

## Year 10 Subject Information

<b>Subject:</b>	<b>Art and Design</b>
<b>Exam board:</b>	AQA
<b>Key assessment dates:</b>	<p><b>6/7 February</b> [Thursday/Friday] - First assignment 'Close Ups/Structures': sketch books and outcome/s due in for assessment and next step feedback. MRY Class - 6 February. JGI/SQG Class - 7 February.</p> <p><b>27/28 June</b> [Thursday/Friday] – Second assignment 'Human Form': sketch books and outcome/s due in for assessment and next step feedback. MRY Class - 27 June. JGI/SQG Class - 28 June.</p>
<b>Main subject content</b>	<p><b>AO1:</b> Develop your ideas through investigations informed by contextual and other sources; demonstrating analytical and cultural understanding.</p> <p><b>AO2:</b> You must refine your ideas through experimentation and select appropriate resources, media, materials, techniques, and processes.</p> <p><b>AO3:</b> You must record ideas, observations and insights relevant to your intentions in visual and/or other forms.</p> <p><b>AO4:</b> You must present a personal, informed and meaningful response demonstrating critical understanding, realising your intentions and where appropriate, making connections between visual, written, oral and other elements.</p> <p>'The artist is nothing without the gift; the gift is nothing without work.' - Emile Zola.</p>
<b>Main skills to be able to show</b>	<p>Recording with cameras, drawing and mixed media first hand observations – written and drawn. Relevant and appropriate Research and Analysis of artists work. Development of ideas Exploration and experimentation with media Realisation of ideas in final outcome. Meaningful annotation; analysis and evaluation of own work using appropriate technical language.</p>
<b>Revision guides and websites</b>	<p>Gallery websites such as the Tate, National Gallery. Also exhibitions of artists work to inform the development of ideas. Try visiting Tullie House's permanent and temporary exhibits. <a href="http://www.tulliehouse.co.uk/">http://www.tulliehouse.co.uk/</a></p> <p>Try looking at the below websites too as they explain in detail what is required for the four assessment objectives mentioned above and enable you to find inspiration for your painting work.</p> <p><b>BBC Bite size</b> <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/</a> <a href="http://www.bbc.co.uk/arts/yourpaintings/">http://www.bbc.co.uk/arts/yourpaintings/</a></p> <p><b>Moodle</b> <a href="https://me.trinity.cumbria.sch.uk/">https://me.trinity.cumbria.sch.uk/</a></p> <p>Lunchtime- open door policy any member of the art staff will be available to give advice. After school session (Thursday until 5 .00 pm) Coaching/ one to one support after school arranged with staff member. Written feedback- on log sheets in books, progress chart and Assessment objective sheets (AO's above).</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE Business Studies</b>
<b>Exam board:</b>	Edexcel <a href="http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx">http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx</a>
<b>Key assessment dates:</b>	Unit 1 Class Tests – at least once every half term, Sept – June Unit 1 Mock Exam – <b>April/May 2014</b> Unit 1 Exam <b>May 2015</b> Unit 2 Practice Controlled Assessment – <b>June/July 2014</b> Unit 2 Live Controlled Assessment – <b>June/July 2014</b> Unit 3 Exam – <b>May 2015</b>
<b>Main subject content</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1 Introduction to Small Businesses</b>– key issues and skills in starting and running a small business e.g. enterprise, entrepreneurs, introduction to marketing, finance, Human Resources, Production (25% of final grade)</li> <li>• <b>Unit 2 – Controlled Assessment</b> – 6 hours research on a topic from a choice of 5 areas provided by Edexcel covering subject content from Unit 1 3 hours to write up in lessons. (25% of final grade)</li> <li>• <b>Unit 3 – Building a Business</b> – focus on medium / large businesses, with external factors eg the environment, ethical behaviour and further analysis of marketing and people management. (50% of final grade, completed in Year 11)</li> </ul>
<b>Main skills to be able to show</b>	<ul style="list-style-type: none"> <li>• Ability to answer multiple choice questions</li> <li>• Recall key facts and definitions</li> <li>• Apply answers to small businesses in case studies</li> <li>• Analysis skills – provide advantages and disadvantages of key topics</li> <li>• Evaluative skills – give an opinion, make a recommendation, rank points in order of importance</li> <li>• Research Skills – use a variety of sources to gather information – recognise bias etc of sources.</li> <li>• Some maths skills – be able to analyse graphs, calculate percentages etc</li> <li>• Literacy Skills – use Business Studies terminology, write a logical paragraph, give a conclusion.</li> </ul>
<b>Revision guides and websites</b>	<p><b>Revision Guide ISBN 978-1-4469-0373-5</b>  <b>Revision Workbook ISBN 978-1-4469-0376-6</b>            Each student has the textbook that covers Units 1 and 3:            Edexcel Business Studies for GCSE (Hodder Education)  <a href="http://www.businessstudiesonline.co.uk">http://www.businessstudiesonline.co.uk</a>  <a href="http://www.revisionstation.co.uk/GCSE-Business-Resources(1723158).htm">http://www.revisionstation.co.uk/GCSE-Business-Resources(1723158).htm</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">http://www.bbc.co.uk/schools/gcsebitesize/business/</a>  <a href="http://www.tutor2u.net/revision_notes_business_gcse.htm">http://www.tutor2u.net/revision_notes_business_gcse.htm</a>            Moodle: <a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a>            Dynamic Learning – Edexcel GCSE Business Studies</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE Computing</b>
<b>Exam board:</b>	OCR
<b>Key assessment dates:</b>	<p><b>November</b> – End of topic assessment</p> <p><b>February</b> – Programming assessment</p> <p><b>May</b> – End of topic assessment</p> <p>There will also be a number of smaller assessments testing specific areas of the course throughout the year, usually at least once every half term.</p> <p>Students will sit the examination in Summer 2015</p>
<b>Main subject content</b>	<p>This course will introduce students into the world of 'Computer Science'. It offers an insight into what goes on behind the scenes, including computer programming which students find challenging, but immersive.</p> <p>Over the two years, students will develop their knowledge of how computers work how they are used and develop computer programming and problem solving skills. Students will also be required to perform an in depth investigation of a key area of Computing and completion of practical programming projects.</p> <p>They will study units which develop their understanding of the fundamentals of computer systems, including hardware and software, how data is represented within a computer, as well as looking at why networks are used and how computers communicate.</p> <p>The course combines a formal written examination with in-school controlled assessment activities.</p>
<b>Revision guides and websites</b>	<p>The following websites are useful for revision: <a href="http://www.teach-ict.com">www.teach-ict.com</a></p> <p>In addition students have access to the course text book</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>BTEC Level 2 First Award in Children's Play, Learning and Development</b>
<b>Exam board:</b>	Edexcel
<b>Key assessment dates:</b>	<p>Unit 1 Examination June 2014</p> <p>Unit 2 deadline date, 25/06/14</p> <p>Unit 3 deadline date, 25/03/15</p> <p>Homework every Wednesday</p>
<b>Main subject content</b>	<p><u>Unit 1: Patterns of Child Development - Externally Assessed</u> Understand growth and development in children/Understand the characteristics of children's development from birth to 8 years/How adults in Early Years settings can support children's development.</p> <p><u>Unit 2: Promoting Children's Development Through Play – Internally Assessed</u> Understand how play promotes children's development in Early Years settings/understand how play opportunities promote children's development/Understand how play is structured in settings to promote children's development.</p> <p><u>Unit 3: The Principles of Early Years Practice – Internally Assessed</u> Understand the importance of inclusive practice in early years/explore ways settings implement inclusive practice/Understand how children are empowered in settings/Understand the importance of the Key Person approach.</p>
<b>Main skills to be able to show</b>	<p>Show an understanding of the command words such as 'describe,' explain' or 'evaluate'.</p> <p>Ability to recall knowledge and to be able to relate this knowledge to child development and practice in Early Years settings</p> <p>Show knowledge and understanding of how to promote children's development through play within assignments and practical work</p> <p>Show knowledge and understanding of the importance of inclusive practice and be able to relate this to Early Years settings, again through assignments and practical work.</p>
<b>Revision guides and websites</b>	<p><a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a></p> <p><a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a></p> <p><a href="http://www.eyfs.org.uk">www.eyfs.org.uk</a></p> <p><a href="http://www.nurseryworld.co.uk">www.nurseryworld.co.uk</a></p> <p><a href="http://www.btec.co.uk">www.btec.co.uk</a></p>

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<b>Key assessment dates:</b>	Unit 1 Examination June 2014 Unit 2 deadline date, 25/06/14 Unit 3 deadline date, 25/03/15
<b>Main subject content</b>	<p><u>Unit 1: Patterns of Child Development - Externally Assessed</u>            Understand growth and development in children/Understand the characteristics of children's development from birth to 8 years/How adults in Early Years settings can support children's development.</p> <p><u>Unit 2: Promoting Children's Development Through Play – Internally Assessed</u>            Understand how play promotes children's development in Early Years settings/understand how play opportunities promote children's development/Understand how play is structured in settings to promote children's development.</p> <p><u>Unit 3: The Principles of Early Years Practice – Internally Assessed</u>            Understand the importance of inclusive practice in early years/explore ways settings implement inclusive practice/Understand how children are empowered in settings/Understand the importance of the Key Person approach.</p>
<b>Main skills to be able to show</b>	<p>Show an understanding of the command words such as 'describe,' explain' or 'evaluate'.            Ability to recall knowledge and to be able to relate this knowledge to child development and practice in Early Years settings</p> <p>Show knowledge and understanding of how to promote children's development through play within assignments and practical work.</p> <p>Show knowledge and understanding of the importance of inclusive practice and be able to relate this to Early Years settings, again through assignments and practical work.</p>
<b>Revision guides and websites</b>	<p><a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a>  <a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>  <a href="http://www.eyfs.org.uk">www.eyfs.org.uk</a>  <a href="http://www.nurseryworld.co.uk">www.nurseryworld.co.uk</a>  <a href="http://www.btec.co.uk">www.btec.co.uk</a></p>

## Year 10 Subject Information

<b>Subject:</b>	<b>Double Science - GCSE Science studied and examined in year 10</b> <i>GCSE Additional Science studied and examined in year 11</i>
<b>Exam board:</b>	OCR [Gateway Science suit- new specification]
<b>Key assessment dates:</b>	Science unit 1 exam - B1, C1, P1 content - <b><u>19 May 2014</u></b>  Science unit 2 exam - B2, C2, P2 content - <b><u>10 June 2014</u></b>
<b>Main subject content</b>	The unit 1 exam covers: B1 – Understanding organisms C1 – Carbon chemistry P1 – Energy for the home  The unit 2 exam covers: B2 – Understanding our environment C2 – Chemical resources P2 – Living for the future (energy resources)  See summary sheets available on Moodle for more details.
<b>Main skills to be able to show</b>	Recall of facts Application of knowledge Evaluation of experimental techniques Analysis of data Maths skills
<b>Revision guides and websites</b>	CGP GCSE Core Science revision Guide available online and in shops. (ISBN 978 1 84146 723 8 Foundation and 978 1 84146 726 9 Higher)  Collins online text book available to use at : <a href="http://www.collinsonlinelearning.co.uk">www.collinsonlinelearning.co.uk</a> username 128pupil password ne90  BBC bitesize (OCR Gateway Science) <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/">http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/</a> <a href="http://www.passmyexams.co.uk">www.passmyexams.co.uk</a>

## Year 10 Subject Information

<b>Subject:</b>	<b>Drama</b>
<b>Exam board:</b>	AQA
<b>Key assessment dates:</b>	<p>Students work on a variety of practical work, producing approximately six pieces, which are internally assessed. The final piece is jointly assessed by an external moderator.</p> <p>There is a final Written exam in the Summer Term of Year 11</p>
<b>Main subject content</b>	<p><b>Unit 1 - Exam</b>          Written Exam – Section A – analysis of Practical Work Undertaken            Section B – analysis of Scripted work studied and performed            Section C - analysis of Live theatre Seen          Students MUST do Section A and EITHER Section B or Section C  <span style="float: right;">40% of final mark</span></p> <p><b>Unit 2</b>          Variety of practical work undertaken – Devised, Scripted, Theatre in Education and Technical options. Grades of best two submitted.  <span style="float: right;">60% of final mark</span></p> <p>There are opportunities to see a variety of live theatre throughout the year. Students are also encouraged to take part in extra-curricular performances with Trinity Theatre Company.</p>
<b>Main skills to be able to show</b>	<p>Candidates will be assessed on their ability to:          AO1 – recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.          AO2 – apply practical skills to communicate in performance.          AO3 – analyse and evaluate their own work and that of others using appropriate terminology.</p> <p>Candidates need to be able to demonstrate skill either as an actor or in another technical option of their choice.          They also need to write effectively to describe, explain, analyse and evaluate their practical work and live theatre they have seen, using relevant terminology appropriately.</p>
<b>Revision guides and websites</b>	<p>Course outline, past papers and mark scheme:  <a href="http://www.aqa.org.uk/qual/newgcse/drama">www.aqa.org.uk/qual/newgcse/drama</a>          or Google AQA GCSE Drama          AQA GCSE Drama (Paperback) – Thomson, Courtice, Elles – - £15.74 AQA Endorsed</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>BTEC Engineering</b>
<b>Exam board:</b>	EDEXCEL <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>
<b>Key assessment dates:</b>	<p>Students will start the course carrying out an introductory project focusing on workshop techniques and processes.</p> <p>Coursework (80%) This course is the equivalent to one GCSE Three Units;</p> <ul style="list-style-type: none"> <li>• The Engineered World; On-line exam, November 2014.</li> <li>• Investigating an Engineered Product; coursework assessment.</li> <li>• Machining Techniques; coursework assessment.</li> </ul>
<b>Main subject content</b>	<p>Unit 1 - The Engineered World- Studying the main sectors which make up engineering and focusing on the methods of production, the materials used and on-going developments in key areas. This unit is externally assessed through an on-line exam, 1 hour.</p> <p>Unit 2 - Investigating an Engineered Product- this unit involves studying a product and understanding its performance requirements, the properties of the materials chosen, the manufacturing techniques used and how quality is applied throughout the whole process.</p> <p>Unit 7 - Machining Techniques- Using machining techniques to remove material. Students learn how to set up and operate a range of machines in order to make a product; part of which will have been cast in aluminium.</p>
<b>Main skills to be able to show</b>	<p>The ability to work independently and with others in a workshop and classroom setting. Be able to carry out problem solving activities and work with regard for their safety and that of others. As this is a vocational course, students must show that they can organise their work over a period of time and submit completed units for assessment.</p> <p>They will be expected to carry out product analysis of existing items and be prepared to present a range of written conclusions relating to different areas of engineering design and manufacture.</p> <p>Develop the skill of reading a working drawing so that an effective plan for making can be developed. Learn how to work accurately to produce a quality product.</p>
<b>Revision guides and websites</b>	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a> Trinity Moodle site</p>



## Year 10 Subject Information

<b>Subject:</b>	<b>English GCSE – Single Award</b>
<b>Exam board:</b>	AQA
<b>Key assessment dates:</b>	There is only <b>ONE</b> exam: 'English Unit 1', which takes place in Year 11
<b>Main subject content</b>	Five written Controlled Assessment: Response to a Shakespeare play; Response to a text from the English Literary Heritage; Response to a text from another culture; and two creative writing pieces. Three Speaking and Listening Assessments: Presenting, Discussing and Listening, Role Play. The one exam assesses the students' ability to read and write non-fiction.
<b>Main skills to be able to show</b>	<p><b>Speaking and Listening Skills:</b> Communicate clearly and purposefully; adapt talk to different situations and audiences; use standard English; listen and respond to others' ideas; interact with others; create and sustain different roles.</p> <p><b>Reading:</b> Read and understand, selecting material and evidence from different sources; make comparisons between texts; develop and sustain interpretations of writers' ideas; explain and evaluate writers' techniques; understand texts in their social, cultural and historical contexts.</p> <p><b>Writing:</b> Write effectively and imaginatively; select vocabulary appropriate to task and audience; organise information into paragraphs and whole texts; use a range of sentence structures; accurate punctuation and spelling.</p>
<b>Revision guides and websites</b>	<p><b>CGP Revision Guides</b> are widely sold in bookshops; these prepare students for exam specific skills. For text revision and support, <b>York Notes</b> are worthwhile and available in most bookshops. <b>Enotes</b> is also helpful, available at <a href="http://www.enotes.com/lit">http://www.enotes.com/lit</a>, most of which is free to access.</p> <p><b>BBC Bite size</b> and <a href="http://www.podcastrevision.co.uk">www.podcastrevision.co.uk</a> both contain useful revision resources, and also can be downloaded from <a href="http://www.podcastrevision.co.uk/freestuff/Downloads/">http://www.podcastrevision.co.uk/freestuff/Downloads/</a>.</p> <p>The more <b>non-fiction</b> that students have access to at home, the better; the more each student reads from a wide variety of quality fiction and non-fiction sources, the more they will practise these vital reading skills.</p> <p>The department has a <b>podcasting</b> site that it uses. This can be found at <a href="http://feeds.feedburner.com/TrinityEnglishRevision">http://feeds.feedburner.com/TrinityEnglishRevision</a>. Students can sign up for podcasts to either be sent to them via email, or beamed to their mp3 players/phones direct using iTunes. They can also be listened to online.</p> <p>The course 'English GCSE' on <b>Moodle</b>, can be found in the 'English' section. The course has resources for all the coursework units and the exam. Find it at <a href="https://ve.trinity.cumbria.sch.uk/">https://ve.trinity.cumbria.sch.uk/</a>. Students will need to sign in using their school computer usernames and passwords to access Moodle's resources.</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>English Language and English Literature GCSE (Double Award)</b>
<b>Exam board:</b>	AQA
<b>Key assessment dates:</b>	<p>There is <b>one</b> exam for <b>English Language</b>: 'English Unit 1'.</p> <p>There are <b>two</b> exams for <b>English Literature</b>.</p> <p>These exams take place in Year 11.</p>
<b>Main subject content</b>	<p><b>English Language</b>: Four written Controlled Assessments: Response to a play or novel; two Creative Writing pieces; Study of Spoken Language. Three Speaking and Listening Assessments: Presenting, Discussing and Listening, Role Play. The one exam assesses the students' ability to read and write non-fiction.</p> <p><b>English Literature</b>: One Controlled Assessment: comparing a Shakespeare play with a text from the English Literary Heritage.</p> <p>The first exam assesses the students' understanding of a modern novel or play, and a text from another culture. The second exam looks at students' understanding of poetry.</p>
<b>Main skills to be able to show</b>	<p><b>Speaking and Listening Skills</b>: Communicate clearly and purposefully; adapt talk to different situations and audiences; use standard English; listen and respond to others' ideas; interact with others; create and sustain different roles.</p> <p><b>Reading</b>: Read and understand, selecting material and evidence from different sources; make comparisons between texts; develop and sustain interpretations of writers' ideas; explain and evaluate writers' techniques; understand texts in their social, cultural and historical contexts.</p> <p><b>Writing</b>: Write effectively and imaginatively; select vocabulary appropriate to task and audience; organise information into paragraphs and whole texts; use a range of sentence structures; accurate punctuation and spelling.</p>
<b>Revision guides and websites</b>	<p><b>CGP Revision Guides</b> are widely sold in bookshops; these prepare students for exam specific skills. For text revision and support, <b>York Notes</b> are worthwhile and available in most bookshops. <b>Enotes</b> is also helpful, available at <a href="http://www.enotes.com/lit">http://www.enotes.com/lit</a>, most of which is free to access.</p> <p><b>BBC Bite size</b> and <a href="http://www.podcastrevision.co.uk">www.podcastrevision.co.uk</a> both contain useful revision resources.</p> <p>The more <b>reading</b> students can access at home, the better; the more they read from a wide variety of quality fiction and non-fiction sources, the more they will practice vital reading skills.</p> <p>The department has a <b>podcasting</b> site that it uses. This can be found at <a href="http://feeds.feedburner.com/TrinityEnglishRevision">http://feeds.feedburner.com/TrinityEnglishRevision</a>. Students can sign up for podcasts to either be sent to them via email, or beamed to their mp3 players/phones direct using iTunes.</p> <p>'English Language GCSE, English Literature GCSE' are available on <b>Moodle</b> in the 'English' section. The course has resources for all the coursework units and the exam. Find it at <a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a>. Students will need to sign in using their school computer usernames and passwords to access Moodle's resources.</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>Food Technology</b>
<b>Exam board:</b>	AQA
<b>Key assessment dates:</b>	<p><u>Class tests</u>            Assignment 1 Sept            Assignment 2 Oct            Assignment 3 Dec            Assignment 4 Jan            Assignment 5 April            'Having your Cake' mini project – end of Jan            Coursework –      Research section      –      Beginning of June                                              Design Ideas                    –      Beginning of July</p>
<b>Main subject content</b>	<p>Sensory Evaluation – A range of tests, how to set fair tests            Packaging Materials – Types, function, properties            Healthy Eating            Function of Ingredients            Gelatinisation            Pastry – Types, uses, ratio            Main Cake Making Methods            Design Specification            HACCP            Quality Controls, CAD, CAM            Nutritional Value – Meat, fish, dairy products, fats, oils            Cold Desserts            Standard Components</p>
<b>Main skills to be able to show</b>	<p>Designing and making skills and finishing techniques            Ability to research, analyse, propose solutions then trial and evaluate these.            Use a range of graphical skills including CAD and CAM            Have a passion for food.            Give full commitment to theory and practical work.            Be prepared to take risks, trial new ideas and recipes.            Be organised and meet deadlines.</p>
<b>Revision guides and website</b>	<p>In Department – resources on moodle and AQA website            Food websites to get ideas</p> <p><a href="http://www.goodfood.co.uk">www.goodfood.co.uk</a>  <a href="http://www.foodafactforlife.org.uk">www.foodafactforlife.org.uk</a>  <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></p>

## Year 10 Subject Information

Subject:	<b>French GCSE</b>
Exam board:	WJEC
Key assessment dates:	<p>Controlled assessment (Written) December 2013 - Holidays          Controlled assessment (Speaking) December 2013 – Holidays          Controlled assessment (Written) March 2014- Health          Controlled assessment (Speaking) June 2014 – school          Controlled assessment (Writing) June 2014 – school</p>
Main subject content	<p><b>Personal and social life</b>          Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.</p> <p><b>Local community</b>          Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.</p> <p><b>The world of work</b>          Work experience, part-time jobs, future careers, technology (sending messages, accessing information).</p> <p><b>The wider world</b>          Travel and holidays, media, social issues (eg life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.</p>
Main skills to be able to show	<p>Grammatical Accuracy (using different tenses)          Narrate events          Identify points of view          Listening to longer passages          Reading longer passages          Recall of vocabulary          Develop writing using a range of tenses, connectives, opinions, reasons and justifications</p>
Revision guides and websites	<p>Languages Online <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p>Word Reference (online dictionary) <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a></p> <p>Moodle (Activeteach) <a href="https://me.trinity.cumbria.sch.uk/">https://me.trinity.cumbria.sch.uk/</a></p> <p>Listening skills <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a></p> <p>Moodle also has link to the language booklets required for each topic.</p> <p>Revision guides available at Waterstones.</p> <p>Although using the AQA/edexcel exam boards the guides would also suit the topics studied through WJEC.</p> <p>Revise AQA: GCSE French Revision Guide (available through Amazon)</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE Geography</b>
<b>Exam board:</b>	Edexcel Specification B
<b>Key assessment dates:</b>	<p>Students will <b>NOT</b> sit an examination at the end of Year 10. The three examinations will all be taken in the Summer Term of 2015, the end of Year 11. They will include:</p> <ul style="list-style-type: none"> <li>• Unit 2 People and the Planet (Year 10 work)</li> <li>• Unit 1 Dynamic Planet (Year 11 work)</li> <li>• Unit 3 Making Geographical Decisions (Year 11 work)</li> <li>• Unit 4 Investigating Geography (Year 10 and 11 work)</li> </ul> <p>Each element is worth 25%. Unit 4 is the Controlled Assessment and is done in school.</p>
<b>Main subject content</b>	<p><b>The Year 10 course covers the following modules:</b></p> <ul style="list-style-type: none"> <li>• Population Dynamics</li> <li>• The Challenges of an Urban World</li> <li>• Development Dilemmas</li> <li>• The Changing Economy of the UK</li> <li>• Globalisation</li> <li>• Consuming Resources</li> </ul> <p>The Summer Term will see students begin the Controlled Assessment which will be completed at the start of Year 11.</p>
<b>Main skills to be able to show</b>	<p>Students need to be able to show good research skills and the ability to be able to make connections and links between different elements of the course as they progress.</p> <p>Geography is a subject that is ever changing and as such students need to be aware of world issues by keeping an eye on the news and reading a good newspaper on a regular basis.</p>
<b>Revision guides and websites</b>	<p>Use the student area of the Edexcel website for past papers, hints and tips.  <a href="http://www.edexcel.com/i-am-a/student/Pages/pastpapers.aspx">http://www.edexcel.com/i-am-a/student/Pages/pastpapers.aspx</a></p> <p>The Geography Department Moodle site also contains regular updates and information to support the course together with revision links to useful websites like BBC Bitesize.</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>History</b>
<b>Exam board:</b>	AQA Syllabus A (Code 4042)
<b>Key assessment dates:</b>	<p>June 2014 –examining the content from the Year 10 Unit on Medicine</p> <p>June 2014 – examining the content from the Year 11 Unit on the American West</p> <p>The Controlled Conditions Assessments on Carlisle Castle will be completed in the summer of 2013.</p>
<b>Main subject content</b>	<p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>• Disease and Infection</li> <li>• Surgery and Anatomy</li> <li>• Public Health</li> </ul> <p>For each unit we will cover developments in</p> <ul style="list-style-type: none"> <li>• Medicine in the Ancient World c 10 000BC-c500AD</li> <li>• Medieval and Renaissance Medicine c500-c1700</li> <li>• Medicine in the Industrial and Modern World c1700-Present Day</li> </ul> <p><b>Carlisle Castle</b></p> <ul style="list-style-type: none"> <li>• Reasons for the siting of Carlisle Castle</li> <li>• Castle Development 1066-Modern times</li> <li>• Types of Castle (Motte and Bailey; Square Keep; Edwardian Concentric; Gun forts)</li> <li>• Castle Features</li> <li>• Attack and Defence</li> <li>• Functions of the Castle</li> <li>• Using sources on Carlisle Castle</li> </ul> <p><b>American West</b></p> <ul style="list-style-type: none"> <li>• Who were the Plains Indians?</li> <li>• Why did the early settlers move west?</li> <li>• How was cattle ranching affected by the Railways?</li> <li>• Why were farmers able to settle on the Great Plains?</li> <li>• Why was law and order a problem on the Great Plains?</li> <li>• How successfully was the problem of law and order dealt with?</li> <li>• How did the arrival of white people on the Great Plains affect the Indians' way of life?</li> <li>• How was the Indian "problem" resolved?</li> </ul>
<b>Main skills to be able to show</b>	<ul style="list-style-type: none"> <li>• Recall of facts and application of knowledge</li> <li>• Evaluation of evidence for utility and reliability</li> <li>• Be able to explain why events happen in history</li> </ul> <p>For Medicine the content should be approached from the following perspectives:</p> <ul style="list-style-type: none"> <li>• key issues, people and developments in medicine</li> <li>• key features and characteristics of the periods studied</li> <li>• key concepts and key factors that affected change</li> </ul> <p>For the American West students need an understanding of the different lifestyles and attitudes of the different groups of people and an ability to explain cause and effect.</p> <p>For the Carlisle Castle Controlled Conditions Assessments, the ability to explain factors, compare and evaluate sources and interpretations, reach substantiated judgements.</p>
<b>Revision guides and websites</b>	<p><a href="#">GCSE History Schools History Project Revision Guide</a> by Richard Parsons (4 Jan 2010) can be purchased from bookshops or on line. Full price is £4.95 but it can often be found for much less.</p> <p>For more detail please go to the History Moodle site and/or student copies of the Syllabus.</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE ICT Single Award Course</b>
<b>Exam board:</b>	Edexcel
<b>Key assessment dates:</b>	<p>ICT theory Test 15 November 2013            Completion of Controlled Assessment Brief 1 (CAB 1) Dec 2013            ICT Theory Test February 2014            Completion of Controlled Assessment Brief 2 (CAB 2) June 2014            ICT Theory Test June 2014            Students will sit the theory exam in May 2015            Two further Controlled Assessment Briefs must be completed in Year 11.            All controlled Assessment marks will be submitted in May 2015.            Interim class tests and feedback on draft copies of controlled assessments will take place regularly every half term.</p> <p>The timings of these assessments will vary depending on whether students have 1 hour or 2 hours per week of ICT. Students should speak to their class teachers for exact deadlines and test dates.</p>
<b>Main subject content</b>	<p>This course is all about appreciating the extent to which we live in and rely on a “digital world.” Over the 2 years of this course, students will study and through a series of practical controlled assessment activities, use common software applications such as database, spreadsheet, web authoring and graphics.</p> <p>They will study the enormous variety of computing and communications devices available, considering how each addresses different user needs, and how their availability combined with the development of the world wide web has fundamentally shifted how people work, shop and socialise.</p> <p>The course combines a formal written examination with in-school controlled assessment activities.</p>
<b>Revision guides and websites</b>	<p>The following websites are useful for revision:</p> <p><a href="http://www.teach-ict.com">www.teach-ict.com</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/ict/">http://www.bbc.co.uk/schools/gcsebitesize/ict/</a>  <a href="http://www.edexcel.com">www.edexcel.com</a>            In addition students have access to the course text book</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>ICT – Functional Skills Level 1</b>
<b>Exam board:</b>	OCR
<b>Key assessment dates:</b>	26 October – Skills building project using Sam's Autos will be collected and assessed December 2013 – Exams week students will complete a mock exam using past paper Entry for level 1 exam will be in the June series
<b>Main subject content</b>	The purpose of the Functional Skills course is to build on existing core ICT skills and develop new skills that students can take on to either further education or the work place.  Method of teaching is through use of mini projects which represent real world scenario's e. small business enterprises.
<b>Main skills to be able to show</b>	Areas covered include:  Spreadsheets  Database  Word Processing  Photo-editing  Graphics  Research and collecting data/information  Presenting findings appropriately
<b>Revision guides and websites</b>	Samples of past exam papers are available on Moodle.  OCR Website



## Year 10 Subject Information

<b>Subject:</b>	<b>Mathematics      Linear</b>			
<b>Exam Board:</b>	EDEXCEL			
<b>Key Assessment Dates:</b>	9 June 2014 am	- examining all content <b>without</b> a calculator.		All Sets
	13 June 2014 am	- examining all content <b>with</b> a calculator.		
	TBC November 2014	- examining all content <b>without</b> a calculator.		Sets 1,2,3,4
	TBC November 2014	- examining all content <b>with</b> a calculator.		
<b>Main subject content</b>	Students will be completing the second year of their GCSE course. They will cover a range of topics from Number and Algebra, Shape and space and Handling Data.			
<b>Main skills to be able to show</b>	<b>Number:</b>	<b>Algebra:</b>	<b>Space</b>	<b>Handling data</b>
	Rounding and estimating	Graphs	Angles and Area	Tallying, collecting and grouping data
	Negative numbers	Proportion	Measures	Mean, mode and median
	Prime numbers, factors and multiples	Flow Charts	Polygons	Scatter diagrams
	Significant figures	Sequences	Volume	Line graphs and pictograms
	Ratio and proportion	Inequalities	Coordinates and bearings	Probability
	Long multiplication and division	Basic algebra	Three Dimensional Sketches	Questionnaires
	Fractions	Solving equations	Symmetry and Transformations	Probability
	Decimals	Quadratic equations	Congruency	Pie charts and frequency diagrams
	Percentages	<b>Simultaneous equations</b>	Loci	Scatter diagrams II
	Powers and Indices eg $2^2$		Pythagoras' Theorem	<b>Cumulative frequency diagrams</b>
	Sequences		<b>Basic Trigonometry</b>	<b>Measures of central tendency and measures of spread</b>
	<b>Standard index form</b>		<b>Graphs of <math>\sin x</math>, <math>\cos x</math> and <math>\tan x</math></b>	
	<b>Surds</b>		<b>Sine and cosine rules and area of a triangle</b>	
			<b>Circle Theorems</b>	
<b>Revision Guides and Website s:</b>	<p>Use of 'Mymaths website' - a software package which each pupil has a login for and covers mathematics at all levels.</p> <p>Moodle - For past papers and answers.      BBC Bitesize website.</p> <p>Any GCSE revision guide at the appropriate tier (higher or Foundation). Ideally for EDEXCEL specification.</p>			

## Year 10 Subject Information

<b>Subject:</b>	<b>BTEC Creative Digital Media Production Level 1/2 – Award</b>
<b>Exam board:</b>	Edexcel
<b>Key assessment dates:</b>	There is <b>one examination</b> for this course. <b>Unit One – Digital Media Sectors and Audiences.</b> The first available date for assessment will be June 2014. <b>All other units will be</b> assessed through a <b>portfolio</b> of work that is created throughout the year.
<b>Course Information</b>	This qualification has been developed to provide an engaging and stimulating introduction to the world of media. It includes <b>two core units: Unit 1-Digital Media Sectors and Audiences</b> , which is externally assessed, and <b>Unit 2 – Planning and Pitching a Media Product</b> , which is internally assessed through the portfolio of evidence. There are also <b>two Specialist Units: Unit 3- Digital Moving Image Production</b> , where the students will work as a group to produce a trailer for a horror movie; and <b>Unit 7- Digital Games Production</b> , where the students will learn about and then create their own portion of a game.
<b>Main skills to be able to show</b>	<b>Practical Work:</b> Students will develop competency using a DV Camera, creativity with editing software and the ability to work effectively in a group. <b>Folder work:</b> Students need to be organised and methodical in their approach, ensuring that their folder is kept in an organised manner. They must also be independent learners who are willing to take responsibility to expand upon areas learnt in class. During the course they will develop their understanding of the media sector and conduct primary and secondary research which they will need to analyse. Students will also develop evaluative skills and their ability to write detailed and informed reports and create professional presentations in order to pitch their ideas to a client.
<b>Useful books and websites</b>	<b>Unit 1 – Digital Media Sectors and Audiences</b> www.barb.co.uk - the Broadcasters' Audience Research Board www.nrs.co.uk - the National Readership Survey <a href="http://www.ofcom.org.uk">www.ofcom.org.uk</a> - the independent regulator for the UK communications industries www.rajar.co.uk - Radio Joint Audience Research Limited <a href="http://www.filmeducation.org">www.filmeducation.org</a> – Most useful when students are looking at how audiences engage with digital media products. <a href="http://fuor.com/resources/digital-research-intelligence">http://fuor.com/resources/digital-research-intelligence</a> - useful site that would help students to understand how audience profiling is used by companies to target products and services. <b>Unit 2 – Planning and Pitching a Digital Media Product</b> Condill J and Bough B – <i>101 Ways to Improve Your Communication Skills Instantly</i> (GoalMinds Inc, 1999) ISBN 978-0966141498 <a href="http://www.bbc.co.uk/keyskills">www.bbc.co.uk/keyskills</a> online resources for practising communication skills <a href="http://www.learnirect.co.uk">www.learnirect.co.uk</a> website with links to online courses <a href="http://www.mindtools.com">www.mindtools.com</a> free online tools which help you discover and develop essential communication skills and techniques <a href="http://www.adcracker.com/Creative_Brief.htm">www.adcracker.com/Creative_Brief.htm</a> - good overview of the purpose/function of a creative media brief <a href="http://www.jiscdigitalmedia.ac.uk">www.jiscdigitalmedia.ac.uk</a> resources related to production planning. <b>Unit 3 – Digital Moving Image Production</b> Cleve B – <i>Film Production Management</i> (Focal Press, 2005) ISBN 978-0240806952 Evans R – <i>Practical DV Film Making</i> (Focal Press, 2005) ISBN 978-0240807386 www.bfi.org.uk/education the educational section of the British Film Institute website <b>Unit 7 – Digital Games Production</b> Busby, J., Parrish, Z. And Wilson, J., <i>Mastering Unreal Technology, Volume 1: Introduction to Level Design with Unreal Engine 3</i> , Sams Publishing, 2009. ISBN: 978-0-672-32991-3 Hodgson, J., <i>Fantasy Art for Beginners</i> , Impact, 2009 ISBN: 978-1-600-61342-5 <a href="http://www.edge-online.com">www.edge-online.com</a> up-to-date industry news for the games industry <a href="http://www.gaming.adobe.com">www.gaming.adobe.com</a> making games with flash

## Year 10 Subject Information

<b>Subject:</b>	<b>Music</b>
<b>Exam board:</b>	Edexcel
<b>Key assessment dates:</b>	<p>Internal</p> <ul style="list-style-type: none"> <li>• 1 performance to be recorded each half term.</li> <li>• Composition 1 Easter</li> <li>• Composition 2 Summer</li> </ul> <p>External - Coursework marked and sent to the examiner 5 May (of year 11) Listening exam – May 2014</p>
<b>Main subject content</b>	<p><b>Unit 1 Performance</b>    1 solo                                  1 ensemble performance</p> <p><b>Unit 2 Composition</b> 2 compositions - each one influenced by a different area of study</p> <p><b>Unit 3 Listening and Appraising exam based on the set works below</b></p> <p><b>Area of Study 1 – Western Classical Music 1600-1899</b></p> <ul style="list-style-type: none"> <li>•• <i>G F Handel</i>: Chorus: And The Glory of The Lord from Messiah, HWV 56</li> <li>•• <i>W A Mozart</i>: 1st Movement from Symphony No. 40 in G minor, K. 550</li> <li>•• <i>F Chopin</i>: Prelude No 15 in D flat major, Op. 28</li> </ul> <p><b>Area of Study 2 – Music in the 20th Century</b></p> <ul style="list-style-type: none"> <li>•• <i>A Schoenberg</i>: Peripetie from Five Orchestral Pieces, Op. 16</li> <li>•• <i>L Bernstein</i>: Something's Coming from West Side Story</li> <li>•• <i>S Reich</i>: 3rd Movement (fast) from Electric Counterpoint</li> </ul> <p><b>Area of Study 3 – Popular Music in context</b></p> <ul style="list-style-type: none"> <li>•• <i>M Davis</i>: All Blues from the album Kind of Blue</li> <li>•• <i>J Buckley</i>: Grace from the album Grace</li> <li>•• <i>Moby</i>: Why Does My Heart Feel So Bad? From the album Play</li> </ul> <p><b>Area of Study 4 – World Music</b></p> <ul style="list-style-type: none"> <li>•• <i>Capercaillie</i>: Chuir M'Athair Mise Dhan Taigh Charraideach (Skye Waulking Song) from the album Nàdurra</li> <li>•• Rag Desh</li> <li>•• <i>Koko</i>: Yiri</li> </ul>
<b>Main skills to be able to show</b>	<p><b>Performance – Solo and ensemble – coursework</b> Solo and ensemble instrumental performing skills. Technical control of the instrument, the ability to interpret music adding expression</p> <p><b>Composition – coursework</b> Using composition techniques to develop musical ideas to create 2 completed pieces.</p> <p><b>Listening and Appraising - 1 ½ hour exam</b> The ability to write about music using the correct musical language. Identify, through listening a variety of musical features and in a longer essay question use musical language to write about 1 (from a choice to 2) in more detail.</p>
<b>Revision guides and websites</b>	<p>Trinity School Moodle – contains recordings of all the set works with accompanying revision notes. BBC bitesize, contains revision materials specific to the Edexcel specification: <a href="http://www.bbc.co.uk/schools/gcsebitesize/music/">http://www.bbc.co.uk/schools/gcsebitesize/music/</a></p> <p>For general Music theory to support GCSE: <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></p>

## Year 10 Subject Information

<b>Subject:</b>	<b>PHYSICAL EDUCATION</b>
<b>Exam board</b>	AQA Full Course
<b>Key assessment dates:</b>	Mock Examination – December 2014 Key Process C – March 2015 Examination – May 2015
<b>Main subject content</b>	<p><b>Practical 60%</b> Students are involved in a variety of activities such as Badminton, Basketball, Cricket, Football, Hockey, Netball, Rugby, Tennis, Athletics, Gymnastics. They are assessed as player/performer and in other roles as active participants.</p> <p><b>Theory Exam 40%</b> Students have a wide range of topics to study, which are covered in the textbook which they have. Health and injury, different forms of exercise, involvement in physical activities, stress and well-being, diet and training, other factors (such as school, culture, social, international) and the benefits of leisure and recreation.</p> <p>The exam paper has multiple choice questions, short answer questions and extended answer questions.</p>
<b>Main skills to be able to show</b>	<p>Sports specific skills for the four activity areas being offered, with knowledge and understanding of these areas. Observation and analysis of performance for key process C, knowledge and understanding of topic covered.</p> <p>Application of good examination technique. Preparation for scenario questions using extended answers.</p>
<b>Revision guides and websites</b>	<p>BBC bitesize</p> <p>DODDLE</p> <p>Scenario preparation booklet to be issued later by PE staff.</p> <p>Pocket posters for GCSE PE for which the cost is £2.00</p> <p>Students have their own textbook for the course - AQA Physical Education ( Nelson Thornes)</p>

## Year 10 Subject Information

Subject:	<b>Photography</b>
Exam board:	AQA
Key assessment dates:	<p><b>7 February</b> [Friday] - First assignment 'Truth and Distortion/Still Life': Online Portfolio and outcome/s due in for assessment and next step feedback.</p> <p><b>28 June</b> [Friday] – Second assignment 'Truth and Distortion/Portraits': Online Portfolio and outcome/s due in for assessment and next step feedback.</p>
Main subject content	<p><b>AO1:</b> Develop your ideas through investigations informed by contextual and other sources; demonstrating analytical and cultural understanding.</p> <p><b>AO2:</b> You must refine your ideas through experimentation and select appropriate resources, media, materials, techniques, and processes.</p> <p><b>AO3:</b> You must record ideas, observations and insights relevant to your intentions in visual and/or other forms.</p> <p><b>AO4:</b> You must present a personal, informed and meaningful response demonstrating critical understanding, realising your intentions and where appropriate, making connections between visual, written, oral and other elements.</p> <p>'The artist is nothing without the gift; the gift is nothing without work.' - Emile Zola.</p>
Main skills to be able to show	<p>Recording with cameras            Relevant and appropriate research and analysis of photographers.            Development of ideas            Exploration and experimentation with media; cyanotype, pinhole cameras, developing prints, lighting effects, close ups, meanings, camera settings.            Realisation of ideas in final outcome.            Meaningful annotation; analysis and evaluation of own work using appropriate technical language.</p>
Revision guides and websites	<p>Gallery websites such as the Tate or the National Gallery            Also exhibitions of artists work to inform the development of ideas            Try visiting Tullie House's permanent and temporary exhibits.  <a href="http://www.tulliehouse.co.uk/">http://www.tulliehouse.co.uk/</a></p> <p>Try looking at the below websites too as they explain in detail what is required for the four assessment objectives mentioned above.</p> <p>BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/</a></p> <p>Moodle <a href="https://ve.trinity.cumbria.sch.uk/">https://ve.trinity.cumbria.sch.uk/</a></p> <p>Lunchtime- open door policy any member of the art staff will be available to give advice. This could be an opportunity to use facilities within the department.</p> <p>After school session (Thursday until 4.30pm)</p> <p>Coaching/ one to one support after school arranged with staff member.</p> <p>Online/ written feedback- on log sheets, progress chart and Assessment objective sheets (AO's above).</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE: Design and Technology- Product Design</b>
<b>Exam board:</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Key assessment dates:</b>	Y10 Exam Theory exam based on what has been covered in the first two terms. May 2014 Coursework (60%) Spring term 2015 Exam May 2015 (40%)
<b>Main subject content</b>	<p><i>Product Design knowledge from AQA Specification (85-90 marks)</i></p> <p>Sustainability, 6R'S, Materials, Ergonomics, Nets, lettering styles/typefaces, modelling materials eg fluted board, styrofoam, CAD / CAM, smart materials, printing methods, packaging reasons / overpackaging, environmental issues, branding/corporate identity, isometric drawing, exploded views. Analysing, designing and evaluating.</p> <p>Students will be designing a range of promotional gifts and a logo for Lakeland cycle business. This will involve developing a brand for the company and incorporating their design onto a range of products. This will involve the use colour sublimation printing, sand blasting for glass etching. The finished products will be held in promotional packaging, designed by the students. A second project will focus on a mass-produced, self-assembly, flat pack product. This will be the introduction to the coursework project.</p>
<b>Main skills to be able to show</b>	<p>Be able to analyse a specification and the work of designers and the evolution of products.</p> <p>Explain how to make a batch of products from marking out to finished assembly.</p> <p>Sketch in 3D making use of rendering and annotate drawings.</p> <p>Know how to produce a development for a 'card engineered' product. Be able to produce models of proposed designs and manufacture a product which includes packaging and instructions for use.</p> <p>Effectively use Computer Aided Design and Manufacture to design and make a range of products.</p> <p>Throughout the course students will be rewarded for being <b>creative</b> and taking <b>risks</b>. Make full use of the <b>extra workshop sessions</b> available.</p>
<b>Revision guides and websites</b>	<p><a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a> Electronic Textbook with sections and detailed support materials.</p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a>- past papers, mark schemes and examiner's reports</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p>Trinity Moodle; Focus suite of software Printing, Plastics and Mechanisms.</p> <p><b>Students are advised to download a free copy of 2D Design from the Moodle site.</b></p>

## Year 10 Subject Information

<b>Subject:</b>	<b>Religious Studies</b>										
<b>Exam board:</b>	WJEC Religious Studies B Religion and Life Issues/Religion and Experience										
<b>Key assessment dates:</b>	<p>Unit 1 <b><u>Religion and Life Issues Short course</u></b></p> <p>Unit 2 <b><u>Religion and experience Full course</u></b></p> <p>The unit is assessed by 1 examination lasting 1hour and 45 minutes in May 2014 Some students may take full course –they will study Religion and life PLUS Religion and Experience.</p>										
<b>Main subject content</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><b>Religion and life Issues</b></td> <td style="width: 50%; vertical-align: top;"><b>Religion and Experience</b></td> </tr> <tr> <td>Relationships</td> <td>Religion and conflict</td> </tr> <tr> <td>Is it Fair?</td> <td>Religion and Medicine</td> </tr> <tr> <td>Looking for Meaning</td> <td>Religious Expression</td> </tr> <tr> <td>Our world</td> <td>Authority –Religion and State</td> </tr> </table>	<b>Religion and life Issues</b>	<b>Religion and Experience</b>	Relationships	Religion and conflict	Is it Fair?	Religion and Medicine	Looking for Meaning	Religious Expression	Our world	Authority –Religion and State
<b>Religion and life Issues</b>	<b>Religion and Experience</b>										
Relationships	Religion and conflict										
Is it Fair?	Religion and Medicine										
Looking for Meaning	Religious Expression										
Our world	Authority –Religion and State										
<b>Main skills to be able to show</b>	<p><b>Knowledge, Understanding and Evaluation</b></p> <p>Application of correct and relevant religious specific <b>knowledge</b> To distinguish between ' teachings' and 'attitudes'</p> <p>Good <b>understanding</b> and analysis of the concepts and issues</p> <p><b>Evaluation</b> skills –to give a well constructed argument and explanation Give personal viewpoints supported with evidence and argument.</p>										
<b>Revision guides and websites</b>	<p><b>WJEC Revision guide</b> available on Moodle –students should already have printed these off. Also on Moodle Revision Topic sheets, exam tips and advice from the exam board and model answers.</p> <p><u>Additional Revision Guides</u></p> <p>GCSE Religious Studies WJEC B Religion and Life IssuesRevision Guide <b>ISBN:</b> 978 1 84762 304 1. WJEC B Religion and Experience Revision Guide <b>ISBN:</b>978 1444 10760 9 BBC Bitesize</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a></p> <p>Moodle <a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a></p>										

## Year 10 Subject Information

<b>Subject:</b>	<b>Core Science</b>
<b>Exam board:</b>	OCR [Gateway Science suit- new specification]
<b>Key assessment dates:</b>	Science unit 1 exam - B1, C1, P1 content - <b><u>summer 2015</u></b> Science unit 2 exam - B2, C2, P2 content - <b><u>summer 2015</u></b>
<b>Main subject content</b>	<p>The unit 1 exam covers:</p> <p style="padding-left: 40px;">B1 – Understanding organisms C1 – Carbon chemistry P1 – Energy for the home</p> <p>The unit 2 exam covers:</p> <p style="padding-left: 40px;">B2 – Understanding our environment C2 – Chemical resources P2 – Living for the future (energy resources)</p> <p>See summary sheets available on Moodle for more details.</p>
<b>Main skills to be able to show</b>	<p>Recall of facts</p> <p>Application of knowledge</p> <p>Evaluation of experimental techniques</p> <p>Analysis of data</p> <p>Maths skills</p>
<b>Revision guides and websites</b>	<p>CGP GCSE Core Science revision Guide available online and in shops. (ISBN 978 1 84146 723 8 Foundation and 978 1 84146 726 9 Higher)</p> <p>Collins online text book available to use at : <a href="http://www.collinsonlinelearning.co.uk">www.collinsonlinelearning.co.uk</a> username 128pupil password ne90</p> <p>BBC bitesize (OCR Gateway Science) <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/">http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/</a> <a href="http://www.passmyexams.co.uk">www.passmyexams.co.uk</a></p>



## Year 10 Subject Information

<b>Subject:</b>	<b>Spanish GCSE</b>
<b>Exam board:</b>	WJEC
<b>Key assessment dates:</b>	<p>Controlled assessment (Written) December 2013 - Holidays          Controlled assessment (Speaking) December 2013 – Holidays          Controlled assessment (Written) March 2014- School          Controlled assessment (Speaking) June 2014 – All about myself          Controlled assessment (Writing) June 2014 – All about myself</p>
<b>Main subject content</b>	<p><b>Personal and social life</b>          Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.</p> <p><b>Local community</b>          Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.</p> <p><b>The world of work</b>          Work experience, part-time jobs, future careers, technology (sending messages, accessing information).</p> <p><b>The wider world</b>          Travel and holidays, media, social issues (eg life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.</p>
<b>Main skills to be able to show</b>	<p>Grammatical Accuracy (using different tenses)          Narrate events          Identify points of view          Listening to longer passages          Reading longer passages          Recall of vocabulary</p>
<b>Revision guides and websites</b>	<p>Languages Online  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p>Word Reference (online dictionary)  <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>BBC Bitesize  <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a></p> <p>Moodle (Activeteach)  <a href="https://me.trinity.cumbria.sch.uk/">https://me.trinity.cumbria.sch.uk/</a></p> <p>Revision guides available at Waterstones.</p> <p>Although using the AQA/edexcel exam boards the guides would also suit the topics studied through WJEC.</p> <p>Revise AQA: GCSE Spanish Revision Guide (REVISE AQA MFL) by Leanda Reeves (26 Jun 2013) available through Amazon</p>

## Year 10 Subject Information

<b>Subject:</b>	<b>GCSE Systems and Control</b>
<b>Exam board:</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Key assessment dates:</b>	Exam Theory exam based on what has been covered in the first two terms. May 2014 Coursework (60%) Spring term 2015 Exam May 2015 (40%)
<b>Main subject content</b>	<p><i>Systems and Control knowledge from AQA Specification (85-90 marks)</i></p> <ul style="list-style-type: none"> <li>• Sustainability, 6R'S, Materials, Ergonomics, Electronic circuits and components, Mechanisms, Systems, CAD/CAM, Components, Adhesives, Smart Materials and Safety.</li> </ul> <p>Students will learn how to design and make a PCB using software and workshop equipment. They will develop their understanding of mechanisms and writing control procedures to build a Festival Display. This will have an electronic circuit that is controlled by their program and drives the mechanism that they have produced.</p> <p>Students will start their coursework project in the spring term (2014), which must be completed by spring term 2015.</p>
<b>Main skills to be able to show</b>	<p>Use system block diagrams and logic gates to solve design problems. Be able to analyse a design specification and produce relevant designs. Learn electronic component symbols. Analyse electronic circuits as a system. Be able to sketch in 3D and annotate drawings. Describe the function of electronic components. Recognise the main features of mechanical systems. Know how to produce a flowchart which relates to a system. Carry out calculations of electronics and mechanical systems. Identify hazards and explain how to use machines and equipment safely. Manage a design and make task. Develop skilful use of software to design build and test electronic circuits and flow sheet procedures.</p>
<b>Revision guides and websites</b>	<p><a href="https://vle.trinity.cumbria.sch.uk/">https://vle.trinity.cumbria.sch.uk/</a> Electronic Textbook with sections and detailed support materials. <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>- past papers, mark schemes and examiner's reports <a href="http://www.technologystudent.com">www.technologystudent.com</a> Trinity Moodle; Focus suite of software Metal, Plastics and Mechanisms. Circuit Wizard</p> <p><b>Students are advised to download a free copy of 2D Design from the Moodle site.</b></p>

## Year 10 Subject Information

<b>Subject:</b>	<b>Triple Science - GCSE Biology, GCSE Chemistry and GCSE Physics</b>																		
<b>Exam board:</b>	OCR [Gateway Science Suit- new specification]																		
<b>Key assessment dates:</b>	<b>All 6 exams will be taken at the end of year 11.</b> It is essential that students <b>learn</b> the work on a weekly basis. They will not be able to 'cram' 18 modules of work just prior to the exam!																		
<b>Main subject content</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">B1 - Understanding Organisms</td> <td style="width: 50%;">B4 - It's a Green World</td> </tr> <tr> <td>B2 -Understanding Our Environment</td> <td>B5 - The Living Body</td> </tr> <tr> <td>B3 -Living and Growing</td> <td>B6 - Beyond the Microscope</td> </tr> <tr> <td>C1-Carbon Chemistry</td> <td>C4 - The Periodic Table</td> </tr> <tr> <td>C2-Chemical resources</td> <td>C5 - How much?</td> </tr> <tr> <td>C3-Chemical Equations</td> <td>C6 - Chemistry Out There</td> </tr> <tr> <td>P1- Energy for the Home</td> <td>P4 - Radiation for Life</td> </tr> <tr> <td>P2- Living for the Future</td> <td>P5 - Space for Reflection</td> </tr> <tr> <td>P3- Forces for Transport</td> <td>P6 - Electricity for Gadgets.</td> </tr> </table> <p><i>For more details see the summary sheets available on Moodle or from your child's teacher.</i></p>	B1 - Understanding Organisms	B4 - It's a Green World	B2 -Understanding Our Environment	B5 - The Living Body	B3 -Living and Growing	B6 - Beyond the Microscope	C1-Carbon Chemistry	C4 - The Periodic Table	C2-Chemical resources	C5 - How much?	C3-Chemical Equations	C6 - Chemistry Out There	P1- Energy for the Home	P4 - Radiation for Life	P2- Living for the Future	P5 - Space for Reflection	P3- Forces for Transport	P6 - Electricity for Gadgets.
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<b>Main skills to be able to show</b>	<p>Recall of facts            Application of knowledge            Evaluation of experimental techniques            Analysis of data            Maths skills</p> <p><i>Students must be able to use a scientific calculator and bring it to the Physics exam.</i></p>																		
<b>Revision guides and websites</b>	<p>Several different revision guides are available from shops including CGP's (ISBN - 978 1 84762 609 7 Biology. ISBN - 978 1 84762 621 9 Chemistry. ISBN- 978 1 84762 633 2 Physics.)</p> <p>Collins textbook available to use at <a href="http://www.collinsonlinelearning.co.uk">www.collinsonlinelearning.co.uk</a> username 128pupil password ne90</p> <p>BBC Bitesize – for unit 4 only at present.  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/</a></p> <p>Moodle  <a href="https://Me.trinity.cumbria.sch.uk/">https://Me.trinity.cumbria.sch.uk/</a></p> <p>Physics websites  <a href="http://www.cyberphysics.co.uk/">http://www.cyberphysics.co.uk/</a> <a href="http://www.antonine-education.co.uk/">http://www.antonine-education.co.uk/</a>  <a href="http://www.passmyexams.co.uk/GCSE/physics/index.html">http://www.passmyexams.co.uk/GCSE/physics/index.html</a></p>																		