx. guided 45 learning hours. Students produce a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

Unit 2 Art & Design – set Task - 40% (January Year 11– March Year 11)

This is an OCR Set Task – candidates select one starting point, theme or brief from a paper released Jan 1st 2021. We will start the preparation, research, planning and processing on the students return from mock examinations.

Supervised 10-hour period in which to produce a final response (10 hours at end of March Year 11)

Y10	Autumn	Spring	Summer
Unit 1 Art & Design Portfolio	<ul style="list-style-type: none"> • Induction • Unit 1 research & preparation 	<ul style="list-style-type: none"> • Gallery visit – London • Unit 1A - development outcome 	Unit 1A - development outcome
Work derived from centre starting point/topic/them/brief	Focus on: <ul style="list-style-type: none"> • Developing creative skills, through learning to use imagination and intuition • Learning to analyse own work and the work of others in contemporary, historical and cultural contexts • Development of ideas and techniques • Refining and developing ideas • Presenting personal outcomes 		
Y11	Autumn	Spring	Summer
	Complete coursework unit.	<ul style="list-style-type: none"> • Exam paper released to students early January. • Start exam preparation studies. 	10-hour exam – before Easter
Work derived from centre starting point/topic/theme/brief	Focus on: <ul style="list-style-type: none"> • Developing creative skills, through learning to use imagination and intuition • Learning to analyse own work and the work of others in contemporary, historical and cultural contexts • Development of ideas and techniques • Refining and developing ideas • Presenting personal outcomes 		

Biology 4BI1 IGCSE (9-1)

Edexcel/Pearson <https://qualifications.pearson.com/en/home.html>

Biology Paper 1 (4BI1/1B) - 61.1%, 2 hour exam (Taken in June of Year 11)

Biology Paper 2 (4BI1/2B) - 38.9%, 1 hour 15 minute exam (Taken in June of Year 11)

Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There are no non-exam assessment or practical assessment during the course. You will however still do plenty of practical work.

Year 10	Autumn	Spring	Summer
<i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>	<ul style="list-style-type: none">• Movement of substances into and out of cells• Respiration• Gas exchange• Transport in plants	<ul style="list-style-type: none">• Circulation• Reproduction	<ul style="list-style-type: none">• Pollution• Water cycle• Nitrogen cycle• Carbon cycle
Year 11	Autumn	Spring	Summer
<i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 and Year 10 exercise books.</i>	<ul style="list-style-type: none">• Nutrition• Excretion• Inheritance	<ul style="list-style-type: none">• Selective breeding• Genetic modification• Cloning	<ul style="list-style-type: none">• Revision

Chemistry 4CH1 IGCSE (9-1)

Edexcel/Pearson <https://qualifications.pearson.com/en/home.html>

Chemistry Paper 1 (4CH1/1C) - 61.1%, 2 hour exam (Taken in June of Year 11)

Chemistry Paper 2 (4CH1/2C) - 38.9%, 1 hour 15 minutes exam. (Taken in June of Year 11)

The papers are un-tiered. Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There are no non-exam assessment or practical assessment during the course. You will however still do plenty of practical work.

Year 10	Autumn	Spring	Summer
<i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>	<ul style="list-style-type: none">• Crude Oil, Alkenes, Polymers & Alcohols• Chemical formulae, equations and calculations	<ul style="list-style-type: none">• Metallic Bonding, Reactivity Series & Extraction and uses of metals• Electrolysis	<ul style="list-style-type: none">• Summer Exam Preparation• Gases & Ions
Year 11	Autumn	Spring	Summer
<i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 and Year 10 exercise book.</i>	<ul style="list-style-type: none">• Year 10 Rates Revision (1 week)• Acids, Bases, Salts & Titration calculations• Energetics & Equilibria• Revision	<ul style="list-style-type: none">• Mock Exam and Feedback• Carboxylic acids, Esters and Synthetic Polymers• Revision/Exam preparation• Opportunities to revisit core topics	<ul style="list-style-type: none">• Revision/Exam Preparation

Classical Civilisation J199 (9-1)

OCR www.ocr.org.uk

Unit J199/11 Thematic Study: Myth and Religion - 90 marks: 50% of final exam, 1 hour 30 minutes exam (Taken end of Year 11)

Unit J199/21 Literature and Culture: The Homeric World - 90 marks: 50% of final exam, 1 hour 30 minutes exam (Taken end of Year 11)

Year 10

Unit J199/11: Myth and Religion – This involves a comparative study of ancient Greece and Rome and combines literary and visual/material sources. Topics include the gods, Hercules, temples, foundation myths, festivals and the Underworld.

Unit J122/21–The Homeric World – This is made up of two elements: an in-depth cultural study and a study of Homer’s Odyssey. Topics include: life in the Mycenaean age, Linear B, Mycenaean archaeology.

Year 11

Unit A353 –The Homeric World – This is made up of two elements: an in-depth cultural study and a study of Homer’s Odyssey. Topics include: life in the Mycenaean age, Linear B, Mycenaean archaeology.

Students learn about how the Mycenaeans lived through looking at what they have left behind. They then read the Odyssey, a story set at this time.

Classical Greek J292 (9-1)

OCR www.ocr.org.uk

J292/01: Language - 50%, 1 hour 30 minutes exam (June 2022)

J292/04: Verse Literature A - 25%, 1 hour exam (June 2022)

J292/06: Literature and Culture - 25%, 1 hour exam (June 2022)

A three year Greek GCSE course, outside the timetable, began in January 2020, leading to GCSE qualification in summer 2022; so current Year 10 pupils who are admitted to this course would be able to take GCSE at the end of Year 11, with the possibility of taking Greek AS in Year 12 or 13, possibly within the timetable. Please talk to Mr Jones if you are interested in studying Greek as another twilight group may be starting.

Computer Science J277 (9-1)

OCR www.ocr.org.uk

Paper 1: Computer systems - 50%, 1 hour 30 minutes exam (Taken end of Year 11)

Paper 2: Computational thinking, algorithms and programming - 50%, 1 hour 30 minutes exam (Taken end of Year 11)

Autumn	Spring	Summer
Year 10		
Computer Systems <ul style="list-style-type: none"> • Systems architecture • Memory and storage Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming fundamentals • Boolean logic 	Computer Systems <ul style="list-style-type: none"> • Computer networks, connections and protocols Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming fundamentals • Algorithms 	Computer Systems <ul style="list-style-type: none"> • Network security • Ethical, legal, cultural and environmental Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming fundamentals
Year 11		
Computer Systems <ul style="list-style-type: none"> • System software Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Producing robust programs • Programming (design, write, test, refine) 	Computer systems <ul style="list-style-type: none"> • Revision of topics Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming languages and IDE • Programming (design, write, test, refine) 	Revision <ul style="list-style-type: none"> • Targeted revision lessons • Exam practise

Design and Technology - Product Design J310 (9-1)

OCR www.ocr.org.uk

Unit 1: Principles of Design and Technology - 50%, 2 hour examination, 100 marks Candidates answer all questions in two sections (Taken end of Year 11)

Unit 2: Iterative Design Challenge - 50%, Non Exam - Assessment, Approximately 40 hours, 100 marks (Starts towards the end of Year 10. Completion by February half term in Year 11)

The Iterative Design Challenge requires you to design and make a prototype (or prototypes) through exploring, creating and evaluating. You will be assessed on your thinking and creative skills throughout the design challenge not just practical ability.

Year 10

A number of 'mini-projects' develop the skills of effective communication and presentation including sketch work and computer design work. A large range of skills and techniques will be taught to enable you to have the abilities needed to succeed in the design challenge assessment. There is a shift in emphasis away from specific disciplines within DT to a more holistic approach to the design process. This will enable greater freedom for creativity while also requiring a greater level of design ability.

A wide knowledge of materials, processes, tools and equipment, and an understanding of technological concepts such as ergonomics and aesthetics is built up by group demonstrations, discussions, and written exercises. The use of sketch work combines with CAD and CAM to form an essential part of the course.

The main NEA is started towards the end of the year and builds from all these skills learnt earlier in the year.

Year 11

The NEA started in Year 10 continues through to February ½ Term in Year 11, and involves a concise design folder / e-portfolio and the making of several prototypes during the design process. Recent tasks include educational toys, storage items, and equipment for sports or music. This takes the majority of the lesson time in Year 11, but includes group demonstrations, discussions, and written exercises relating to the activities being undertaken by students.

After this the focus shifts to the requirements of the written examination.

Drama 1DR0 (9-1)

Edexcel/Pearson <https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html>

Component 1: Devising - 40%, 60 marks, Non - Exam assessment – Internally assessed practical performance with written portfolio (Autumn term of Year 11)

Component 2: Performance from Text - 20%, 40 marks, Externally assessed practical performance of two scripted pieces (Spring term of Year 11)

Component 3: Theatre Makers in Practice - 40%, 60 marks, 1 hour and 45 minutes written examination (Taken end of Year 11)

Year 10		
Autumn	Spring	Summer
Introduction to theatre (theory and practical) – key performance and design skills incl. baseline practical assessments Evaluation of live theatre (C3)	Practical and written exploration of set text (C3) Evaluation of live theatre (C3) Mock scripted performance or design assessments (performance and design routes available) (C2)	Begin research and practical preparation for the Devising Unit* (to be assessed in Y11) (C1) *unit involves the creation, scripting, design and performance of an original piece of theatre (performance and design routes available)

English Language 4EA1/01 (9-1) IGCSE

Edexcel/Pearson IGCSE (Route 3: includes Paper 1 and Paper 3) <https://qualifications.pearson.com/en/home.html>

English Language Paper 1 - 60%, 2 hour 15 minutes exam (Taken end of Year 11)

Two Reading and Writing Responses - 40%, Coursework

1. An analytical/interpretative piece plus a commentary (completed in Year 11)
2. Creative writing piece (completed in Year 10)

In Year 10

Students will study for the English Language examination by interpreting and analysing a range of non-fiction texts from the Edexcel Anthology and from other unseen passages. They will also learn how to develop their analytical skills.

For coursework, in Year 10, students will have the opportunity to produce a creative writing piece. The second piece of Language coursework is completed in Year 11.

English Literature 4ET1/01(9-1) IGCSE

Edexcel/Pearson IGCSE (Route 3: includes Paper 1 and Paper 3) <https://qualifications.pearson.com/en/home.html>

Poetry and Modern Prose Paper 1 – 60%, 2 hours, closed book (Taken at end of Year 11)

- Analysis of an unseen poem
- Comparison of two poems from the anthology
- One prose text

Paper 3 Two analytical responses on one modern text and one literary heritage drama text - 40%, Non-exam - coursework (completed in Year 11)

Year 10

Students will begin their study of a modern prose text together with some poems from the Edexcel anthology. Coursework for Literature will be completed in Year 11. The remaining poems will be taught in Year 11.

Year 11

Students will continue to study poems from the Edexcel anthology. Two drama texts will also be studied for coursework.

Food Preparation and Nutrition 8585 (9-1)

AQA www.aqa.org.uk

Paper 1 - 50%, 1 hour 45 minutes exam (Taken in June of Year 11)

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

Non-Exam Assessment Task 1 – 15% (completed by end of Spring Term in Year 11)

Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element. **Assessment** - Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Non-Exam Assessment Task 2 – 35%

Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. **Assessment** - Written or electronic portfolio including photographic evidence of the three final dishes must be included.

Year 10

This new GCSE 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, food provenance 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. Food preparation skills are integrated into five core topics:

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

Students will undertake weekly practical lessons in order to enhance and build their practical skills to a higher level. This will be complimented with theoretical lessons to achieve a holistic and wide understanding and gain knowledge of food and the wider health benefits and implications on a global as well as local scale.

Year 11

For the Food investigation (Task 1), one task is to be selected from the three tasks set by AQA issued on 1 September of Year 11. Students are provided with the opportunity to establish investigative skills, and be guided towards appropriate research areas in preparation for this task. A recommended 10 assessment hours are allocated to this and, students are expected to produce a report of between 1,500 and 2,000 words.

For the Food preparation assessment, (Task 2), one task is to be selected from the three tasks set by AQA issued on 1 November of Year 11. The tasks will be made available via a secure website, AQA. For Task 2, students must possess an understanding of how and when all of the skills and techniques in Food Preparation Skills can be applied and combined to achieve specific outcomes. Students will spend a maximum of 20 hours which will include a single 3 hour session for candidates to produce their final three dishes. This allows 17 hours for the completion of the research, planning, trialling and evaluation of the final menu, to be completed in sessions timetabled at the school's discretion. For Task 2, students must produce a concise portfolio (not exceeding 20 A4 sides).

Geography IGCSE 0976 (9-1)

Cambridge www.cie.org.uk/

Unit 1: Geographical Themes - 45%, 1 hour 45 minute exam (Taken end of Year 11)

Unit 2: Geographical Skills - 27.5%, 1 hour 30 minute exam (Taken end of Year 11)

Unit 3: Alternative to coursework - 27.5%, 1 hour 30 minute exam (Taken end of Year 11)

	Autumn	Spring	Summer
Year 10 There will be internal exams at the end of Y10 which should be viewed as Mock Exams by the students	Population and Settlement: <ul style="list-style-type: none"> • Population dynamics • Migration • Population structure • Population density and Distribution • Rivers • Coasts 	The Natural Environment: <ul style="list-style-type: none"> • Weather • Climate and Vegetation • Settlements and service provision • Urban settlements • Urbanisation 	<ul style="list-style-type: none"> • Tourism • Revision and evaluation of Exam. • Tourism
Year 11	<ul style="list-style-type: none"> • Development • Food Production • Industry 	<ul style="list-style-type: none"> • Tourism • Energy • Water • Environmental Management 	<ul style="list-style-type: none"> • Skills paper presentation • Revision & Exam preparation

History 8145 (9-1)

AQA www.aqa.org.uk

Understanding the Modern World Paper 1 - 50% of marks, 2 hour exam (Taken end of Year 11)

Period Study: 1D - America 1920-1973 (Spring Year 10)

Wider world depth studies: Conflict & Tension 1918-39. (Autumn Year 10)

Shaping the Nation Paper 2 - 50% of marks, 2 hour exam (Taken end of Year 11)

Thematic studies: 2A - Britain: Health & the People c1000 to today (Autumn Year 11)

British depth studies including the historic environment: Elizabethan England c1568-1603 (Summer Year 10)

NB This is a relatively new specification. If you use the website look for first teaching in September 2016. There is no non exam assessment (coursework).

Autumn	Spring	Summer
Year 10		
Conflict & Tension 1918-1939 <ul style="list-style-type: none">Peace-makingThe League of NationsOrigins and Outbreak of World War II	The USA 1920-1973 <ul style="list-style-type: none">Boom and ProsperityDepression and New DealPost-war America	<ul style="list-style-type: none">Elizabethan England c1568-1603Including the study of a historical site (2019-2021 Hardwick Hall)
Year 11		
<ul style="list-style-type: none">Conclude Elizabethan England c1568-1603Britain: Health & the People c1000 to today	<ul style="list-style-type: none">Mock ExaminationConclude Health & the PeopleRevision	<ul style="list-style-type: none">RevisionExams

Latin J282 (9-1)

OCR www.ocr.org.uk

Component 1: Latin Language - 50%, 1 hour 30 minute exam (Taken end of Year 11)

Component 2: Latin Prose Literature - 25%, 1 hour exam (Taken Year 11)

Component 3: Latin Verse Literature or Roman Civilisation - 25%, 1 hour exam (Taken end of Year 11)

Autumn	Spring & Summer pre-exam	Summer post-exam
Year 10		
Course books: <i>Cambridge Latin Course III (stages 26 – 28; set in Deva/Chester)</i> <i>Cambridge Latin Course IV (stages 29-34)</i>		
26- purpose clauses (ut) gerundives of obligation 27- indirect commands (ut) result clauses 28- consolidation of ablative case expressions of time, prepositions 29- passive (3 rd person, present and imperfect tense) purpose clauses with <i>quī</i> and <i>ubi</i> etc. purpose clause and indirect command with <i>ne</i> ablative case usage – <i>by, with, from</i> adjectival <i>is</i> (one example in Stage 23) and pronominal <i>hic</i> <i>dum</i> + present indicative 30- perfect and pluperfect passive (all persons) further ablative usages	Jan - PROGRESS TEST 31- ablative absolute purpose clause and indirect command with <i>ne</i> (from Stage 29) 32 - deponent verbs gerundive of obligation with transitive verbs future participle (met from Stage 26) double indirect question with <i>necne</i> 33- future and future perfect active (all persons) future of <i>sum</i> (all persons) <i>priusquam</i> + subjunctive ablative of description conditional clauses (indicative) Exam Revision	34 - present passive infinitive (including deponent) 3 rd person singular and plural, future passive (including deponent) <i>dum</i> + subjunctive Start set texts (may be done earlier in term) Start systematic learning of GCSE prescribed vocabulary
Throughout the year, while making rapid progress towards covering the syllabus of the GCSE course, the additional aims are: <ul style="list-style-type: none"> to consolidate and revise basic grammar / accidence covered so far; to further develop awareness of internal vocabulary links – eg <i>amo</i> (verb) to <i>amor</i> (noun) – while considering links to English and other modern languages (exercises in <i>Cambridge Latin Course</i>); to extend knowledge of Roman culture through analysis and discussion of the settings and context of the reading material; also through DAY VISIT TO DEVA/CHESTER in September/October. Regular testing will monitor progress. <i>For various ways in which material from course book will be used, see published Teacher's Guide (CUP).</i>		

Year 11

Course books:

Latin Momentum Tests for GCSE

Cambridge Latin Anthology

Cambridge Latin Course Book V

- Indirect statements (Accusative and Infinitive Construction)
 - Learning/Revision/Systematic testing of GCSE prescribed vocabulary
 - Development of students' language skills in comprehension and translation, through practice and occasional testing
- Set texts:
- (The order of study of the given prescribed literature extracts is dependent on teacher's preference.)
 - Latin Verse Literature Selections - REGULAR PROGRESS TESTS
 - Latin Prose Literature Selections - REGULAR PROGRESS TESTS
 - Revision

Throughout the year, aims are:

- To consolidate and revise grammar / accidence covered so far;
- To further develop awareness of internal vocabulary links while considering links to English and other modern languages;
- To develop understanding of Latin literature by translation and/or explanation of words, phrases, sentences or passages of the original Latin text
- To develop appreciation of the cultural content and context of the prescribed literature
- To develop appreciation of literary effects such as simile, metaphor, alliteration, assonance and author's use of rhythm and word order, as appropriate to the text studied
- To develop pupils' ability to evaluate, analyse and produce personal responses to the Latin literature studied

Regular testing will monitor progress and revision.

For various ways in which material from course book will be used, see published Teacher's Guide (CUP).

Mathematics 4MA1 (9-1) IGCSE

(Specification A) Edexcel/Pearson <https://qualifications.pearson.com/en/home.html>

Paper 3H - 50%, 2 hour exam (Taken end of Year 11)

Paper 4H - 50%, 2 hour exam (Taken end of Year 11)

Autumn	Spring	Summer
Year 10		
Circle Theorems Basic arithmetic Formulae and expressions Statistical representation Solving quadratic equations Ratio, proportion and variation Area and Volume formulae	Limits of accuracy Trigonometry Similar shapes Surds Straight line graphs Functions	Functions Probability Indices Calculus
Year 11		
Vectors Inequalities – including graphs Sequences and series Data Standard Form Transformations Further trigonometry Proportion Construction	Mock examinations Sets Proof Revision and completion of past papers	Revision and completion of past papers
All students in Sets A and B also sit the AQA Level 2 Certificate in Further Mathematics		

Further Mathematics 8365

AQA <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

Paper 1: Non Calculator - 50%, 80 minutes exam (Taken end of Year 11)

Paper 2: Calculator - 50%, 80 minutes exam (Taken end of Year 11)

Autumn	Spring	Summer
Year 10		
Solving Equations – quadratics. Polynomials.	Trigonometry (2D & 3D) Equation of a circle	Introduction to matrices Exponential graphs
Year 11		
Coordinate Geometry Matrix Transformations	Combinations and Permutations Binomial Expansion Revision and completion of past papers	Revision and completion of past papers

French 4FR1 (9-1) IGCSE

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-french-2017.html>

Paper 1: Listening - 25%, 30 minute exam paper + 5 mins reading time (Taken end of year 11)

Paper 2: Reading and Writing - 50%, 1 hour 45 minutes exam paper (Taken end of year 11)

Paper 3: Oral, 8-10 minute exam (April/May of Year 11)

Autumn		Spring/Summer	
Theme and Topic Area	Main Grammar Point	Theme and Topic Area	Main Grammar Point
Year 10			
Current and future study and employment Life at school/college Education post-16 Local, national, international and global areas of interest Travel and tourism	<ul style="list-style-type: none"> Transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context Quantity words <i>Beaucoup/trop/assez/pas assez + de</i> (including with plurals) <i>ce qui/ce que</i> future tense introduced <i>si</i> clauses with present and future more complex two verb structures consolidation of perfect tense extension of imperfect tense sequencing words, expressions and phrases <i>avant de/après avoir etc/pendant que/depuis/venir de</i> developing greater complexity in spoken and written accounts of past events or experiences weather expressions with <i>faire</i> 	Local, national, international and global areas of interest Social issues <ul style="list-style-type: none"> Healthy/unhealthy living Identity and culture Marriage/partnership Technology in everyday life Social media Mobile technology 	<ul style="list-style-type: none"> partitive articles <i>devoir/il faut</i> conditional forms – affirmative and negative <i>il vaut mieux/il vaudrait mieux</i> negative <i>ne...jamais</i> imperfect tense <i>en</i> + present participle revision of future tense direct and indirect object pronouns <i>il est possible que</i> + subjunctive
Year 11			
Education and Employment <ul style="list-style-type: none"> School life and routine School rules and pressure School trips, events and exchanges Work, careers 	<ul style="list-style-type: none"> Revision of adjectives Depuis + present tense Devoir Conditional tense “dont” – recognition only Impersonal verbs Future tense 	The world around us <ul style="list-style-type: none"> Travel and transport Media Information and communication technology Social activities, Fitness and Health <ul style="list-style-type: none"> Healthy diets 	<ul style="list-style-type: none"> Quel and lequel En + present participle Avoir mal Se faire mal

<ul style="list-style-type: none">• Volunteering• Future Plans The world around us <ul style="list-style-type: none">• Environment Issues• Tourism and Environment• Local Environment• Weather	Revision of Present, Imperfect and Future with weather	<ul style="list-style-type: none">• Smoking and drugs• Aches and pains• Services (Bank / Post Office) Examination revision and oral examinations	
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German 4GN1 (9-1) IGCSE

Edexcel www.qualifications.pearson.com

Paper 1: Listening - 25%, 30 minute exam paper + 5 mins reading time (Taken end of Year 11)

Paper 2: Reading and Writing - 50%, 1 hour 45 minutes exam paper (Taken end of Year 11)

Paper 3: Speaking - 25%, 8-10 minute oral (Taken April/May of Year 11)

Autumn	Spring	Summer
Year 10		
House and home <ul style="list-style-type: none"> Present Tense – regular verbs and pronouns Dative case and prepositions Gender and case, Definite and indefinite articles, um zu – in order to School life and routine <ul style="list-style-type: none"> Numbers, days of week Present Tense – irregular verbs Accusative prepositions Questions Food and drink <ul style="list-style-type: none"> Plurals, kein Comparative, superlative Illnesses, healthy lifestyles <ul style="list-style-type: none"> Es gibt, es geht, es tut weh Adverbs, modal verbs, separable verbs Media – TV and film <ul style="list-style-type: none"> Coordinating and subordinating conjunctions Past tense with haben; es war 	Family and friends <ul style="list-style-type: none"> Possessive adjectives Adjective endings, relative pronouns Daily routine and helping at home <ul style="list-style-type: none"> Reflexive verbs, informal imperative Dative verbs, question words Hobbies and interests <ul style="list-style-type: none"> Gern, time phrases Future tense, Past tense – irregular verbs Special occasions <ul style="list-style-type: none"> Ordinal numbers, gab/hatte/war Past tense – sein and haben 	Holidays <ul style="list-style-type: none"> Ich möchte, word order Past tense – separable and inseparable Tourist information and directions <ul style="list-style-type: none"> Years as numbers, dieser, jener Formal imperative, changing prepositions Unterwegs <ol style="list-style-type: none"> Am Bahnhof Wie komme ich zum Bahnhof? Imperative Was kann man in Köln machen? More modal verbs Wie reisen wir weiter? Genitive Revision Orals
Year 11		
Ferien <ol style="list-style-type: none"> Haben Sie Zimmer frei? Asking about accommodation (Questions) Prepositions that take the accusative Wohin fährst du und mit wem? Discussing holidays (travel/activities etc) Prepositions that take the dative Prepositions that take either acc or dat 	Einkaufen und so weiter <ol style="list-style-type: none"> Klamotten kaufen Shopping for and describing clothes Using <i>dieser, welcher</i> and <i>was für</i> Das sind die Skier, die €200 kosten Buying things for hobbies Using relative pronouns Auf der Post, in der Bank und im Fundbüro 	Die Umwelt <ol style="list-style-type: none"> Luft, Wasser, Müll Major environmental problems Using the conditional Und was können wir tun? Das geht uns alle an Protecting the environment Global environmental problems

<p>3. Wo warst du und was hast du gemacht? Discussing past holidays Imperfect tense</p> <p>4. Ich möchte mich beschweren... Making a complaint</p> <p>Gesundheit</p> <p>1. Wie bleibe ich gesund? Talking about healthy eating & drinking Talking about keeping fit and healthy</p> <p>2. ...und was ist nicht so gesund? Talking about unhealthy lifestyles Modal verbs <i>müssen</i> and <i>dürfen</i></p> <p>3. Gute Besserung! Illness and doctor's instructions The dative case</p> <p>4. Was ist denn passiert? Find out about accidents & injuries Learn about the passive voice Meine Gegend, deine Gegend</p> <ol style="list-style-type: none"> 1. Was kann man in deiner Stadt machen? 2. Describing your town <p>Saying what you can do in your town</p> <p>2. ...und wie findest du deine Stadt? Expressing likes/dislikes using <i>gefallen</i> Revising positive & negative opinions</p> <p>3. Großstadt, Kleinstadt? Advantages and disadvantages of living in a big or small town</p> <ol style="list-style-type: none"> 3. Meine Kindheit in Berlin 4. Talking about childhood <p>Revising talking in past tense Revising personal pronouns</p>	<p>Buying stamps & sending items Changing money, Reporting a loss</p> <p>Essen und Trinken</p> <p>1. ...und was soll ich einkaufen? Revising food items Revising plural formation</p> <p>2. Ich hätte gern ein langes Brot Shopping transactions Articles in nominative & accusative</p> <p>3. ...und wo gehen wir essen? Ordering in a restaurant & complaining Expressing preferences of meals Using dative to express likes & dislikes</p> <p>4. Gesund essen Healthy eating, understanding recipes Subordinate conjunctions</p> <p>Medien</p> <p>1. Gehen wir lieber ins Kino? Types of television programmes/films Making arrangements to go out</p> <p>2. Was liest du so? Reading preferences Imperfect and pluperfect tenses</p> <p>3. Ich brauche meinen Computer und mein Handy Internet, emails and mobile phones Revising future tense</p> <p>5. Die virtuelle Welt Technology & social media Indefinite pronouns with adjectival nouns.</p> <p>Die Umwelt</p> <p>1. Und wie ist das Wetter? Weather and weather reports</p>	<p>Using the comparative & superlative</p>
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Spanish 4SPI (9-1)

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-spanish-2017.html>

Paper 1: Listening - 25%, 30 minute exam paper + 5 mins reading time, 40 marks (Taken in June of Year 11)

Paper 2: Reading & Writing - 50%, 1 hour 45 minutes exam, 80 marks (Taken in June of Year 11)

Paper 3: Speaking - 25%, 8-10 minutes, 40 marks (Taken in April/May of Year 11)

Year 10	
1 st Half Term Autumn	2 nd Half Term Autumn
Recap of KS3 Topics and Vocabulary Transition Activities Present Tense Recap Theme C House, Home and Daily Routine Self, Family and Friends Family members and describing people Talk about friends Describe family relationships Theme D The Modern World and the Environment The Media Describe what you like and don't like doing Talk about your free time Talk about your free time and plans for the weekend	<u>UNIT 2: Technology in everyday life</u> <i>2.1 Social media</i> Comparisons using <i>más que</i> & <i>menos que</i> : Question words: Perfect tense of regular verbs: <i>Había</i> & <i>era</i> : Using verbs with prepositions: Perfect tense of irregular verbs <i>2.2 Mobile technology</i> <i>Por</i> & <i>para</i> : Statements of possibility (<i>permitir, es posible</i> + infinitive): <i>Estar</i> & the present continuous tense: Formulating questions: Using <i>cuyo</i> : Further uses of <i>por</i> & <i>para</i>
1 st Half Term Spring	2 nd Half Term Spring
Theme E Social Activities, Fitness & Health Shopping & Money Matters Shops and places of business Quantities, sizes and shapes Ordinal numbers Discuss eating out Pocket money/ spending and saving Sports & Exercise Individual & team sports /Opinions Sports and exercise done now and planned for future Benefits of sport Describe sport in detail *Accidents, Injuries and Common Ailments Body parts, Aches and pains, Giving advice/instructions/ remedies	<u>UNIT 4: Customs & festivals</u> <i>4.1 Spain & customs</i> Regular preterite tense Reflexive verbs in the preterite tense <i>Ser</i> & <i>ir</i> in the preterite: Expressing actions and opinions: Preterite of <i>tener</i> & <i>hacer</i> Types of verbs with spelling changes in the preterite <i>4.2 Festivals in Spain & Hispanic countries</i> The imperfect tense: <i>Hay</i> & <i>había</i> Irregular verbs in the imperfect Numbers: Using the perfect & imperfect tenses together: Verbs with spelling changes in the preterite

1 st Half Term Summer	2 nd Half Term Summer
<p>Theme A Home & Abroad Life in the Town and Rural Life & *Public Services Description of town and amenities Advantages & disadvantages of living in the countryside & in town. What there is to do in town/countryside</p> <p>Theme A Home & Abroad Everyday Life, Traditions, Community Learn about Spanish life and routines Describe a day in Spain (wake up & bed times, meal times etc)</p> <p>Customs and Festivals/Special Occasions Learn about local customs and different festivals in the Spanish-speaking world. Numbers Nationalities/regional and national festival names/dates Numbers above 1-100 revision Describing a party/fiesta Describing special events/celebratory moments</p>	<p><u>UNIT 6: Social issues</u></p> <p>6.1 <i>Charity & voluntary work</i> Verbs followed by infinitive: Prepositions; gracias a, sin and con: <i>deber, tener que & hay que</i>: present subjunctive</p> <p>6.2 <i>Healthy & unhealthy living</i> Using expressions with <i>tener</i>: Using <i>me gustaría</i> and forming/using the conditional tense: negatives: continue use of gerund</p>
Year 11	
1 st Half Term Autumn	2 nd Half Term Autumn
<p><u>THEME 2: Local, national, international & global areas of interest</u> <u>UNIT 8: Travel & tourism</u> <i>8.1 Holidays and Travel</i> Formation and use of preterite: Deber/tener que/ hay: Weather expressions in the past: Sequencing expressions <i>8.2 Regions of Spain</i> Using ESTAR + Past participle: Passive /se: Adverbs of place: Mejor/Peor que: Negatives: Using preterite and imperfect tenses and further sequencing (antes / después de haber, mientras + imperfect)</p>	<p><u>UNIT 7: Global issues</u> <i>7.2 Poverty & Homelessness</i> Reflexive constructions: negative expressions: Modal verbs to express recommendations and obligations: Using, <i>me gustaría</i>/ the conditional: Formation and use of Gerund: Using <i>se debe, se puede</i> with infinitive <i>7.1 Environment</i> The pluperfect tense: Using 'if' clauses: Using <i>me preocupa(n)</i> (mucho, un poco, lo que más) Using <i>me encanta, me preocupa</i> with subjunctive: Exclamations with subjunctive</p>
1 st Half Term Spring	2 nd Half Term Spring
<p><u>THEME 3: Identity and culture</u> <u>UNIT 9: My studies</u> <i>9.1 School and Subjects</i> Present tense: The imperative: Revising Perfect tense: Personal a: <i>Desde hace</i>: The imperative <u>UNIT 10: School & college</u> <i>10.1 Life at School</i> Using <i>debería ser/haber</i>: verbs that take infinitive: lo bueno y lo malo: Revision of <i>se debe/hay que /tener que</i></p>	<p><u>UNIT 11: Education post 16</u> <i>11.1 University or Work?</i> Present subjunctive with expressions of time: Using <i>quisiera</i>: Revision of adjectives: Present subjunctive in hypothetical situations <u>UNIT 12: Jobs & career choices</u> <i>12.1 Choice of Career</i> Future tense: Revision of prepositions (mucho/poco bastante): Uses of cuánto: Comparatives and superlatives: Tú and Usted</p>

Music 1MU0 (9-1)

Edexcel/Pearson www.edexcel.com www.qualifications.pearson.com

Component 1: 2 Performances - 30%, at least 4 minutes total music, non-examined assessment. Performances are recorded in a single take (done Easter term of Y11)

- SOLO (minimum 1 piece, minimum 1 minute)
- ENSEMBLE (minimum 1 piece, minimum 1 minute)

Component 2: 2 Compositions - 30%, at least 3 minutes combined duration, non-examined assessment.

- 1 to set brief (minimum 1 minute)
- 1 free composition (minimum 1 minute)

Component 3: Appraising 4 Areas of Study with 2 Set Works each: Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen, Fusions.

40% – 1hr 45 minute exam. Completed both in and outside class in Years 10/11. Composition briefs are released in September of Y11. (Taken at the end of Y11).

Autumn	Spring	Summer
Year 10		
Preparatory composition work. Areas of Study work to include set works from Instrumental Music 1700–1820 (Bach: 3rd Movement from Brandenburg Concerto no. 5 and Beethoven: 1st Movement from Piano Sonata no.8). Work on performance skills	Ongoing composition coursework. Areas of Study work to include Vocal Music (Purcell: 'Music for a While', Queen: 'Killer Queen'). Further work on performance including decisions on what pieces to perform.	Completion of initial composition. Discussion of free composition. Further work on Areas of Study including Music for Stage and Screen (Schwartz: 'Defying Gravity', Williams Main Title from <i>Star Wars, Episode IV: 'A New Hope'</i>) Internal Listening exam based on Areas of Study and listening comprehension.
Year 11		
Receipt of composition briefs and collation of initial ideas. Completion of Areas of Study and beginning of recap. Final decision on pieces for performance and preparation for recording.	Completion of compositions, feedback, and reworking. Revision of all Areas of Study and listening practice. Final preparations for performance and recordings. Final fine edits of compositions and submission. Submission of recordings.	Revision and practice questions. Extensive listening.

Physical Education H555

OCR www.ocr.org.uk

Component 1 Physiological factors affecting performance	1 hr exam (60 marks)	30%
Component 2 Psychological factors affecting performance	1 hr exam (60 marks)	30%
Component 3 Performance in physical education	Non-exam assessment (80 marks)	40%

Physics 4PH1 IGCSE (9-1)

Edexcel/Pearson <https://qualifications.pearson.com/en/home.html>

Physics Paper 1: (4PH1/1P) - 61.1%, 2 hour exam (Taken at the end of Year 11)

Physics Paper 2: (4PH1/2P) - 38.9%, 1 hour 15 minute exam (Taken at the end of Year 11)

Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There are no non-exam assessment or practical assessments during the course. You will however still do plenty of practical work.

Autumn	Spring	Summer
Year 10		
<i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>		
Light and Sound (3.14-3.29P) Electric Charge (2.22P-2.28P) Mains Electricity (2.2-2.6) <i>The codes in brackets refer to the sections of the specification. This is available on Edexcel/Pearson's website.</i>	Current Electricity (2.7-2.21) Energy Transfer (4.2-4.14)	Energy Resources (4.18P-4.19P) Year 10 Revision Work, Energy and Power (4.11-4.17) Terminal Velocity (1.21)
Year 11		
<i>NB The GCSE course began in Year 9. It is therefore essential that you look after your Year 9 and Year 10 exercise books.</i>		
Momentum (1.21,1.25P – 1.29P) Magnetism & electromagnetism (6.2 – 6.20P) Radioactivity (7.2 – 7.16) <i>The codes in brackets refer to the sections of the specification. This is available on Edexcel's website.</i>	Fission & Fusion (7.17 – 7.26) Astrophysics (8.2 – 8.18P)	<i>Final Revision</i>

Religious Studies (9-1) 8062A

AQA www.aqa.org.uk

RS Specification A

Component 1: Beliefs, Teachings & Practices, based around religions in the contemporary world. 1 hour 45 minutes exam (Taken end of Year 11)

Component 2: Thematic Studies (Themes A, B, D E in Year 11), based around Ethics in the contemporary world. 1 hour 45 minutes exam (Taken end of Year 11)

Year 10	Year 11
<p>Christian Beliefs:</p> <ul style="list-style-type: none">• The Nature of God and the Trinity• The Life and Teachings of Jesus• The Afterlife and Salvation <p>Christian Practices:</p> <ul style="list-style-type: none">• Worship, Sacraments and Pilgrimages• Charity and Missionary Work• Evangelism and Ecumenism <p>Buddhist Beliefs:</p> <ul style="list-style-type: none">• The Buddha's Life and Dhamma• The Marks of Existence and Suffering• Traditions within Buddhism <p>Buddhist Ethics and Practices:</p> <ul style="list-style-type: none">• Meditation and Worship• Ceremonies and Festivals• Moral Precepts and Perfections	<p>Theme A: Relationships & Families:</p> <ul style="list-style-type: none">• Sexuality and Relationships• Families (including types and purpose), Marriage and Divorce• Contraception and Gender Equality <p>Theme B: Religion and Life:</p> <ul style="list-style-type: none">• Origins of the Universe and Humanity• Abortion and Euthanasia• Environment and Animal Treatment <p>Theme D: Peace and Conflict:</p> <ul style="list-style-type: none">• Violent Protest and Terrorism• Reasons for War and Pacifism• Weapons of Mass Destruction <p>Theme E: Crime and Punishment:</p> <ul style="list-style-type: none">• Causes and types of Crime• Punishment and the Death Penalty