

CURRICULUM BOOKLET

King Henry VIII School



**KING HENRY VIII
SCHOOL**

Year 10 & 11 2023/2025

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 have been 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 (NEAs)- 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.

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

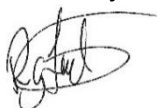
Please note that a lot of the Y11 deadlines are before Easter and you must think carefully about how you manage your time towards the end of the Spring Term. Deadlines before the holidays will be as real as those set by exam boards. In addition, your teachers need to have time to mark and moderate the 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	Art ongoing. Food Nutrition NEA 1 Music Year 10, composition and performance coursework starts	
OCT	English Literature coursework (1)	
NOV	English Literature coursework (1) Food Nutrition NEA 2	
DEC		Art Component 1
JAN	c8-17 January - Mock Examinations – dates tbc Art Set Task: Component 2 English Literature coursework (2)	
FEB	English Language coursework	Food Nutrition NEA 1 D&T NEA
MAR	Art Exam English Language coursework	Art Set Task: Component 2 Food Nutrition NEA 2
APR	Fr/Ge/Sp Oral tests	Music Y11, submission of composition and performance coursework

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 marks being issued. A copy of the procedure can be obtained on application from the relevant Head of Department.

MAY	Fr/Ge/Sp Oral tests GCSEs are expected to begin in cMay - tbc – at time of writing the exam boards have not released a draft timetable	Geography IGCSE c11 th May (tbc)
JUNE	DT NEA starts on June 1 st in Year 10. It continues with approx 1 x A3 write up page per week (started in lessons and completed at home) until Feb of Year 11.	

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 2023

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>Mental Health</p> <ul style="list-style-type: none"> • KS4 Transition – New challenges • Negative thoughts • Self-worth / belief • Poor Mental Health & Seeking Support • Change, loss, grief • Promoting emotional wellbeing • Useful Coping Strategies <p>Personal safety & assessing risk</p> <p>Online Safety</p> <ul style="list-style-type: none"> • Understanding Fraud • Identity Fraud & Data Protection 	<p>RSE</p> <ul style="list-style-type: none"> • Unhealthy Relationships • Managing unwanted attention • What is relationship abuse? • Consent & pressure • Sharing sexual images • Sexual Health • Contraception <p>Careers Forum</p> <p>Substance Abuse</p> <ul style="list-style-type: none"> • Alcohol • Vaping 	<p>Health Education</p> <ul style="list-style-type: none"> • First Aid • Physical Health • Blood Donation • Cosmetic Procedures <p>Financial Education</p> <ul style="list-style-type: none"> • Taking financial risks • Gambling • Part Time Jobs <p>Volunteering & HE</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

<p>PE Year 10 - Boys and Girls Yr. 10-11 pupils will be given the choice over the course of the terms:</p>	<p>Yr. 10 PE: 1 Lesson chosen from: Basketball, Physical Conditioning, Swimming, Badminton, Water Polo and Lifesaving, Athletics, Softball, Rounders and Volleyball.</p>	
<p>GAMES Year 10 – Boys and Girls</p>	<p>Boys:</p> <ul style="list-style-type: none"> • Term 1 Rugby • Term 2 Hockey/Football • Term 3 Cricket/Athletics 	<p>Girls:</p> <ul style="list-style-type: none"> • Term 1 Hockey • Term 2 Netball • Term 3 Cricket/Athletics
	<p>The termly focus is as above, but pupils have an element of choice to their Games afternoon, where alternative activities are an option. These activities will vary depending on the year group. There is an expectation that all major games players will fully commit to the extra-curricular program, therefore attending Games, practice nights and Saturday fixtures. There is wider participation available through our extensive extra-curricular program and we encourage all pupils to take part in something, whether it be at a recreational or competitive level. This will widen their skill set, helping their physical, mental and social well-being.</p>	

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>Health Education</p> <ul style="list-style-type: none"> • Mental Health Self Check • Breast cancer Awareness • Self Examinations • Bereavement & Loss • Miscarriage & termination <p>RSE</p> <ul style="list-style-type: none"> • Types of intimacy • The role of intimacy & pleasure • Fertility & pregnancy choices • Managing conflict in relationships • Consent & rape 	<p>Coping with Failure</p> <p>Assessing Strengths & Weaknesses</p> <p>Careers</p> <ul style="list-style-type: none"> • Post-16 Options (alternative pathways) <p>Financial Education: What I wish I knew at 16</p> <p>County Lines & recognising the signs of gang recruitment</p> <p>Unacceptability of Discrimination</p>	<p>Celebrating Diversity</p> <p>Online Safety</p> <ul style="list-style-type: none"> • Money Mules • Social Engineering <p>Exam Leave</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 techniques</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>Challenging discrimination</p> <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>Independent Revision Time</p> <ul style="list-style-type: none"> • The final countdown
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<p>PE Year 11 - Boys and Girls Yr. 10-11 pupils will be given the choice over the course of the terms</p>	<p>Year 11 PE: Pupils are given a choice as they move to a more recreational focus during their PE lessons. Term 1 choices: Physical Conditioning, Table Tennis, Basketball and Football Term 2 choices: Badminton, Handball, Swimming and Physical Conditioning Term 3 choices: Tennis, Softball, Rounders and Volleyball</p>	
<p>GAMES Year 11 - Boys and Girls</p>	<p>Boys:</p> <ul style="list-style-type: none"> • Term 1 Rugby • Term 2 Hockey/Football • Term 3 Cricket/Athletics 	<p>Girls:</p> <ul style="list-style-type: none"> • Term 1 Hockey • Term 2 Netball • Term 3 Cricket/Athletics <p>Students will have a choice of many different activities ranging from dance and yoga to badminton and football. This is a set lesson where students must register and attend the activity that they have selected.</p> <p>The major sports will follow the termly plan above, but hockey, netball and rugby will run across 2 terms if a single sport player.</p> <p>There is an expectation that all major games players will fully commit to the extra-curricular program, therefore attending Games, practice nights and Saturday fixtures.</p> <p>There is wider participation available through our extensive extra-curricular program and we encourage all pupils to take part in something, whether it be at a recreational or competitive level. This will widen their skill set, helping their physical, mental and social well-being.</p>

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 2024. 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)

Year 10	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 • Unit 1A - development outcome 	Unit 1A - development outcome
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 		
Year 11	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
In year 10, students study a number of topics from the IGCSE specification. Both the necessary theoretical and practical skills are covered at the appropriate level.			
More detail of content of course in 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>	<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• Plant Reproduction	<ul style="list-style-type: none">• Human Reproduction• Pollution
Year 11	Autumn	Spring	Summer
In year 11, students study the final sections of the IGCSE specification. Both the necessary theoretical and practical skills are covered at the appropriate level.			
More detail of content of course in Year 11 <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">• Organisms in the environment• Interactions between organisms• Cycles• Nutrition• Excretion• Inheritance•	<ul style="list-style-type: none">• Inheritance• 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
More detail of content of course in 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>	<ul style="list-style-type: none">• 10A: Alkenes, Polymers & Alcohols• 10B: Moles and further calculations	<ul style="list-style-type: none">• 10C: Metals and Reactivity• 10D: Electrolysis• Revision for Summer Exams	<ul style="list-style-type: none">• Revision for Summer Exam• 10E: Gases & Ions
Year 11	Autumn	Spring	Summer
More detail of content of course in Year 11 <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">• 11: Acids, Bases and Salts• 11B: Energetics & Equilibria• Mock Exam preparation	<ul style="list-style-type: none">• Mock Exam and Feedback• 11C: Carboxylic acids, Esters and Synthetic Polymers• Revision for the two external papers	<ul style="list-style-type: none">• Revision for the two external papers

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 2024)

J292/04: Verse Literature A - 25%, 1 hour exam (June 2024)

J292/06: Literature and Culture - 25%, 1 hour exam (June 2024)

A three year Greek GCSE course, outside the timetable, began in January 2022, leading to GCSE qualification in summer 2024; 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)

Year 10	Autumn	Spring	Summer
More detail of content of course in 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"> • Networks & Topologies • Ethical, legal, cultural and environmental Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming fundamentals • Algorithms 	Computer Systems <ul style="list-style-type: none"> • Wired, wireless, layers and protocols • Network security Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Programming fundamentals
Year 11			
More detail of content of course in 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

It is very important that your revision is ongoing throughout the whole of Year 11. The following will help you:

<ul style="list-style-type: none"> • PG Online textbook • Class notes • Revision booklets and questions set by your teacher • GCSE IDLE Hour Club 	<ul style="list-style-type: none"> • Craig and Dave YouTube videos • CGP Exam practise workbook (issued by school) • E-revision website
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Design and Technology - Product Design 8552

AQA www.aqa.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 (Mostly in school but research and evaluation is often completed at home).

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. A completed folder of work will showcase a real-time narrative of the design process through design, model and testing. Starts towards the end of Year 10. Completion by February half term in Year 11

Year 10

A number of 'mini-projects' develop the skills of effective communication and presentation through sketch work and CAD methods alongside more advanced use of workshop machinery and tools. There is a shift in emphasis away from specific disciplines within DT to a more holistic approach to the design process. Material areas cover textiles, electronics, engineering and mechanical systems as well as the more familiar wood, metal and plastic processes. This enables greater freedom for creativity and allows students to work in the most relevant material areas for their project work.

A wide knowledge of sustainability, design in a global society, materials, processes and an understanding of how designers make decisions, is built up by group demonstrations, discussions, and weekly theory lessons to prepare for the examination. Students will take mini tests throughout Year 10 so that they build confidence in all aspects of the written exam paper.

The use of sketch work forms an essential part of the course and this covers drawing in 2D, 3D, perspective and orthographic. Computer Aided design and manufacture is also integral to the course with 3D modelling on Autodesk Inventor as well as graphical communication using both vector-based software and Photoshop techniques.

Year 11

The NEA started in Year 10 continues through to February ½ Term in Year 11, and involves a concise (20 page) design folder / e-portfolio and the making of several prototypes during the design process. Students work closely with a client who provides feedback and suggestions throughout the 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 evaluation exercises relating to the activities being undertaken by students.

Preparation for the examination also continues throughout Year 11 and the specialist areas of working with timber and polymers are taught in theory lessons so that students understand how products are manufactured in industry.

Drama 8261 (9-1)

AQA <https://www.aqa.org.uk/subjects/drama>

Component 1: Understanding Drama - 40%, 1 hour and 45 minutes written examination May/June of Year 11.

Component 2: Devising Drama - 40%, Non-exam assessment (NEA) – Internally assessed practical performance with written or recorded portfolio (“the devised log”) Summer Term of Year 10 & Autumn Term of Year 11

Component 3: Texts in Practice – 20% Non-exam assessment (NEA) – Externally assessed practical performance of two scripted pieces Spring Term of Year 11.

Year 10	Autumn	Spring	Summer
More detail of content of course in Year 10	Introduction to GCSE Drama (theory and practical) – key performance and design skills covered. Baseline practical and written assessments Introduction and exploration of the set text. (C1)	Practical and written exploration of set text (C1) Introduction to the Devising Unit*, exploring stimuli (C2) Begin Section 1 of the “the devising log” (C2)	End of year/ Mock written exam (C1) Devising Unit*, development and rehearsals of the performance piece. Portfolio work (C2) Sections 1 and 2 of “the devising log” (C2)*
		*This unit involves the creation, scripting, design and performance of an original piece of theatre (performance and design routes available)	
Year 11	Autumn	Spring	Summer
More detail of content of course in Year 11	Devising unit final performance and “devising log” completion (C2)* Live Theatre evaluation (C1) – theatre trip needs to take place Further exploration of set text (C1) Script extract selection and preparation (C3)**	January mock exam (C1) Rehearsal and performance of script extracts (C3)** Revision for the final written exam (C1)	Revision for the final written exam (C1) Final written examination
		*This unit involves the creation, scripting, design and performance of an original piece of theatre (performance and design routes available) **This unit involves staging two extracts from a published performance text that contrasts the C1 set text.	

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 (Work begins on Paper 1 in Year 10 and continues throughout Year 11 in preparation for the examination at the end of Year 11)

Paper 3 – Non exam – Coursework (40%)

Coursework: Reading and Writing Responses: two tasks

- An analytical/interpretative piece plus a commentary. (The analytical/interpretative piece plus commentary is completed in Year 11)
- Creative writing piece (The creative writing piece is completed in Year 10.)

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.

Year 11

In Year 11, students will continue to 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 hone and extend their analytical skills.

For coursework, in Year 11, students will complete the analytical/interpretative piece which involves the analysis of three short texts from part two of the Edexcel anthology.

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 (Work begins on Paper 1 in Year 10 and continues throughout Year 11 in preparation for the examination at the end of Year 11)

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

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

Year 10

In Year 10, students will study the 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

In 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% (released 1st September of 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% (released 1st November of Year 11)

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.

(All practical/making tasks are carried out in the food room/DT3 which is internally assessed.)

The majority of the written work will also be done in class but there will be occasions where students are expected to complete work at home e.g. research homework.)

Year 10

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on developing a thorough understanding of nutrition and its impact on health, food provenance, science, safety and choice and the working characteristics of food materials. At its core, this qualification focuses on nurturing students' practical cookery skills to acquire and enhance food preparation skills and complex culinary techniques such as breadmaking, baking blind, choux and puff pastry and advanced knife skills including filleting. Knowledge and understanding of the course is 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/

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

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

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

	Autumn	Spring	Summer
Year 10	Paper 1: Population and Natural Environment <ul style="list-style-type: none"> • Population dynamics • Migration • Population structure • Population density and Distribution • Rivers • Coasts 	Paper 1; The Natural Environment, settlements <ul style="list-style-type: none"> • Weather • Climate and Vegetation • Settlements and service provision • Urban settlements • Urbanisation 	Revision for Y10 exam Paper 4: Field work skills
Year 11	Paper 4: Field Work Skills Paper 2: Skills paper including map work Paper 1: <ul style="list-style-type: none"> • Development • Food Production • Industry • Tourism 	Paper 1: <ul style="list-style-type: none"> • Energy • Water • Environmental management Revision for all exam papers	Revision & Exam preparation

History 8145 (9-1)

AQA www.aqa.org.uk

Paper 1: Understanding the Modern World - 50% of marks, 2 hour written examination (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)

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

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

British depth studies including the historic environment: 2C - Elizabethan England c1568-1603 (Historic Environment 2024 – The Americas and Drake’s circumnavigation, 1577-1580) (Summer Year 10/Autumn Year 11)

Autumn	Spring	Summer
Year 10		
Conflict & Tension 1918-1939 <ul style="list-style-type: none"> Peace-making The League of Nations Origins and Outbreak of World War II 	The USA 1920-1973 <ul style="list-style-type: none"> Boom and Prosperity Depression and New Deal Post-war America 	Elizabethan England c1568-1603 <ul style="list-style-type: none"> Elizabeth’s court and Parliament
Year 11		
Elizabethan England c1568-1603 (cont.) <ul style="list-style-type: none"> Life in Elizabethan times Troubles at home and abroad Britain: Health & the People c1000 to today <ul style="list-style-type: none"> Medicine stands still The beginnings of change 	Mock Examination Britain: Health & the People c1000 to today (cont.) <ul style="list-style-type: none"> A revolution in medicine Modern medicine Revision	Revision Exams

Latin (9-1)

Eduqas www.eduqas.co.uk

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

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

Component 3: Latin 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 1H - 50%, 2 hour exam (Taken end of Year 11)

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

Calculators allowed on both papers.

Autumn	Spring	Summer
Year 10		
Schedule of topics covered:		
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		
Schedule of topics covered:		
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
Students in the higher sets also study for the AQA Level 2 Certificate in Further Mathematics with the option to sit the examination.		

Further Mathematics 8365

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

Paper 1: Non Calculator - 50%, 105 minutes exam (Taken end of Year 11)

Paper 2: Calculator - 50%, 105 minutes exam (Taken end of Year 11)

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

Modern Foreign Languages

French 4FR1 (9-1) IGCSE

Edexcel <https://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 (April/May of Year 11)

The IGCSE French curriculum develops language learners' fluency and ability to answer questions spontaneously. Topics ask for opinions about things that matter to pupils and allow them to give and defend a range of opinions. By the end of the course pupils have the ability to ask and answer questions on a variety of themes. They have been surrounded by the culture in lessons and have developed the confidence to speak to new people in a range of situations. They are able to give the gist and some detail of articles they might find on holiday and have the strategies to decipher new languages wherever they go.

Year 10					
Autumn		Spring		Summer	
Topic Area	Grammar Points	Topic Area	Grammar Points	Topic Area	Grammar Points
House and home	Conjunctions Qualifiers, quantifiers	Relationships with family	Question forms Adjectives	Exam review	
School Life and Routine	Adverbs, prepositions	Daily routine and chores	Reflexive verbs	Holidays	
Food and drink	Du, de la, des	Hobbies and interests	Jouer à, jouer de Future tense	Tourist Information	Adverbs of time, position and Y
Health	Expressions with avoir	Special Occasions	Perfect tense	Life in town and rural life	Qualifiers, quantifiers
Media Film and TV	Irregular verbs				
Y10 Photocard Oral Exam		Y10 Oral Exam		Internal Exams	

Year 11					
Autumn		Spring		Summer	
Topic Area	Grammar Points	Topic Area	Grammar Points	Topic Area	Grammar Points
Life in town and rural life	Conjunctions Qualifiers, quantifiers	Hobbies and interests And Role Models	<i>Jouer à, jouer de</i> Future tense	Oral Exams	
Shopping and public services	Demonstrative adjectives	Special Occasions	Perfect tense	Revision & Exams	
Environment & weather	Il faut +inf Present participle Si clauses	Media Film and TV	Irregular verbs		
School Life and Routine	Adverbs, prepositions	Communication – by internet, phone, email, social media	Comparative and superlative Direct and indirect speech		
School rules, pressures, trips and events	Indefinite adjectives, relative pronouns, use of perfect and imperfect, indefinite pronouns	Common ailments and Healthy Lifestyles	Expressions with avoir		
The world of work, future plans, work, volunteering, careers	Negation, pronouns Conditional tense Dependent infinitives	Public services	Cardinal numbers over 100, relative pronouns, direct and indirect object pronouns		
Y11 Mock Oral exam		Oral exam preparation			

German 4Ger1 (9-1) IGCSE

Edexcel www.qualifications.pearson.com

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

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

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

Year 10					
Autumn		Spring		Summer	
Topic Area	Grammar Points	Topic Area	Grammar Points	Topic Area	Grammar Points
House and home	Present tense review Articles, prepositions	Relationships with family	Possessive adjectives Relative pronouns	Exam review	
School life and routine	Prepositions, question words	Daily routine and helping at home	Reflexive verbs Imperative	Holidays	Möchten Perfect with separable verbs, Word order
Food and drink	Comparatives/Superlatives, plural nouns	Hobbies and interests	Gern Future tense Perfect tense	Tourist Information	Cardinal numbers Imperative ACC/DAT prepositions
Common ailments and Healthy Lifestyles	Adjectives as adverbs/ Modal verbs/ Separable verbs	Special Occasions	Ordinal numbers Perfect and imperfect tense	Life in town and rural life (begin)	Time adverbs,
Media Film and TV	Conjunctions/ Subjunction, perfect tense				
Y10 Photocard Oral Exam		Y10 Oral Exam		Internal Exams	

Year 11

Autumn		Spring		Summer		
Topic Area	Grammar Points	Topic Area	Topic Area	Grammar Points	Topic Area	
Life in town and rural life	Prepositions with genitive	The world of work, future plans, work, volunteering, careers	M/F jobs, conditional, infinitive clauses.	Oral Exams		
Shopping and public services	Quantities, adjectival endings		Dative pronouns			
Environment & weather	Negation, Imperfect past		Hobbies and interests			Word order, Passive, question pronouns
Childhood	Imperfect		Role Models, healthy lifestyles			
School rules, pressures, trips and events	Imperfect past, modal verbs, conjunctions, possessive pronouns		Special Occasions			Adverbial phrases, dative plurals, intensifiers
		Communication-by internet, phone, email, social media	Adjectives/ Imperfect past, infinitive clauses, pluperfect			
		Public services	Cardinal numbers over 100, relative pronouns, direct and indirect object pronouns			
Y11 Mock Oral exam		Oral exam preparation				

Spanish 4SPI (9-1)

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-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		
Autumn	Spring	Summer
<p><u>1st Half Term</u></p> <p>Recap of KS3 Topics and Vocabulary Transition Activities Present Tense Recap</p> <p><u>6-week introduction to topics:</u></p> <p>Everyday life at home and at school</p> <ul style="list-style-type: none"> • House and home • School life and routine • Food and drink • Common ailments and healthy lifestyles • Media – Tv and film <p>Exam skills – Listening and reading techniques</p> <p><u>2nd Half Term</u></p> <p>Self, family and friends – at home and abroad</p> <ul style="list-style-type: none"> • Relationships with family and friends • Daily Routine and helping at home 	<p><u>1st Half Term</u></p> <p>Self, family and friends – at home and abroad</p> <ul style="list-style-type: none"> • Hobbies and interests • Special occasions <p>General conversation and preparation booklet <i>Oral Exam – Preparation of Photo card & General Conversation questions</i></p> <p><u>2nd Half Term</u></p> <p>Self, family and friends – at home and abroad</p> <ul style="list-style-type: none"> • Holidays • Tourist information and directions <p>Exam skills – Writing tasks techniques, grammar gap-fill and photo -card introduction</p>	<p><u>1st Half Term</u></p> <p>The world around us</p> <ul style="list-style-type: none"> • Life in the town and rural life • Shopping and money matters • Public services <p><i>End of year exam revision and preparation</i> <i>Listening practice</i> <i>Reading practice</i> <i>Writing task practice</i> <i>Grammar gap-fill practice</i></p> <p><u>2nd Half Term</u></p> <p><i>End of year exams review</i></p> <p>Mini film study: <i>Diarios de Motocicleta</i></p>

Year 11

Autumn	Spring	Summer
<p><u>1st Half Term</u></p> <p>PART 2: SELF, FAMILY AND FRIENDS – AT HOME AND ABROAD</p> <p>Unit 2E Holidays</p> <ul style="list-style-type: none"> • Countries, types of holidays, expressing preferences • Describing a holiday • Discussing future holiday plans <p>Unit 2F Tourist information and directions</p> <ul style="list-style-type: none"> • Describing different types of holiday accommodation • Holiday information – destination, transport, activities • Giving directions in town <p>PART 3: THE WORLD AROUND US</p> <p>Unit 3A Life in the town and rural life</p> <ul style="list-style-type: none"> • Buildings and facilities in town • Describing town and country locations, giving opinions • Advantages and disadvantages of different places to live <p>Unit 3B Shopping and money matters</p> <ul style="list-style-type: none"> • What’s for sale in different shops and prices • Shopping for food in supermarkets and small shops • Pocket money, earnings, and spending habits <p>Unit 3C Public services</p> <ul style="list-style-type: none"> • Banking, including changing money, ATMs • Post office, phone, and internet in Spanish-speaking countries • Lost property 	<p><u>1st Half Term</u></p> <p>PART 4: LIFE FROM INFANCY TO ADULTHOOD</p> <p>Unit 4A Childhood</p> <ul style="list-style-type: none"> • Childhood memories • Talking about when your grandparents were younger <p>Unit 4B School rules and pressures</p> <ul style="list-style-type: none"> • Understanding school rules and giving opinions • Talking about stress at school <p>Unit 4C School trips, events, exchanges</p> <ul style="list-style-type: none"> • School trips and events • School exchange <p>Unit 4D The importance of sport</p> <ul style="list-style-type: none"> • Team spirit • Talking about sporting icons <p>Unit 4E Accidents and injuries</p> <ul style="list-style-type: none"> • Sporting accidents • Dealing with injuries 	<p>PUBLIC EXAMINATIONS</p>

2nd Half Term

Unit 3D Environmental issues

- Things I do to help the environment
- National parks in Spanish-speaking countries and their importance
- Environmental problems, & possible solutions

Unit 3E Weather and climate

- Describing weather in different parts of Spanish-speaking countries
- Weather forecasts
- Weather problems, climate change, describing weather in past

Unit 3F Everyday life in a Spanish-speaking country

- Informal and formal greetings
- Life in Spanish-speaking communities outside Spain
- Going to stay with a family in a Spanish-speaking country

Unit 3G Customs and festivals

- Countries of the world and customs
- Descriptions of festivals in Spanish-speaking countries/ regions (present)
- My visit to a festival in a Spanish-speaking country (past tense)

2nd Half Term

Unit 4F The world of work

- Different types of jobs and careers – your parents, people you know
- Career aspirations

Unit 4G Future plans

- Different pathways – young people talking
- Sixth formers talking about future plans

Unit 4H Work, volunteering, careers

- Casual jobs and gap years
- Volunteering and link to future career

Unit 4J Communication – by internet, phone, email, social media

- Advantages and disadvantages of ICT
- Keeping safe online

Unit 4K Keeping informed – radio, newspapers, TV, online

- How we obtain information
- Profile of a journalist

PUBLIC EXAMINATIONS

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		
<p>Preparatory composition work.</p> <p>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).</p> <p>Work on performance skills</p>	<p>Ongoing composition coursework.</p> <p>Areas of Study work to include Vocal Music (Purcell: ‘Music for a While’, Queen: ‘Killer Queen’).</p> <p>Further work on performance including decisions on what pieces to perform.</p>	<p>Completion of initial composition. Discussion of free composition.</p> <p>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>)</p> <p>Internal Listening exam based on Areas of Study and listening comprehension.</p>
Year 11		
<p>Receipt of composition briefs and collation of initial ideas.</p> <p>Completion of Areas of Study and beginning of recap.</p> <p>Final decision on pieces for performance and preparation for recording.</p>	<p>Completion of compositions, feedback, and reworking.</p> <p>Revision of all Areas of Study and listening practice.</p> <p>Final preparations for performance and recordings.</p> <p>Final fine edits of compositions and submission.</p> <p>Submission of recordings.</p>	<p>Revision and practice questions.</p> <p>Extensive listening.</p>

Physical Education J587 – known in school as PE Academic

OCR www.ocr.org.uk

Brief outline of course content	A-Level Assessment	Type	%
01: Applied anatomy and physiology, physical training	Component 1: Physiological factors affecting performance.	1 hr Exam	30
02: Socio-cultural influences, Sports Psychology, Health, Fitness and Wellbeing	Component: 2 Socio-cultural issues and sports psychology	1 hr Exam	30
04: Practical performances	Component 4: assessment in 3 sports <ul style="list-style-type: none">• One individual sport• One team sport• One other from either team or individual	Non-Exam	30
05: Analysis and evaluation of performance	Component 5: written response analysing and evaluation of their own performance in one activity	Non-Exam	10

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• Forgiveness and Rehabilitation