

Year 10 Subject Information

<b>Subject</b>	<b>Art, Craft and Design</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>Year 10 will focus on developing a sustained unit of work to be submitted as part of component 1.</b></p> <p>Tracking will occur as the year progresses and deadlines will be set by staff. ALL students will be asked to hand flip files/outcomes in at the end of the Autumn Term and late June for review and feedback. Emphasis will be placed on the students understanding of the creative process. Students will then begin to respond to the mock exam question, this project will be continued through till Year 11 and will be entered as part of component 1. Component 2 - the externally set assignment will begin in January 2024.</p>
<b>Main Subject Content and Skills to be Able to Show</b>	<p>The main project is titled 'Walking on the wild side'. The mock will be based on a previous exam question 'Messages'.</p> <p>Students will cover 2 areas as part of the GCSE course: Fine Art, Graphic Design, Textiles Design, 3-Dimensional Design or Photography depending on student's individual interests and skills.</p> <p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources.</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work.</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> <li>• Record their ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media and techniques.</li> <li>• Use <b>drawing skills</b> for different needs and purposes, appropriate to context.</li> <li>• Realise personal intentions through sustained application of the creative process.</li> </ul>
<b>Revision Guides and Websites</b>	<p>Exhibitions of artists work should inform the development of ideas. Gallery websites such as the</p> <p><a href="https://www.tate.org.uk/whats-on">https://www.tate.org.uk/whats-on</a></p> <p><a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a></p> <p>Try visiting Tullie House's permanent and temporary exhibits.</p> <p><a href="https://www.tulliehouse.co.uk/">https://www.tulliehouse.co.uk/</a></p> <p>Support after school arranged with staff members. Feedback - via feedback post it notes/sheets or electronic tracking of individual student's progress. Subject specific vocabulary is available at</p> <p><a href="https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Art and Design (Photography)</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Year 10 will focus on developing a sustained unit of work to be submitted as part of component 1. Tracking will occur as the year progresses and deadlines will be set by staff. ALL students will be asked to hand sketchbooks/outcomes in at the end of the Autumn Term and late June for review and feedback. Emphasis will be placed on the students understanding of the creative process. Students will then begin to respond to the mock exam question, this project will be continued through till Year 11 and will be entered as part of component 1. Component 2 - the externally set assignment will begin in January 2024.</p>
<b>Main Subject Content and Skills to be Able to Show</b>	<p>The main project is titled 'The Elements of Art'. The mock will be based on a previous Photography exam question.</p> <p>Students will cover 1 or more areas as part of the GCSE course, portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image: film, video, animation, and fashion photography depending on student's individual interests and skills.</p> <p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources.</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work.</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> <li>• Record their ideas, observations, insights, and independent judgements, visually and through</li> <li>• written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media and techniques.</li> <li>• Use <b>drawing skills</b> for different needs and purposes, appropriate to context.</li> <li>• Realise personal intentions through sustained application of the creative process.</li> </ul> <p><b><u>Students will be working in sketchbooks.</u></b> Students will cover chemical and digital image making within the genres of still life and portrait photography. Students will use a variety of image capture devices including cameras, pinhole cameras and scanners to make images. Print making includes cyanotype, photogram, and wet tray developing processes. Students will also use alternative image making processes such as photomontage, photo-weaving, digital and analogue image manipulation, drawing and painting.</p>
<b>Revision Guides and Websites</b>	<p>Exhibitions of artists work should inform the development of ideas. Gallery websites such as the</p> <p><a href="https://www.tate.org.uk/whats-on">https://www.tate.org.uk/whats-on</a></p> <p><a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a></p> <p>Try visiting Tullie House's permanent and temporary exhibits.</p> <p><a href="https://www.tulliehouse.co.uk/">https://www.tulliehouse.co.uk/</a></p> <p>Support after school arranged with staff members. Feedback - via feedback post it notes/sheets or electronic tracking of individual student's progress. Subject specific vocabulary is available at</p> <p><a href="https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Art and Design (Textiles)</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Year 10 will focus on developing work to be submitted for component one. Tracking will occur as the year progresses and deadlines will be set by staff. ALL students will be expected to submit completed portfolios at the end of the Autumn Term and Summer Term for review and feedback. Students will then begin to respond to the mock exam question, this project will be continued through till Year 11 and will be entered as part of component 1. Component 2 - the externally set assignment will begin in January 2024.
<b>Main Subject Content and Skills to be Able to Show</b>	<p>The main project is titled 'Structures'. The mock will be based on a previous Textiles exam question.</p> <p>Students will cover 1 or more areas as part of the GCSE course; art textiles, fashion design and illustration, costume design, constructed textiles, printed, and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles depending on student's individual interests and skills.</p> <p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources.</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work.</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> <li>• Record their ideas, observations, insights, and independent judgements, visually and through</li> <li>• written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media and techniques.</li> <li>• Use <b>drawing skills</b> for different needs and purposes, appropriate to context.</li> <li>• Realise personal intentions through sustained application of the creative process.</li> </ul>
<b>Revision Guides and Websites</b>	<p>Exhibitions of artists work should inform the development of ideas. Gallery websites such as the</p> <p><a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p><a href="https://fashiontextilemuseum.org/visit">https://fashiontextilemuseum.org/visit</a></p> <p>Try visiting Tullie House's permanent and temporary exhibits.</p> <p><a href="https://www.tulliehouse.co.uk/">https://www.tulliehouse.co.uk/</a></p> <p>Support after school arranged with staff members. Feedback - via feedback post it notes/sheets or electronic tracking of individual student's progress. Subject specific vocabulary is available at</p> <p><a href="https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Business Studies</b>
<b>Exam Board</b>	Eduqas
<b>Key Assessment Dates</b>	<p>At the end of each topic there will be a set assessment on the topics covered. These will be graded in line with grade boundaries set by Eduqas.</p> <p>2 examinations will be sat in the summer of 2023</p>
<b>Main Subject Content</b>	<p>This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.</p> <p>The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.</p> <p>The focus of this first year of the course will be to cover the theory and the qualitative skills to be able to access the course; with the second year focusing in on examination technique. The course combines 2 formal written examinations, the first paper is worth 62.5% and the second, a case study based paper, is worth the remaining 37.5%.</p>
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"> <li>• Understand business concepts</li> <li>• Enterprising skills</li> <li>• Independent learner</li> <li>• Interpreting data</li> <li>• Problem solving</li> </ul>
<b>Revision Guides and Websites</b>	<p>BBC Bitesize Eduqas Business</p> <p>Access to digital revision guide on Student Network</p>

## Year 10 Subject Information

<b>Subject</b>	<b>Child Development and Care CACHE Level 2 Award</b>
<b>Exam Board</b>	CACHE
<b>Key Assessment Dates</b>	<p>Assessment Tasks for Unit 1 and Unit 2, externally set and internally assessed:            Unit 1 An introduction to working with children - internal assessment to be completed in Year 11.</p> <p>Unit 2 Development and Wellbeing 0-5 Years - internally assessed starts September 2022.</p> <p>Unit 3 Child Care and Development 0-5 Years - Examination January 2024, with 1 resit usually May 2024.</p> <p>Home Learning Task: Weekly.</p>
<b>Main Subject Content</b>	<p><b>Unit 1: An Introduction to Working with Children - Internally Assessed</b> - Gives an overview of the types of settings and local provision for children. Students will learn how to prepare for work in settings and the responsibilities of Early Years workers.</p> <p><b>Unit 2: Development and Wellbeing 0-5 Years - Internally Assessed</b> - This unit focuses on Holistic Development and factors that affect development. The students will learn how to observe children in order to be able to plan for their development needs. This knowledge will be most beneficial if they choose a childcare setting for their Year 10 Work Experience.</p> <p><b>Unit 3: Child Care and Development 0-5 Years - Externally Assessed</b> - This unit will assess the student's knowledge about the development and care of children aged 0-5 Years. (Based on Unit 1 and Unit 2).</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.cache.org.uk">www.cache.org.uk</a>  <a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>  <a href="http://www.eyfs.gov.uk">www.eyfs.gov.uk</a>  <a href="http://www.developmentmatters.gov.uk">www.developmentmatters.gov.uk</a>  <a href="http://www.education.gov.uk">www.education.gov.uk</a>  <a href="http://www.nurseryworld.co.uk">www.nurseryworld.co.uk</a>  <a href="http://www.earlyyearsmatters.co.uk">www.earlyyearsmatters.co.uk</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Computer Science</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	<p>At the end of each topic there will be a set assessment on the topics covered. These will be graded in line with grade boundaries set by OCR.</p> <p>20 hours of programming must be completed within the course by the end of 2023.</p> <p>2 examinations will be sat in the summer of 2023.</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. Over the 2 years, students will develop their knowledge of the fundamentals principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.</p> <p>There are 3 units of work that will be studied, the first is Computer Systems and includes systems architecture, system security and network topologies. The second unit covers computational thinking, algorithms and programming and the third unit is a practical programming project. The course combines a formal written examination with in-school controlled assessment activities.</p> <p>The focus of this first year of the course will be to cover the theory in the Computer Systems unit while preparing students for the programming assessment activities. The course combines 2 formal written examinations, each worth 50% of the total marks.</p>
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Problem solving skill</li> <li>• Creativity</li> <li>• Critical-thinking skills</li> <li>• Resilience</li> </ul>
<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>, <a href="http://www.gcsepod.com">www.gcsepod.com</a> <a href="http://www.craigndave.org">www.craigndave.org</a>, BBC Bitesize In addition, students have access to the course text book.</p>

## Year 10 Subject Information

<b>Subject</b>	<b>Design and Technology - Hospitality and Catering: Level 1/2</b>
<b>Exam Board</b>	WJEC
<b>Key Assessment Dates</b>	Unit 1- The Hospitality and Catering Industry Examination January 2024 (Resit opportunity - June 2024)
<b>Main Subject Content</b>	Unit 1 - The Hospitality and Catering Industry: students gain an understanding of the hospitality and catering industry; the environment and how it operates; health and safety; food causes of ill health. 1.1 Hospitality and catering provision. 1.2 How hospitality and catering providers operate. 1.3 Health and safety in hospitality and catering. 1.4 Food safety in hospitality and catering.  Develop high level practical skill in preparing cooking and presenting dishes through weekly practical lessons.
<b>Main Skills to be Able to Show</b>	Enjoyment of cooking and a willingness to learn new practical skills.  Creativity and enjoyment experimenting with food.  An interest in nutrition and health.  An interest in the hospitality and catering industry.  Can work independently
<b>Revision Guides and Websites</b>	WJEC Hospitality and Catering textbook.  Illuminate online Food resource.  WJEC resource lists and links.  BBC Good Food.  Internet for recipes.

## Year 10 Subject Information

<b>Subject</b>	<b>Design and Technology - Product Design GCSE</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Year 10 Exam - based on what has been covered in the first two terms. May/June 2023. Coursework (50%) Spring term 2023 Exam (50%) May/June 2023
<b>Main Subject Content</b>	Design and Technology knowledge from the Specification: There will be a weekly lesson in Year 10 focusing on theory content covering many of the subjects below. Students will be expected to complete a weekly home learning activity often revolving around reading sections from the course text book. This should be available electronically or via email or students can use <a href="http://technologystudent.com">technologystudent.com</a> . Topics to be covered will be: Core knowledge covering the material areas of paper, polymers, timber, metal, textiles, electronics and mechanisms. Also, sustainability, CAD/CAM, design in society and modern manufacturing systems and methods. Students will be designing a range of products throughout Year 10. They will also have a series of lessons aimed at improving their ability and confidence in communication skills with a focus upon sketching.
<b>Main Skills to be Able to Show</b>	Manufacturing in a range of materials  Sketching and drawing skills by hand and using CAD  Problem solving  Analysing work of others  Manufacturing for bespoke, batch and mass production  Maths for Designers
<b>Revision Guides and Websites</b>	Websites <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> Focus suite of software on school network available in the LRAs - Printing, Plastics and Mechanisms.  Students are advised to download a free copy of 2D Design from the school and google sketch up



## Year 10 Subject Information

<b>Subject</b>	<b>Drama</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	The course is designed to be taken over 2 years. All formal assessment takes place in Year 11, though there will be exam practice and mock assessments in Year 10. These will be both practical and written.
<b>Main Subject Content</b>	<p><b>Component 1 - Understanding Drama - Written Exam - 1 hour and 45 minutes</b>  <b>40% of GCSE</b>  Section A - Multiple choice (4 marks).  Section B - 4 questions on a given extract from the set play chosen (44 marks).  Section C - 1 question (from a choice) on a live theatre production (32 marks).</p> <p><b>Component 2 - Devising Drama (Practical)</b>  <b>40% of GCSE</b>  Devising Log (60 marks).  Devised Performance (20 marks).  This component is marked by teachers and moderated by AQA.</p> <p><b>Component 3 - Texts in Practice (Practical)</b>  <b>20% of GCSE</b>  Performance of 2 extracts from 1 play (students may contribute as performer or designer) (20 marks for each extract).  This component is marked by AQA.</p> <p>There are opportunities to see a variety of live/digital/streamed theatre throughout the year.</p> <p>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:</p> <p>Select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.</p> <p>Develop and apply practical skills to communicate in both devised and scripted performance.</p> <p>Realise artistic intention for an audience.</p> <p>Analyse and evaluate their own work and that of others using appropriate terminology.</p> <p>Analyse and evaluate performance texts and dramatic works, considering social, cultural and historical contexts and exploring ideas of how a play may be interpreted practically.</p> <p>Candidates need to be able to demonstrate skill either as an actor or in another technical option of their choice.</p>
<b>Revision Guides and Websites</b>	<p>AQA GCSE Drama - Annie Fox (AQA approved) - ISBN-13: 978-1912820504  Blood Brothers – Play Guide for AQA GCSE Drama – Annie Fox – ISBN 978-1911208716  Course outline, past papers and mark scheme: <a href="http://www.aqa.org.uk/8261">www.aqa.org.uk/8261</a> <a href="http://aqa.org.uk/past-papers">aqa.org.uk/past papers</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>English Language and English Literature GCSE</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Both GCSEs will be assessed by exam only. There will be two exam papers for each GCSE at the end of the second year of study. The details are given below.
<b>Main Subject Content</b>	<p><b>The English Language GCSE is assessed by two exams:</b></p> <p><b>Paper 1:</b> An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p> <p><b>Section A: Reading</b> - Unseen Extract.  Q1: Information Recall (AO1).  Q2: Language Analysis (AO2).  Q3: Structural Analysis (AO2).  Q4: Critical Evaluation of Texts (AO4).</p> <p><b>Section B: Writing</b> - Descriptive/narrative writing.  Q5: One extended piece of writing in response to an image or a piece of directed narrative writing.</p> <p><b>Paper 2:</b> An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p> <p><b>Section A: Reading</b> - Two unseen extracts - literary fiction and non-fiction.  Q1: Information Recall Based on True/False (AO1).  Q2: Writing a Summary of a Text (AO1).  Q3: Language Analysis (AO2).  Q4: Comparing Ideas and Perspectives in Texts (AO3).</p> <p><b>Section B: Writing</b> - Students write from their own viewpoint.  Q5: One extended piece of writing in response to a statement or topic (the same theme as the reading texts).</p> <p><b>English Literature GCSE is assessed by two exams:</b></p> <p><b>Paper 1: Shakespeare and the Nineteenth Century Novel</b> (a closed book exam lasting 1 hour 45 minutes; it is worth 40% of the GCSE)</p> <p><b>Section A: Shakespeare.</b> One question on a play: students write in detail about an extract then write about the play as a whole. The options are: <i>Macbeth</i>, <i>Much Ado About Nothing</i>, <i>Romeo and Juliet</i>, <i>The Tempest</i>, <i>The Merchant of Venice</i>, <i>Julius Caesar</i>.</p> <p><b>Section B: The Nineteenth Century Novel.</b> One question on a novel: students write in detail about an extract then write about the novel as a whole. The options are: <i>A Christmas Carol</i>, <i>Great Expectations</i>, <i>Jane Eyre</i>, <i>Frankenstein</i>, <i>Pride and Prejudice</i>, <i>The Sign of Four</i>, <i>Dr Jekyll and Mr Hyde</i>.</p> <p><b>Paper 2: Modern Prose/Drama, Poetry Selection and Unseen Poetry</b> (a closed book exam lasting 2 hours 15 minutes; it is worth 60% of the GCSE).</p> <p><b>Section A: Modern Prose/Drama.</b> The options are: <i>An Inspector Calls</i>, <i>Blood Brothers</i>, <i>The History Boys</i>, <i>DNA</i>, <i>The Curious Incident of the Dog in the Night Time</i> (play script), <i>A Taste of Honey</i>, <i>Lord of the Flies</i>, <i>Animal Farm</i>, <i>Never Let Me Go</i>, <i>Anita and Me</i>, <i>Pigeon English</i>.</p> <p><b>Section B: Poetry Selection.</b> Either Love and Relationships or Conflict.</p> <p><b>Section C: Unseen Poetry</b></p>
<b>Main Skills to be Able to Show</b>	<p><b>Reading Skills</b>  Inferring and deducing - 'reading between the lines'. (AO1)  Language analysis - analysing the writer's choice of word, language devices and structure. (AO2)  Comparing ideas between texts. (AO3)  In Literature, in addition to the above skills, students also need to show understanding of the relationship between texts and the contexts in which they were written.</p> <p><b>Writing Skills</b>  Constructing whole texts, as well as paragraphing skills. Writing in different styles for a range of audiences and purposes. Grammar skills - punctuation and sentence-level organisation. Spelling.</p>
<b>Revision Guides and Websites</b>	BBC Bitesize 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> . The more non-fiction that pupils have access to at home, the better; the more each student reads from a wide variety of quality non-fiction sources, the more they will practise these vital reading skills.

## Year 10 Subject Information

<b>Subject</b>	<b>Geography</b>
<b>Exam Board</b>	Edexcel Specification A
<b>Key Assessment Dates</b>	<p>Students will sit three externally set exams, The Physical Environment, The Human Environment and Geographical Investigations. Exams for The Physical Environment and Human Environment will be sat at the end of Year 11 and each exam is worth 37.5% of the overall GCSE grade. While the dates have not been set by Edexcel, they will all be in May, June of 2023. This is a linear course and no modular exams are available.</p> <p>The Controlled Assessment project will be undertaken in school with 1 or 2 days of fieldwork to collect the data students will need. The day out of school could be in the local area or in a nearby urban environment. Students will then be examined on the fieldwork that they have carried out. This exam is worth 25% of the overall grade and, again, will be sat at the end of Year 11.</p>
<b>Main Subject Content</b>	<p>Of the examined units -</p> <p><b>The Physical Environment</b> examines the following topics - The Changing Landscapes of the UK, Weather Hazards and Climate Change and Ecosystems, Biodiversity and Management</p> <p><b>The Human Environment</b> examines Changing Cities, Global Development and Resource Management, focusing on Water resource management.</p> <p><b>Geographical Investigations</b> is a different sort of examination. Students will have carried out fieldwork prior to the examination and will have carried out an investigation in the classroom, using their fieldwork experience. They will then be examined on the skills that they have learned and asked to apply their new skills and knowledge to different examples, in the exam.</p>
<b>Main Skills to be Able to Show</b>	<p>You must show that:</p> <ul style="list-style-type: none"> <li>• You can explain the main ideas or concepts that go with each unit</li> <li>• You can learn and use key case studies in your answers</li> <li>• You can interpret maps and graphs, photographs and diagrams that are provided as resources by the examination board</li> <li>• You can learn and use the proper key terms that go with each unit</li> <li>• You can demonstrate your knowledge of places, processes and different environments</li> <li>• You can select, adapt and use a variety of skills and techniques to investigate questions and issues</li> </ul>
<b>Revision Guides and Websites</b>	<p>Edexcel produce their own revision guides and workbooks for this course. You will be shown these by your teacher. Please do not purchase general revision guides that are intended to cover a wide range of syllabuses as these will have chapters that you do not need!</p> <p>Use the Edexcel website for past questions, answers and examiners comments.  <a href="http://www.edexcel.com">www.edexcel.com</a></p> <p>You will be provided with an opportunity to purchase revision guides and workbooks through the school but, should you choose to buy them before this opportunity is given, any Edexcel A Geography GCSE revision guides are recommended.</p>

## Year 10 Subject Information

<b>Subject</b>	<b>History</b>
<b>Exam Board</b>	AQA Syllabus A (Code 8145DA)
<b>Key Assessment Dates</b>	<p>2024 - Examining the content from the Year 10 Unit 1A Understanding the Modern World.</p> <p>2024 - Examining the content from the Year 11 Units on Unit 2A Britain: Health and the people and the British depth study).</p>
<b>Main Subject Content</b>	<p><b>Understanding the Modern World</b>  <b>The Wider World Depth Study</b>  <b>Conflict and Tension in Asia 1950-1975</b>  <b>Part 1 Korea</b>            The causes of the Korean War - nationalism; US relations with China; division of Korea; Kim Il Sung and Syngman Rhee; invasion 1950; US and UN response; USSR absence from UN.            The development of the Korean War - the UN campaign; Inchon landings; reaction of China; MacArthur.            The end of the Korean War - military stalemate; peace talks; impact of the war; UN and Sino-American relations.</p> <p><b>Part II Escalation of the Conflict in Vietnam</b>            The end of French colonial rule; Dien Bien Phu; Geneva Agreement; civil war; opposition to Diem; the Vietcong; Ho Chi Minh.            The US involvement; the domino theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.            Johnson's War; the Gulf of Tonkin; US response to Vietcong tactics; mass bombing; demands for peace; My Lai; Tet Offensive; consequences.</p> <p><b>Part III The Ending of the Conflict in Vietnam</b>            Nixon's War; Vietnamisation; chemical warfare; bombing campaign; China; war into Laos and Cambodia.            Opposition to the war; Kent state University; media and TV; Watergate Affair.            The end of the war; Paris Peace talks; Kissinger; US withdrawal; fall of Saigon; price of conflict; problems in Vietnam.</p> <p><b>1a America 1840-1895</b>  <b>Part 1 Expansion</b></p> <ul style="list-style-type: none"> <li>• The geography of North America; the Great American Desert; belief in Manifest Destiny.</li> <li>• Why the early settlers moved west; challenges on the journey; Mormons, migrant farmers, miners.</li> <li>• The Plains Indians' way of life; early government policy towards Native Americans; the Permanent Indian Frontier.</li> </ul> <p><b>Part II Conflict</b></p> <ul style="list-style-type: none"> <li>• Increasing conflict with the Indians; the Fort Laramie Treaty; Indian Wars.</li> <li>• The American Civil War; background and causes; Lincoln and Jefferson; impact of the war.</li> <li>• Coming to terms with the Mormons.</li> </ul> <p><b>Part III Consolidation</b></p> <ul style="list-style-type: none"> <li>• The aftermath of the American Civil War; Reconstruction; Federal and State powers.</li> <li>• The continued settlement; Homesteaders; government action; railways; farming.</li> </ul> <p>The resolution of the Indian problem; reservations; Battle of the Little Bighorn; the Dawes Act; impact on Indians</p>
<b>Main Skills to be Able to Show</b>	<p>Recall of facts and Application of knowledge.            Evaluation of evidence for utility and reliability.            Be able to explain why events happen in history.            This will be assessed at the end of Year 11 in a 2 hour exam worth 50% of the GCSE. There will be ten compulsory questions from a simple "Describe" question, to questions that asks the student to compare 2 sources, 2 interpretations or 2 factors to longer essay type questions that ask for a judgement to be made.</p>
<b>Revision Guides and Websites</b>	<p><b>My Revision Notes: AQA GCSE (9-1) History, Second edition Paperback – 31 Aug. 2018</b> by <a href="#">Tim Jenner</a> (Author), <a href="#">David Ferriby</a> (Author), <a href="#">Simon Beale</a> (Author), <a href="#">Carmel Bones</a> (Author), <a href="#">Adele Fletcher</a> (Author), <a href="#">&amp; 1 more</a>  <b>BBC Bitesize</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a> (go to GCSE Schools History Project).</p>

## Year 10 Subject Information

<b>Subject</b>	<b>Maths</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	June 2024 – Paper 1 – Calculator June 2024 – Paper 2 – Non Calculator June 2024 – Paper 3 – Non Calculator
<b>Main Subject Content</b>	Students will be completing the second year of their GCSE course. We will study Number, Ratio, Algebra, Geometry, Data and Probability.
<b>Main Skills to be Able to Show</b>	<p>Students will practice written and mental calculations throughout the year involving decimals and fractions. They will also begin looking at more functional uses of percentages, including compound problems and reverse percentages.</p> <p>In algebra we will begin to work with simultaneous equations and quadratics.</p> <p>We will begin to explore similar shapes and apply trigonometry to triangles.</p> <p>We will look at the way probabilities can be calculated for combined events with the aid of tree diagrams.</p>
<b>Revision Guides and Websites</b>	<p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> <ul style="list-style-type: none"> <li>• Once on the website, students can access the content by searching for 'Trinity School' and inputting their own details</li> </ul> <p>CGP – AQA – 9-1 Maths GCSE (Foundation or Higher)</p> <ul style="list-style-type: none"> <li>• Revision guide</li> <li>• Exam practice booklet</li> </ul>

## Year 10 Subject Information

<b>Subject</b>	<b>MFL - Spanish GCSE</b>		
<b>Exam Board</b>	AQA		
<b>Key Assessment Dates</b>	All final exams May/June 2023		
<b>Main Subject Content</b>	<p><b>Theme 1: Identity and culture</b>  Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:  Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p>Topic 4: Customs and festivals in Spanish-speaking countries/communities.</p> <p><b>Theme 2: Local, national, international and global areas of interest</b>  Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:  Topic 1: Home, town, neighbourhood and region  Topic 2: Social issues</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> </ul> <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness</li> </ul> <p>Topic 4: Travel and tourism</p> <p><b>Theme 3: Current and future study and employment</b>  Theme 3: Current and future study and employment covers the following four topics:  Topic 1: My studies  Topic 2: Life at school/college  Topic 3: Education post-16  Topic 4: Jobs, career choices and ambitions</p>		
<b>Main Skills to be Able to Show</b>	<ul style="list-style-type: none"> <li>• Grammatical Accuracy (using different tenses).</li> <li>• Narrate Events.</li> <li>• Identify Points of View.</li> <li>• Listening to Longer Passages.</li> <li>• Reading Longer Passages.</li> <li>• Recall of Vocabulary.</li> <li>• Develop writing using a range of tenses, connectives, opinions, reasons and justifications.</li> <li>• Answer questions in the target language, detail what is happening in photos and other images.</li> <li>• Read authentic texts and deduce key meaning.</li> <li>• Write in a range of tenses, develop writing to include a variety of structures.</li> <li>• Translate from English to Spanish and vice versa.</li> <li>• Understand the meta language and be able to apply the right vocab to a gap fill</li> </ul>		
<b>Revision Guides and Websites</b>	<p>CPG GCSE AQA SPANISH - For the grade 9-1 Examination. Revision guide and student book.</p> <p>Links have been provided to the Student booklets that have been devised with the new requirement in exam style questions in mind.</p> <p>Students will have regular access to the Kerboodle package which is excellent preparation and assessment to coincide with the AQA examination.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Languages Online:  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</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>Listening Skills:  <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Word Reference (online dictionary):  <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>Kerboodle  <a href="http://www.kerboodle.com">www.kerboodle.com</a></p> <p>Study Spanish  <a href="http://www.studyspanish.com">www.studyspanish.com</a></p> </td> </tr> </table> <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>Languages Online:  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</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>Listening Skills:  <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a></p>	<p>Word Reference (online dictionary):  <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>Kerboodle  <a href="http://www.kerboodle.com">www.kerboodle.com</a></p> <p>Study Spanish  <a href="http://www.studyspanish.com">www.studyspanish.com</a></p>
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## Year 10 Subject Information

<b>Subject</b>	<b>MFL - French GCSE</b>		
<b>Exam Board</b>	AQA		
<b>Key Assessment Dates</b>	All final exams May/June 2024		
<b>Main Subject Content</b>	<p><b>Theme 1: Identity and culture</b>  Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:  Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p>Topic 4: Customs and festivals in French-speaking countries/communities</p> <p><b>Theme 2: Local, national, international and global areas of interest</b>  Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:  Topic 1: Home, town, neighbourhood and region  Topic 2: Social issues</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> </ul> <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness</li> </ul> <p>Topic 4: Travel and tourism</p> <p><b>Theme 3: Current and future study and employment</b>  Theme 3: Current and future study and employment covers the following four topics:  Topic 1: My studies  Topic 2: Life at school/college  Topic 3: Education post-16  Topic 4: Jobs, career choices and ambitions</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.  Develop writing using a range of tenses, connectives, opinions, reasons and justifications.  Answer questions in the target language, detail what is happening in photos and other images.  Read authentic texts and deduce key meaning.  Write in a range of tenses, develop writing to include a variety of structures.  Translate from English to French and vice versa. Understand the meta language and be able to apply the right vocab to a gap fill.</p>		
<b>Revision Guides and Websites</b>	<p>CPG GCSE AQA FRENCH - For the grade 9-1 Examination. Revision guide and student book. Links have been provided to the Student booklets that have been devised with the new requirement in exam style questions in mind. Students will have regular access to the Kerboodle package which is excellent preparation and assessment to coincide with the AQA examination</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Languages Online:  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  BBC Bitesize:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a>  Listening Skills:  <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Word Reference (online dictionary):  <a href="http://www.wordreference.com">www.wordreference.com</a>  Kerboodle  <a href="http://www.kerboodle.com">www.kerboodle.com</a>  s-cool revision  <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a></p> </td> </tr> </table> <p>Kerboodle also has link to key language required for each topic.  Revision guides available at Waterstones. Although using the AQA/Edexcel exam boards the guides would also suit the topics studied through WJEC.</p>	<p>Languages Online:  <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  BBC Bitesize:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a>  Listening Skills:  <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a></p>	<p>Word Reference (online dictionary):  <a href="http://www.wordreference.com">www.wordreference.com</a>  Kerboodle  <a href="http://www.kerboodle.com">www.kerboodle.com</a>  s-cool revision  <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a></p>
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## Year 10 Subject Information

<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	Eduqas
<b>Key Assessment Dates</b>	<p>Internal 1 performance to be recorded each half term. Composition 1 Summer term.</p> <p>External Coursework marked and sent to the examiner 5 May (of Year 11). Listening Exam - May of Year 11.</p>
<b>Main Subject Content</b>	<p><b>Component 1: Performing</b> <b>Total duration of performances: 4-6 minutes - 30% of qualification</b> A <b>minimum of two</b> pieces, <b>one</b> of which must be an <b>ensemble</b> performance of <b>at least one-minute</b> duration. The other piece(s) may be <b>either</b> solo <b>and/or</b> ensemble. <b>One</b> of the pieces performed must link to an area of study of the learner's choice.</p> <p><b>Component 2: Composing</b> <b>Total duration of compositions: 3-6 minutes 30% of qualification</b> <b>Two</b> compositions, <b>one</b> of which must be in response to a <b>brief set by WJEC</b>. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The <b>second</b> composition is a free composition for which learners set their <b>own brief</b>.</p> <p><b>Component 3: Appraising</b> <b>Written examination: 1 hour 15 minutes - 40% of qualification</b> This component is assessed via a listening examination. <b>Eight</b> questions in total, <b>two</b> on each of the four areas of study.</p> <p><b>Area of study 1: Musical Forms and Devices</b></p> <ul style="list-style-type: none"> <li>• Set work - Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)</li> </ul> <p><b>Area of study 2: Music for Ensemble</b> <b>Area of study 3: Film Music</b> <b>Area of study 4: Popular Music</b> Set work - Africa: Toto (released 1982)</p>
<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 3/4 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 the set works in comparison with unfamiliar music.</p>
<b>Revision Guides and Websites</b>	<p>BBC bitesize, contains revision materials specific to the Eduqas specification: <a href="http://www.bbc.co.uk/schools/gcsebitesize/music/">http://www.bbc.co.uk/schools/gcsebitesize/music/</a></p> <p>WJEC/Eduqas GCSE Music Revision Guide - Revised Edition by Jan Richards</p> <p>Focus on Sound (students will receive a login for this site)</p>



## Year 10 Subject Information

<b>Subject</b>	<b>Physical Education - GCSE</b>
<b>Exam Board</b>	AQA GCSE PE 8582
<b>Key Assessment Dates</b>	End of year Y10 Examination - June 2023 Analysis and Evaluation – April 2023 Examination - Summer 2024
<b>Main Subject Content</b>	<p><b>Theory Exam 60%</b> - 2 exam papers 30% each Applied Anatomy and Physiology Movement Analysis Physical Training Use of Data Sports Psychology Socio Cultural Influences Health, Fitness and Wellbeing</p> <p><b>Practical 40%</b> (Students will be assessed in skills in: Progressive Drills, Full Context.) Students are involved in a variety of activities such as:</p> <p>Athletics Badminton Swimming Trampolining</p> <p>They are assessed as player/performer.</p> <p>10% of the practical mark is performance analysis.</p>
<b>Main Skills to be Able to Show</b>	<p>Sports specific skills for the three activity areas being offered, with knowledge and understanding of these areas. Analysis and evaluation of performance.</p> <p>Application of good examination technique. Preparation for scenario questions using extended answers.</p> <p>Be able to identify AO1, AO2 and AO3.</p>
<b>Revision Guides and Websites</b>	<a href="http://www.youtube.com/watch?v=AxDwkp47BNA">www.youtube.com/watch?v=AxDwkp47BNA</a> - Everlearner PE Revision

## Year 10 Subject Information

Subject	Physical Education
<p><b>Year 10</b></p>	<p>Students will take part in a variety of the following activities:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Dance</li> <li>• Fitness</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Hockey</li> <li>• Netball</li> <li>• Pickleball</li> <li>• Rounders</li> <li>• Rugby</li> <li>• Short Tennis</li> <li>• Swimming</li> <li>• Tennis</li> <li>• Trampolining</li> </ul> <p>The activities will be dependent on availability of facilities.</p>
<p><b>How Are Students Grouped?</b></p>	<p>Mixed ability groups. Activity options may be provided.</p>
<p><b>Home Learning Plans</b></p>	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> <li>• Develop skills/fitness outside of lessons where possible</li> <li>• Take up opportunities to join extra-curricular clubs</li> <li>• Pack PE kit the night before the lesson</li> </ul>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></p>	<p><b>Aim</b> Continue to develop previous skills and tactics, becoming more competent and confident in their techniques. Apply these across a range of different sports and physical activities.</p> <p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Continue to develop confidence and interest. Get involved in exercise, sports and activities outside of school.</p> <p>Be physically active for sustained periods of time.</p> <p>Understand and apply the long term health benefits of physical activity.</p> <p>Further develop knowledge and understanding of the activities covered, through work in lessons, extracurricular activities, watching/reading.</p> <p>Develop ability to lead others.</p> <p><b>Expectations</b> To bring full/correct Trinity kit to every lesson. To try my best in all activities.</p> <p><b>Remember</b> Healthy Body = Healthy Mind. Attitude and Effort = Achievement.</p>

## Year 10 Subject Information

<b>Subject</b>	<b>Religious Studies GCSE (Short Course)</b>
<b>Exam Board</b>	WJEC Eduqas GCSE (Short course) Route A
<b>Key Assessment Dates</b>	All components are assessed at the end of Year 11 in May and June examinations 2024.
<b>Main Subject Content</b>	<p><b>Component 1 - Religious, Philosophical and Ethical Studies in the Modern World (taught in Year 10)</b></p> <p>1. Issues of Relationships. 2. Issues of Life and Death</p> <p>50% of the qualification: 63 marks Written examination - 1 hour</p> <p><b>Component 2 - Study of Christianity</b></p> <p>1. Beliefs and teachings</p> <p>25% of the qualification, 33 marks Written examination, 35 minutes,</p> <p><b>Component 3 - Study of Islam</b></p> <p>1. Beliefs and teachings</p> <p>25% of the qualification, 30 marks Written examination, 35 minutes</p>
<b>Main Skills to be Able to Show</b>	<p><b>Eduqas GCSE Religious Studies takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world.</b> The course will also enable learners to gain knowledge and understanding of two religions - Christianity and Islam.</p> <p><b>AO1</b> Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices and sources of authority.</li> <li>• Influence on individuals, communities and societies.</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2</b> Analyse and evaluate aspects of religion and belief*, including their significance and influence. * The term 'belief' includes religious and non-religious beliefs.</p>
<b>Revision Guides and Websites</b>	<p>WJEC Eduqas (9-1 Religious Studies Route A) ISBN 978-1-5104-1462-4 (These are available to be purchased from the Department) CGP GCSE Religious Studies For the 9-1 Course Quizlet <a href="http://www.quizlet.com">www.quizlet.com</a> BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Religious Studies GCSE (Full Course)</b>
<b>Exam Board</b>	WJEC Eduqas GCSE (Full Course) Route A
<b>Key Assessment Dates</b>	All components are assessed at the end of Year 11 - May/June 2024
<b>Main Subject Content</b>	<p><b>Component 1 - Religious, Philosophical and Ethical Studies in the Modern World</b></p> <ol style="list-style-type: none"> <li>1. Issues of Relationships.</li> <li>2. Issues of Good and Evil</li> <li>3. Issues of Life and Death</li> <li>4. Issues of Human Rights</li> </ol> <p>50% of the qualification. 126 marks Written exam: 2 hours</p> <p><b>Component 2 Study of Christianity</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and teachings</li> <li>2. Practices</li> </ol> <p>25% of the qualification. 63 marks Written examination: 1 hour</p> <p><b>Component 3 - Study of Islam</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and teachings</li> <li>2. Practices</li> </ol> <p>25% of the qualification. 60 marks Written examination: 1 hour</p>
<b>Main Skills to be Able to Show</b>	<p><b>Eduqas GCSE Religious Studies takes a distinctive issues-based approach to the study of religious, philosophical and ethical studies in the modern world.</b></p> <p>The course will also enable learners to gain knowledge and understanding of two religions - Christianity and Islam.</p> <p><b>AO1</b> Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices and sources of authority.</li> <li>• Influence on individuals, communities and societies.</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2</b> Analyse and evaluate aspects of religion and belief*, including their significance and influence. * The term 'belief' includes religious and non-religious beliefs.</p>
<b>Revision Guides and Websites</b>	<p>WJEC Eduqas (9-1 Religious Studies Route A) ISBN 978-1-5104-1462-4 (These are available to be purchased from the Department)</p> <p>CGP GCSE Religious Studies For the 9-1 Course</p> <p>Quizlet <a href="http://www.quizlet.com">www.quizlet.com</a></p> <p>BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a></p>

## Year 10 Subject Information

<b>Subject</b>	<b>Separate Sciences</b> (Separate GCSEs in Biology, Chemistry and Physics)
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Exams are at the end of Year 11</p> <p>There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</p>
<b>Main Subject Content</b>	<p><b>Biology Units :</b></p> <ol style="list-style-type: none"> <li>1 Cell Biology;</li> <li>2 Organisation;</li> <li>3 Infection and Response;</li> <li>4 Bioenergetics;</li> <li>5 Homeostasis and Response;</li> <li>6 Inheritance, Variation and Evolution;</li> <li>7 Ecology</li> </ol> <p><b>Chemistry Units</b></p> <ol style="list-style-type: none"> <li>1 Atomic Structure and the Periodic Table;</li> <li>2 Bonding, Structure, and the Properties of Matter;</li> <li>3 Quantitative Chemistry;</li> <li>4 Chemical Changes;</li> <li>5 Energy Changes;</li> <li>6 The Rate and Extent of Chemical Change;</li> <li>7 Organic Chemistry;</li> <li>8 Chemical Analysis;</li> <li>9 Chemistry of the Atmosphere;</li> <li>10 Using Resources;</li> </ol> <p><b>Physics Units</b></p> <ol style="list-style-type: none"> <li>1 Energy;</li> <li>2 Electricity;</li> <li>3 Particle Model of Matter;</li> <li>4 Atomic Structure;</li> <li>5 Forces;</li> <li>6 Waves;</li> <li>7 Magnetism and Electromagnetism;</li> <li>8 Space.</li> </ol>
<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> <p>Practical Skills.</p>
<b>Revision Guides and Websites</b>	<p>Kerboodle - students have their own username and login to access this online resource containing the textbook, worksheets and assessments.</p> <p>Educake – is a website that has quick fire questions for students to attempt and produces feedback showing them where they need to improve.</p> <p>Revision Guides are available but come in higher and foundation versions so check with tier exam your child is sitting.</p> <p>Ensure that anything you buy says 'AQA' and for 'first teaching from 2016'.</p>

## Year 10 Subject Information

<b>Subject</b>	<b>Combined Science: Trilogy</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	Exams are at the end of Year 11  There are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.
<b>Main Subject Content</b>	<p><b>Biology Units :</b></p> <ol style="list-style-type: none"> <li>1 Cell Biology;</li> <li>2 Organisation;</li> <li>3 Infection and Response;</li> <li>4 Bioenergetics;</li> <li>5 Homeostasis and Response;</li> <li>6 Inheritance, Variation and Evolution;</li> <li>7 Ecology</li> </ol> <p><b>Chemistry Units</b></p> <ol style="list-style-type: none"> <li>1 Atomic Structure and the Periodic Table;</li> <li>2 Bonding, Structure, and the Properties of Matter;</li> <li>3 Quantitative Chemistry;</li> <li>4 Chemical Changes;</li> <li>5 Energy Changes;</li> <li>6 The Rate and Extent of Chemical Change;</li> <li>7 Organic Chemistry;</li> <li>8 Chemical Analysis;</li> <li>9 Chemistry of the Atmosphere;</li> <li>10 Using Resources;</li> </ol> <p><b>Physics Units</b></p> <ol style="list-style-type: none"> <li>1 Energy;</li> <li>2 Electricity;</li> <li>3 Particle Model of Matter;</li> <li>4 Atomic Structure;</li> <li>5 Forces;</li> <li>6 Waves;</li> <li>7 Magnetism and Electromagnetism;</li> <li>8 Space.</li> </ol>
<b>Main Skills to be Able to Show</b>	Recall of Facts. Application of Knowledge. Evaluation of Experimental Techniques. Analysis of Data. Maths Skills. Practical Skills.
<b>Revision Guides and Websites</b>	<p>Kerboodle - students have their own username and login to access this online resource containing the textbook, worksheets and assessments.</p> <p>Educake – is a website that has quick fire questions for students to attempt and produces feedback showing them where they need to improve.</p> <p>Revision Guides are available but come in higher and foundation versions so check with tier exam your child is sitting.</p> <p>Ensure that anything you buy says 'AQA' and for 'first teaching from 2016'.</p>