



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

## *Year 10 Curriculum and Assessment Guidance for Pupils and Parents*

2017 - 2018

Nurturing today's young people,  
inspiring tomorrow's leaders.



# Summary

Our aim at Eden Boys School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

This summer, the reformed GCSEs in the new 9-1 grading were taken by pupils in English Language, English Literature and maths. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. These GCSE courses will have much more content and longer, tougher exams. They will also no longer be graded using the A\*-G system. Instead, a new system of grading with numbers will be used.

In addition, the Government is making it harder to achieve a 'good pass' – so you will need to get more marks to achieve the new Grade '5' – which replaces the old Grade 'C'.

As a result of these changes to GCSEs, last year we introduced a new grading system for all pupils – from Year 7 to Year 11. These new grades will have Grade '9' as the highest grade and Grade '1' as the lowest grade. The new grades will be used to:

- Set targets in every subject.
- Assess and grade your work in classwork, homework and in regular tests.
- Report on your progress in the report cards we send home every half-term.

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

**Alyson Middlemass**  
**Principal**

## New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A\* - G grades:

| New GCSE grade | Old GCSE grade | Notes  |
|----------------|----------------|--|
| 9              | A*             | A grade 9 is a high A*.  |
| 8              | A*/A           | A grade 8 is a low A* or high A.   |
| 7              | A              | A grade 7 is a low or mid A.   |
| 6              | B              | A grade 6 is a high B.   |
| 5              | B/C            | A grade 5 is a low B or high C. This is the minimum grade for a 'good pass'. |
| 4              | C              | A grade 4 is a low or mid C.   |
| 3              | D/E            | A grade 3 is a D grade or high grade E.                                      |
| 2              | E/F            | A grade 2 is a low grade E or high grade F.                                  |
| 1              | F/G            | A grade 1 is a low F or G grade.   |

## What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'good pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'good pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'good pass' in the new GCSEs. As a result, the number of pupils nationally who achieve a 'good pass' is expected to drop. At our school, we will be working hard so that all pupils can aim to achieve at least a grade '5' in their GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.

Only the very, very brightest pupils will get a Grade '9' in each subject.

## How will the new grading system affect each year group?

Last year, we are also introduced a new single grading system for all pupils. The information overleaf explains how the new single grading system applies in Year 7.

## What grade is expected at the end of each year?

Based on your primary school results, progress in the previous year and overall ability level, you will be set a challenging target for each subject at the start of the year.

In Year 9, you will be set a target for the end of the GCSE course.

The chart below shows how you should progress from KS2 to KS4 i.e. GCSE.

| End of KS2 Level (OLD) | Y7 Starting Grade (NEW) | Y7 Target Grade | Y8 Target Grade | 'Old' GCSE Target | 'New' GCSE Target (Y9+) |
|------------------------|-------------------------|-----------------|-----------------|-------------------|-------------------------|
| 6                      | 4c                      | 4a              | 5b              | Secure A*         | 9                       |
| 5a                     | 3a                      | 4b              | 5c              | A/A*              | 8                       |
| 5b                     | 3b                      | 4c              | 4a              | Mid A             | 7                       |
| 5c                     | 3c                      | 3a              | 4b              | Low A             | 7                       |
| 4a                     | 2a                      | 3b              | 4c              | High B            | 6                       |
| 4b                     | 2b                      | 3c              | 3a              | Secure B          | 6                       |
| 4c                     | 2c                      | 2a              | 3b              | Low B             | 5                       |
| 3a                     | 1a                      | 2b              | 3c              | High C            | 5                       |
| 3b                     | 1b                      | 2c              | 2a              | Mid C             | 4                       |
| 3c                     | 1c                      | 1a              | 2b              | Low C             | 4                       |
| 2a-b                   | -                       | 1b              | 2c              | D                 | 3                       |

## How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the year.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the GCSE course.
- The predicted grade** – this is the grade your teacher thinks you will achieve in the subject at the end of the GCSE course (based on your current progress).

These grades will use the new 9-1 grading system.

# Year 10

## Learning Journey in:

English

Mathematics

Science

French

History

Religious Education

Computer Science

Creative iMedia

Art

PE

Geography

PE Core

\*Please note the long term plans are subject to change.

# English Long Term Plan | Year 10 | 2017-18

|                    | Autumn One (8 wks)  | Autumn Two (7 wks)  | Spring One (5 wks)   | Spring Two (6 wks)   | Summer One (6 wks)  | Summer Two (7 wks)   |
|--------------------|---|---|--|--|---|--|
| <b>Key Skills</b>  | <p><b>Reading:</b><br/>A01, A02, A03, A04</p> <p>A Christmas Carol<br/>(4 wks)<br/>A01 - Quotations<br/>A02 - Writer's use of language &amp; structure<br/>A03 - Context</p> <p>Macbeth<br/>(wk 5 onwards)<br/>A01 - Quotations<br/>A02 - Writers use of language &amp; structure<br/>A03 - Context<br/>A04 - Vocab</p> | <p>Macbeth Overspill<br/><b>(3 wks)</b></p> <p>A01 - Quotations<br/>A02 - Writer's use of language &amp; structure<br/>A03 - Context<br/>A04 - Vocab</p> <p>Unseen Poetry<br/>A01 - Quotations<br/>A02 - Writer's use of language &amp; structure<br/>A03 - Context</p> | <p><b>Spoken Language:</b><br/>A07, A08, A09</p> <p>A07 - Demonstrate presentation skills in a formal setting<br/>A08 - Listen and respond appropriately to spoken language including to questions and feedback on presentations<br/>A09 - Use spoken Standard English effectively in speeches and presentations</p> | <p><b>Reading:</b><br/>A01, A02, A03, A04</p> <p>A01 - Quotations<br/>A02 - Writer's use of language &amp; structure<br/>A03 - Context<br/>A04 - Vocab</p> | <p><b>Writing:</b><br/>A05, A06</p> <p>A05 - Context<br/>A06 - Technical accuracy + SPaG</p>  | <p>A01 - Quotations<br/>A02 - Writer's use of language &amp; structure<br/>A03 - Context</p>                                     |
| <b>Key Content</b> | <p>Shakespeare - Macbeth<br/>(English Literature, Paper 1, Section A)</p>   | <p>Unseen Poetry<br/>(English Literature, Paper 2, Section C)</p>   | <p>Spoken Language<br/>(English Language, verbally assessed and recorded)</p>  | <p><b>English Language</b><br/>Paper 2 - non-fiction (Reading)</p>   | <p><b>English Language</b><br/>Paper 2 - non-fiction (writing)<br/>Writing tasks: reports, review, speeches and informal letters.</p> | <p>AQA poetry anthology<br/>-Poems Past and Present, Power and Conflict cluster<br/>(English Literature, Paper 1, Section B)</p> |

# English Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)   | Autumn Two (7 wks)  | Spring One (5 wks)  | Spring Two (6 wks)  | Summer One (6 wks)   | Summer Two (7 wks)   |
|--|--|---|---|---|--|--|
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values</b>   | The rule of law - law in war<br>Freedom of religion - in war poetry<br>Freedom of choice - in war, or lack of, propaganda<br>Freedom of thought - poetry<br>Freedom of speech - poetry<br>Freedom of association - war<br>Tolerance and respect - religion, war, countries<br>Fairness and liberty - lack of social justice<br>Social Responsibility - BB, war poetry<br>Equality for all - war poetry |   | Democracy - Blood Brothers - murder, through extracts<br>Equality for all - social divide and social segregation<br>Equality for all - social injustice<br>Freedom of thought - characters in BB, through extracts<br>Tolerance and respects - through extracts<br>The rule of law - law in society |   | Democracy – through extracts<br>The rule of law – law, through extracts, dual identity<br>Freedom of religion – through extracts<br>Freedom of choice – through extracts, dual identity and personality<br>Freedom of thought – characters in DJMH, through extracts<br>Freedom of speech - through extracts, characters<br>Freedom of association - through extracts, characters, dual identity<br>Tolerance and respect – through extracts<br>Fairness and liberty – lack of, through extracts, tied down by character and identity<br>Social responsibility – through extracts, DRMH<br>Equality for all - through extracts |  |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | Homework MP1: character analysis (not graded)<br><br>MP1: themed question (not graded)<br><br>MP2: themed question (not graded)<br><br>End Assessment:<br>Reading Task – GCSE style question: AO1, AO2, AO3, AO4 (graded)  | Homework MP1: comparison (not graded)<br><br>MP1: comparison (not graded)<br><br>MP2: comparison (not graded)<br><br>End Assessment:<br>Unseen poetry comparison: AO1, AO2, AO3, AO4 (graded) | Homework MP1: practice presentation<br><br>MP1: Practice presentation (not graded)<br><br>MP2: Practice presentation (not graded)<br><br>End Assessment:<br>Spoken Language GCSE task: presentation – AO7, AO8, AO9 (graded)  | Homework MP1: reading task: Q2 (not graded)<br><br>MP1: Reading task: Q3 (not graded)<br><br>MP2: Reading task: Q4 (not graded)<br><br>End Assessment:<br>Reading: AO1, AO2, AO3, AO4, (graded) | Homework MP1: Writing task: review<br><br>MP1: Writing task: report (not graded)<br><br>MP2: Writing task: speech (not graded)<br><br>EOY exam:<br>Reading and writing Exam ALL AOs (graded)   | Homework MP1: comparison (not graded)<br><br>MP1: comparison (not graded)<br><br>MP2: comparison (not graded)<br><br>End Assessment:<br>Reading Task – poetry comparison: AO1, AO2, AO3 (graded) |
| <b>Websites to help my learning:</b><br><a href="http://www.bbc.co.uk/schools/ks3bitesize/English/">http://www.bbc.co.uk/schools/ks3bitesize/English/</a><br><a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a> , <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a><br><a href="http://www.channel4learning.com/support/websites/english.html">http://www.channel4learning.com/support/websites/english.html</a><br><a href="http://www.channel4learning.com/sites/waywithwords/index.html">http://www.channel4learning.com/sites/waywithwords/index.html</a><br><a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a> | <b>Visits to places that can help my learning:</b><br>Plays – theatre, libraries   |   |   |   |  |  |

# Mathematics Higher Tier Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)  | Autumn Two (7 wks)   | Spring One (5 wks)   | Spring Two (5 wks)  | Summer One (7 wks)   | Summer Two (7 wks)  |  |
|--|---|--|--|---|--|---|--|
| Key Skills   | Confidence, Develop Fluency, Reason Mathematically & Problem Solving  |  |  |   |  |   |  |
|  | G2 Geometry   | G3 Geometry<br>A3 Algebra  | A3 Algebra<br>P1 Probability   | R1 Ratio & Proportion<br>G4 Geometry<br>G5 Geometry   | G5 Geometry<br>S2 Statistics   | A4 Algebra<br>G6 Geometry   |  |
| Key Content  | G2 Geometry   | G3 Transformations & Constructions<br>A3 Equations & Inequalities  | A3 Algebra<br>P1 Probability   | R1 Multiplicative Reasoning<br>G4 Similarity & Congruence<br>G5 More Trigonometry   | G5 More Trigonometry<br>S2 Further Statistics  | A4 Equations & Graphs<br>G6 Circle Theorems   |  |
| Spiritual, Moral, Social and Cultural Theme (SMSC)<br>Fundamental British Values | Use of different units of measurement in other cultures;<br>Stories about Pi, Pythagoras; Making Sense of the World around Us; Shape Patterns Around The World; Islamic Art & Culture; Rangoli Designs & Mandalas   |  |  | Scholars e.g. Al-Khwarizmi, Diophantus;<br>History of Mathematics; Calculating Interest; Encryption and Bletchley Park; coping with less income, consequences of debt; Egyptian fractions; Special sequences; Fibonacci & Pascal's triangle |  | Use of statistics in the media; Census Data; Discussion on the use and misuse of data; History of Mathematics |  |
| Key Assessment Objectives and Suggested Assessments                              | Half-term test (Cumulative)<br>- N1, A1, S1, N2, G1, A2 & G2  | End-of-term test (Cumulative)<br>- N1, A1, S1, N2, G1, A2, G2 & G3 | Half-term test (Cumulative)<br>- N1, A1, S1, N2, G1, A2, G2, G3 & A3 | End-of-term test (Cumulative)<br>- N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1 & G4  | EOY exam   | Half-term test (Cumulative)<br>- N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, A4 & G6              |  |
| Websites that can help my learning:  | <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a><br><a href="http://www.nrich.maths.org.uk">www.nrich.maths.org.uk</a><br><a href="http://www.mathsisfun.com">www.mathsisfun.com</a><br><a href="http://www.vle.mathswatch.com/vle/">www.vle.mathswatch.com/vle/</a><br><a href="http://www.youtube.co.uk">www.youtube.co.uk</a> (Khan Academy) |  |  | Visits to places that can help my learning:   | Mosques<br>Museum of Mathematics<br>Bletchley Park<br>National Space Centre<br>Mathematics in cities |   |  |

# Mathematics Foundation Tier Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)   | Autumn Two (7 wks)   | Spring One (5 wks)   | Spring Two (5 wks)   | Summer One (7 wks)   | Summer Two (7 wks)   |
|--|--|--|--|--|--|--|
| Key Skills   | Confidence, Develop Fluency, Reason Mathematically & Problem Solving   |  |  |  |  |  |
|  | S2 Statistics  | G2 Geometry<br>A3 Algebra  | A3 Algebra<br>G3 Geometry  | R1 Ratio & Proportion<br>G4 Geometry   | G4 Geometry<br>P1 Probability<br>R2 Ratio & Proportion   | G5 Geometry<br>A4 Algebra  |
| Key Content  | S2 Averages & Range  | G2 Perimeter, Area & Volume 1<br>A3 Graphs                         | A3 Graphs<br>G3 Transformations                                      | R1 Ratio & Proportion<br>G4 Right-Angled Triangles   | G4 Right-Angled Triangles<br>P1 Probability<br>R2 Multiplicative Reasoning                           | G5 Constructions, Loci & Bearings<br>A4 Quadratic Equations & Graphs   |
| Spiritual, Moral, Social and Cultural Theme (SMSC)<br>Fundamental British Values | Scholars e.g. Al-Khwarizmi, Diophantus;<br>Use of statistics in the media; Census Data; Discussion on the use and misuse of data;<br>Use of different units of measurement in other cultures.  |  |  | Islamic Art & Culture<br>Rangoli Designs & Mandalas;<br>Use of ratio & scale in real life; in sport, cycling; map reading. |  | Financial Decision Making; Application of probability in risk and gambling; Islamic Art & Culture; Identification of 3D shapes in buildings from different cultures. Use of symmetry in cultural and religious patterns. |
| Key Assessment Objectives and Suggested Assessments                              | Half-term test (Cumulative)<br>- N1, A1, S1, N2, A2, G1 & S2   | End-of-term test (Cumulative)<br>- N1, A1, S1, N2, A2, G1, S2 & G2 | Half-term test (Cumulative)<br>- N1, A1, S1, N2, A2, G1, S2, G2 & A3 | End-of-term test (Cumulative)<br>- N1, A1, S1, N2, A2, G1, S2, G2, A3, G3 & R1   | EOY exam   | Half-term test (Cumulative)<br>- N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5 & A4   |
| Websites that can help my learning:  | <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a><br><a href="http://www.nrich.maths.org.uk">www.nrich.maths.org.uk</a><br><a href="http://www.mathsisfun.com">www.mathsisfun.com</a><br><a href="http://www.vle.mathswatch.com/vle/">www.vle.mathswatch.com/vle/</a><br><a href="http://www.youtube.co.uk (Khan Academy)">www.youtube.co.uk (Khan Academy)</a> |  |  | Visits to places that can help my learning:  | Mosques<br>Museum of Mathematics<br>Bletchley Park<br>National Space Centre<br>Mathematics in cities |  |

# Science Long Term Plan | Year 10 | 2017-18

|                    | Autumn One (8 wks)   | Autumn Two (7 wks)  | Spring One (5 wks)   | Spring Two (5 wks)   | Summer One (7 wks)  | Summer Two (7 wks)   |
|--------------------|--|---|--|--|---|--|
| <b>Key Skills</b>  | Mathematical calculations & data analysis<br>Scientific enquiry, techniques & procedures   | Make judgements & draw conclusions<br>Scientific enquiry, techniques & procedures | Develop & improve experimental procedures<br>Scientific enquiry, techniques & procedures | Analyse information to interpret & evaluate<br>Scientific enquiry, techniques & procedures | Mathematical calculations<br>Scientific enquiry, techniques & procedures  | Critical thinking -Scientific enquiry, techniques & procedures |
| <b>Key Content</b> | <b>Biology</b><br>Topic 4 – Natural selection and genetic modification,<br>Topic 5 – Health, disease and the development of medicines                                |   |  |  | <b>Biology</b><br>Topic 5 – Health, disease and the development of medicines<br>Topic 6 - Plant structures and their function,<br>Topic 7 - Animal coordination , control and homeostasis,<br>Topic 8 - Exchange and transport in animals.  |  |
|                    | <b>Chemistry</b><br>Topic 5 - Ionic bonding,<br>Topic 6 - Covalent bonding,<br>Topic 7 - Metallic bonding,<br>Topic 8 - Classifying substances,<br>Topic 8b - Acids. |   |  |  | <b>Chemistry</b><br>Topic 9 - Calculation involving masses,<br>Topic 10 - Electrolysis,<br>Topic 11 - Obtaining and using metals,<br>Topic 12 - Reversible reactions and using equilibria,<br>Topic 13 - Transition metals, alloys and corrosion.<br>Topic 14 - Quantitative analysis |  |
|                    | <b>Physics</b><br>Topic 5 -Light and the electromagnetic spectrum,<br>Topic 10 - Electricity & circuits,<br>Topic 12 - Magnetism & the motor effect                  |   |  |  | <b>Physics</b><br>Topic 13 - Electromagnetic induction,<br>Topic 8 - Forces doing work,<br>Topic 14 - Particle model  |  |
|                    | SMSC – Cultural & social aspects relating to energy generation,<br>FBV – Freedom of choice   |   |  |  | SMSC - moral & economic aspects of extracting metals<br>FBV - Social responsibility, equality to all, role of British scientist's   |  |

# Science Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)   | Autumn Two (7 wks)   | Spring One (5 wks)   | Spring Two (5 wks)   | Summer One (7 wks)  | Summer Two (7 wks)   |
|--|--|--|--|--|---|--|
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values</b>   | SMSC – Cultural & social aspects relating to energy generation,<br>FBV – Freedom of choice             |  | SMSC - moral & economic aspects of extracting metals<br>FBV - Social responsibility, equality to all, role of British scientist's  |  | SMSC – Issues around genetics and their implications<br>FBV - Social responsibility, equality to all, role of British scientist's |  |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | End of unit summative test (3x 1hr 10 mins)<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology | End of unit summative test (3x 1hr 10 mins)<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology | End of unit summative test (3x 1hr 10 mins)<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology   | End of unit summative test (3x 1hr 10 mins)<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology | EOY exam<br>End of unit summative test<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology                                 | End of unit summative test (3x 1hr 10 mins)<br>Paper 1 Physics<br>Paper 2 Chemistry<br>Paper 3 Biology |
| There will be a mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.   |  |  |  |  |   |  |
| <b>Websites that can help my learning:</b><br><a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a><br><a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a><br><a href="http://www.docbrown.info/ks3science.htm">http://www.docbrown.info/ks3science.htm</a> |  |  | <b>Visits to places that can help my learning:</b><br>MOSI (Museum of Science and Industry)<br>MAGNA Science Adventure Centre<br>Jodrell Bank Discovery Centre<br>National Space Museum<br>National Science Museum |  |   |  |

# French Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)   | Autumn Two (7 wks)  | Spring One (5 wks)   | Spring Two (5 wks)   | Summer One (7 wks)   | Summer Two (7 wks)  |
|--|--|---|--|--|--|---|
| <b>Key Skills</b>  | <p>Vocabulary memorisation</p> <p>Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.</p> | <p>Vocabulary memorisation</p> <p>Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</p> <p>Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</p> | <p>Vocabulary memorisation</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer spoken / written passages, involving some more complex language, recognising the relationship between past, present and future events</p> <p>Deduce meaning from a variety of short and longer spoken / written passages texts from a range of specified contexts.</p> | <p>Vocabulary memorisation</p> <p>Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> <p>Translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context</p> | <p>Vocabulary memorisation</p> <p>Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</p> | <p>Vocabulary memorisation</p> <p>Speak spontaneously, responding to unexpected questions.</p> <p>Initiate and develop conversations and discussion.</p> <p>Make appropriate and accurate use of a variety of vocabulary and grammatical Structures.</p> <p>Make creative and more complex use of the language, as appropriate.</p> <p>Use accurate pronunciation and intonation such as to be understood by a native speaker</p> |
| <b>Key Content</b>   | <p>Life at school and college:</p> <ul style="list-style-type: none"> <li>School and subject</li> <li>Life at school and college</li> <li>Jobs, career choices and ambitions:</li> <li>University or work</li> <li>Choice of career</li> </ul>                   | <p>Free-time activities:</p> <ul style="list-style-type: none"> <li>Music, cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> </ul>   | <p>Me, my family and friends:</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Marriage and partnership</li> </ul>  | <p>Home, town, neighbourhood and region:</p> <ul style="list-style-type: none"> <li>Home</li> <li>Where I live</li> </ul>  | <p>Travel and Tourism:</p> <ul style="list-style-type: none"> <li>Holidays and travel</li> <li>Regions of France</li> </ul>  | <p>Technology in everyday life:</p> <ul style="list-style-type: none"> <li>Social media</li> <li>Mobile technology</li> </ul> <p>Customs and festivals:</p> <ul style="list-style-type: none"> <li>France and Customs</li> <li>Francophones festivals</li> </ul>  |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b> | Community life in and outside family. Values of solidarity within family and community. Cultural differences between French and British education system.  |   |  | Community cohesion, tolerance, living together   |  |   |
|  |  |   |  | Community cohesion, living together<br>Values of respect and tolerance<br>Eco-tourism, preserving the environment  |  |   |

# French Long Term Plan | Year 10 | 2017-18

|   | Autumn One (8 wks)   | Autumn Two (7 wks)   | Spring One (5 wks)  | Spring Two (5 wks)  | Summer One (7 wks)   | Summer Two (7 wks)   |
|---|--|--|---|---|--|--|
| <b>Key Assessment Objectives and Suggested Assessments</b>  | <p><b>Reading and Listening</b></p> <p><b>Reading:</b><br/><i>Foundation Tier and Higher Tier</i></p> <p>Section A – Questions in English, to be answered in English or non-verbally</p> <p>Section B – Questions in French, to be answered in French or non-verbally</p> <p>Section C – Translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p> <p><b>Listening:</b><br/><i>Foundation Tier and Higher Tier</i></p> <p>Section A – Questions in English, to be answered in English or non-verbally</p> <p>Section B – Questions in French, to be answered in French or non-verbally</p> | <p><b>Writing</b></p> <p><i>Foundation Tier</i></p> <p>Question 1: message (four sentences in response to a photo)</p> <p>Question 2: short passage (a piece of continuous text in response to four brief bullet points, approximately 40 words in total)</p> <p>Question 3: translation from English into French (minimum 35 words)</p> <p>Question 4: structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks</p> <p><i>Higher Tier</i></p> <p>Question 1: Structured writing task (four compulsory detailed bullet points, producing approximately 90 words in total) . There is a choice from two questions.</p> <p>Question 2: Open-ended writing task (two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions.</p> <p>Question 3: translation from English into French (minimum 50 words)</p> | <p><b>Reading and Listening</b></p> <p><b>Reading:</b><br/><i>Foundation Tier and Higher Tier</i></p> <p>Section A: Questions in English, answered in English or non-verbally</p> <p>Section B: Questions in French, answered in French or non-verbally</p> <p>Section C: Translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p> <p><b>Listening:</b><br/><i>Foundation Tier and Higher Tier</i></p> <p>Section A: Questions in English, answered in English or non-verbally</p> <p>Section B: Questions in French, answered in French or non-verbally</p> | <p><b>Writing</b></p> <p><i>Foundation Tier</i></p> <p>Question 1: message (four sentences in response to a photo)</p> <p>Question 2: short passage (a piece of continuous text in response to four brief bullet points, approximately 40 words in total)</p> <p>Question 3: translation from English into French (minimum 35 words)</p> <p>Question 4: structured writing task (four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks</p> <p><i>Higher Tier</i></p> <p>Question 1: Structured writing task (four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions.</p> <p>Question 2:</p> <p>Open-ended writing task (two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions.</p> <p>Question 3 – translation from English into French (minimum 50 words)</p> | <p><b>EOY exam</b></p> <p>Reading and Listening / Writing</p> <p>TBC</p> <p>It will be a combination of a Reading / Listening paper and a Writing paper.</p> <p>Reading and Listening paper to follow the same format as AUT 1 and SP 2.</p> <p>Writing paper to follow the same format as AUT 1 and SP 2.</p> | <p><b>Speaking</b></p> <p><i>Foundation Tier and Higher Tier</i></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play.</p> <p>The timings are different too:</p> <p>Role-play:<br/>(2 minutes at Foundation Tier; 2 minutes at Higher Tier)</p> <p>Photo card:<br/>(2 minutes at Foundation Tier; 3 minutes at Higher Tier)</p> <p>General conversation:<br/>(3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p> |
| <b>Websites that can help my learning:</b><br><a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a><br><a href="http://www.linguascope.com">http://www.linguascope.com</a><br><a href="https://www.memrise.com/">https://www.memrise.com/</a> |  | <b>Visits to places that can help my learning:</b><br>Alliance Française at the French Embassy (cultural events)<br>Trip to France   |   |   |  |  |

# History Long Term Plan | Year 10 | 2017-18

|  | <b>Autumn One (8 wks)<br/>16 lessons</b>   | <b>Autumn Two (7 wks)<br/>14 lesson</b>   | <b>Spring One (5 wks)<br/>10 lessons</b>  | <b>Spring Two (5 wks)<br/>10 lessons</b>  | <b>Summer One (7 wks)<br/>14 lessons</b>  | <b>Summer Two (7 wks)<br/>14 lessons</b>  |
|--|--|---|---|---|---|---|
| <b>Key Skills</b>  | Causation<br>Chronological understanding<br>Key features of an event   | Analysis and evaluation of Sources  | Combination of Autumn 1 and Autumn 2  | Key features of an event<br>Causation and consequence   | Cause and consequence<br>Key features<br>Analysis and evaluation of interpretations   | Combination of Autumn, Spring and Summer terms  |
| <b>Key Content</b>   | Conflict and Tension:<br>1918-39: Treaty of Versailles & League of Nation  | Conflict and Tension:<br>1918-39: League of Nations & Outbreak of WWII & exam practice  | America: 1840 – 1895<br>Expansion Plains Indian, Expansion West pre 1840, Mormons and Miners  | Conflict – Causes, impact and consequences of the US Civil War America: 1840 -95  | America: 1840-95<br>Consolidation-Homesteaders Indian policy-struggle for the plains<br><br>Norman England:<br>1066 – 1100<br>Causes of Norman Conquest   | Norman England:<br>1066-1100- Military Aspects of Norman Conquest & Life under the Norman & the Norman Church and Monasticism |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b> | Development of a European/ International governing body<br>Democracy Vs Dictatorship<br>Fairness<br>Respect  |   | Origins of American Law and decision making process<br>Freedom of Religion<br>Freedom of Thought<br>Democracy/ Rule of Law  |   | Freedom of choice<br>Liberty<br>Equality for all  |   |
| <b>Key Assessment Objectives and Suggested Assessments</b>                               | AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.<br><br>AO2: explain and analyse historical events and periods studied using second-order historical concepts.<br><br>Short questions testing knowledge of the Treaty of Versailles and extended essay question testing application of terms of the Treaty. | AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied<br><br>Source utility question. | AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.<br><br>AO2: explain and analyse historical events and periods studied using second-order historical concepts.<br><br>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied<br><br>Students to complete AQA paper 1: Section A | AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.<br><br>AO2: explain and analyse historical events and periods studied using second-order historical concepts.<br><br>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied<br><br>Students to complete AQA paper 1: Section A | AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.<br><br>3 Question testing knowledge and application of the causes of the American Civil War and students understanding of reasons why historical interpretations differ. | EOY exam<br><br>Full Paper 1  |

## Websites that can help my learning:

<http://www.aqa.org.uk/subjects/history/gcse/history-8145> Conflict and Tension 1918-39

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/>

<http://www.johndclare.net/>

America 1840-95: <http://www.revisegcsehistory.co.uk/downloads/complete-notes/The%20American%20West.pdf> (please note that 'The Cattle Industry' and 'Law and Order' will NOT be assessed on your gcse paper)

[https://www.activehistory.co.uk/Miscellaneous/menus/Year\\_9/american\\_civil\\_war/American\\_Civil\\_War.htm](https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/American_Civil_War.htm)

# Religious Studies Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)   | Autumn Two (7 wks)   | Spring One (5 wks)  | Spring Two (5 wks)   | Summer One (7 wks)   | Summer Two (7 wks)  |
|--|--|--|---|--|--|---|
| <b>Key Skills</b>  | Observe and interpret a wide range of ways in which commitment and identity are expressed in Christianity. Develop analysis and evaluation, accounting for the impact of diversity within and between religions.   | Observe and interpret a wide range of ways in which commitment and identity are expressed in Islam. Develop analysis and evaluation, accounting for the impact of diversity within and between religions.  | Demonstrate knowledge with reference to authority. Understanding of divergent views.<br>Critical analysis and evaluation.<br>Use of key terminology   | Demonstrate knowledge with reference to authority. Understanding of divergent views.<br>Critical analysis and evaluation.<br>Use of key terminology  | Demonstrate knowledge with reference to authority. Understanding of divergent views.<br>Critical analysis and evaluation.<br>Use of key terminology  | Demonstrate knowledge with reference to authority. Understanding of divergent views.<br>Critical analysis and evaluation.<br>Use of key terminology |
| <b>Key Content</b>   | Christianity: Beliefs & Practices  | Islam: Beliefs & Practices   | AQA SPEC A<br>Component 2 Revisit   | AQA SPEC A<br>Component 1 Revisit  | Revision and Gap fill  | GCSE Exam   |
| <b>Spiritual, Moral, Social And Cultural Theme (SMSC)<br/>Fundamental British Values (FBV)</b>   | Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong.   | Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.  | Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty. | Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.  |  |   |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | AO1: Demonstrate knowledge and understanding of religion and beliefs.<br><br>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.<br><br>Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.<br><br>Q1, 2, 5: will test Beliefs, practices & sources of authority.<br><br>Q3: will test influence on individuals, communities & society.<br><br>Q5: similarities & differences within/between religions & beliefs. | AO1: Demonstrate knowledge and understanding of religion and beliefs.<br><br>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.<br><br>Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.<br><br>Q1, 2, 5: will test Beliefs, practices & sources of authority.<br><br>Q3: will test influence on individuals, communities & society.<br><br>Q5: similarities & differences within/between religions & beliefs. | AO1: Demonstrate knowledge and understanding of religion and beliefs.<br><br>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.<br><br>Mock examination                  | AO1: Demonstrate knowledge and understanding of religion and beliefs.<br><br>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.<br><br>Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2. | AO1: Demonstrate knowledge and understanding of religion and beliefs.<br><br>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.<br><br>Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2. | GCSE Exam   |
| <b>Websites that can help my learning:</b><br><a href="https://revisionworld.com/gcse-revision/rs-religious-studies">https://revisionworld.com/gcse-revision/rs-religious-studies</a><br><a href="http://www.rsrevision.com/contents/index.htm">http://www.rsrevision.com/contents/index.htm</a><br><a href="http://www.bbc.co.uk/education/subjects/zb48q6f">http://www.bbc.co.uk/education/subjects/zb48q6f</a><br><a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050</a> | <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a><br><a href="http://request.org.uk/">http://request.org.uk/</a><br><a href="https://goffssrs.com/">https://goffssrs.com/</a><br><a href="http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies">http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies</a>   |  |   | <b>Visits to places that can help my learning:</b><br>Places of worship<br>Civil service organisations<br>Public health services   |  |   |

# Computer Science Long Term Plan | Year 10 | 2017-18

|   | Autumn One (8 wks)  | Autumn Two (7 wks)  | Spring One (5 wks)   | Spring Two (5 wks)  | Summer One (7 wks)  | Summer Two (7 wks)   |
|---|---|---|--|---|---|--|
| <b>Key Skills</b>   | T1: Problem Solving<br>T2: Programming<br>T3: Data<br>T4: Computers   | T1: Problem Solving<br>T2: Programming<br>T3: Data<br>T4: Computers   | T1: Problem Solving<br>T2: Programming<br>T5: Communications & the internet  | T1: Problem Solving<br>T2: Programming<br>T4: Computers<br>T5: Communications & the internet<br>T6: The bigger picture  | T1: Problem Solving<br>T2: Programming<br>T3: Data<br>T4: Computers   | T1: Problem Solving<br>T2: Programming<br>T4: Computers<br>T5: Communications & the internet<br>T6: The bigger picture   |
| <b>Key Content</b>  | <p>Intro</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Introduction to Python</li> <li>Ways of describing problems</li> <li>Developing code</li> <li>Input/output</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Python</li> <li>Operators</li> <li>Data types, variables &amp; input</li> <li>Formatting input/output</li> <li>Selection constructs &amp; relational operators</li> <li>Selection constructs</li> <li>fFlowcharts &amp; boolean operators</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Binary</li> </ul> <p>T4:</p> <ul style="list-style-type: none"> <li>High and low level programming languages</li> <li>Translating programming languages</li> <li>Hardware</li> <li>Operating systems</li> </ul> | <p>T1/2:</p> <ul style="list-style-type: none"> <li>Boolean operators, logic &amp; truth tables</li> <li>Pseudo-code</li> <li>Data types</li> <li>Data structures</li> <li>Repetition construct</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Binary</li> <li>Hexadecimal</li> </ul> <p>T4:</p> <ul style="list-style-type: none"> <li>High and low level programming languages</li> <li>Translating programming languages</li> <li>Hardware</li> <li>Operating systems</li> </ul> | <p>T1/2:</p> <ul style="list-style-type: none"> <li>2D arrays (lists) and nested 'for' loops</li> <li>Validation</li> <li>Subprograms</li> <li>Local and Global Variables</li> <li>Constants</li> </ul> <p>T5:</p> <ul style="list-style-type: none"> <li>Networks</li> <li>ANs &amp; WANs</li> <li>Client Server &amp; Peer to Peer</li> <li>Network data speeds</li> <li>Wired &amp; Wireless Connectivity</li> <li>Topologies</li> <li>Protocols</li> </ul> | <p>T1/2:</p> <ul style="list-style-type: none"> <li>Errors and debugging tools in an IDE</li> <li>Validation</li> <li>Subprograms</li> <li>Local and Global Variables</li> <li>Constants</li> </ul> <p>T4:</p> <ul style="list-style-type: none"> <li>Boolean Logic</li> </ul> <p>T5:</p> <ul style="list-style-type: none"> <li>Protocols</li> <li>Layered protocol stacks (TCP/IP) and packets</li> </ul> <p>T6:</p> <ul style="list-style-type: none"> <li>Environmental impact of technology</li> <li>Ethical impact of technology</li> </ul> | <p>T1/2:</p> <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Decomposition, error checking &amp; testing</li> <li>Library subprograms</li> </ul> <p>T4:</p> <ul style="list-style-type: none"> <li>Boolean Logic</li> </ul> <p>T5:</p> <ul style="list-style-type: none"> <li>Protocols</li> <li>Layered protocol stacks (TCP/IP) and packets</li> </ul> <p>T6:</p> <ul style="list-style-type: none"> <li>Environmental impact of technology</li> <li>Ethical impact of technology</li> </ul> | <p>T1/2:</p> <ul style="list-style-type: none"> <li>Writing CSV files</li> <li>Sorting algorithms</li> <li>Binary search</li> </ul> <p>T4:</p> <ul style="list-style-type: none"> <li>Internal Components</li> </ul> <p>T5:</p> <ul style="list-style-type: none"> <li>Network security</li> </ul> <p>T6:</p> <ul style="list-style-type: none"> <li>Copyright, licensing &amp; intellectual property</li> <li>Open source/proprietary software</li> </ul> |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b>  | Students learn that collaborations are facilitated through the availability of online work spaces and that the growth of social networking has potential risks as well as benefits.   |   | Students consider the environmental and ethical impact of technology.  |   | Students consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, illegal opportunities for access to information and environmental issues.   |  |
| <b>Key Assessment Objectives and Suggested Assessments</b>  | AO1, AO2, AO3   | AO1, AO2, AO3   | AO1, AO2, AO3  | AO1, AO2, AO3   | AO1, AO2, AO3<br><b>EOY exam</b>  | AO1, AO2, AO3  |
| <b>Websites that can help my learning:</b><br><a href="https://www.khanacademy.org">https://www.khanacademy.org</a><br><a href="https://www.codecademy.com">https://www.codecademy.com</a><br><a href="https://codecombat.com">https://codecombat.com</a> |   |   |  | <b>Visits to places that can help my learning:</b><br>Bletchley Park (Milton Keynes)<br>The National Museum of Computing (Milton Keynes)<br>Centre for Computing History (Cambridge)<br>Museum of Science and Industry (Manchester)   |   |  |

# Creative iMedia Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)  | Autumn Two (7 wks)   | Spring One (5 wks)   | Spring Two (5 wks)  | Summer One (7 wks)   | Summer Two (7 wks)  |
|--|---|--|--|---|--|---|
| <b>Key Outcomes</b>  | Pre-production skills.<br>Understand the purpose and content of pre-production.<br>Be able to produce pre-production documents. | Pre-production skills.<br>Be able to plan pre-production.<br>Be able to review pre-production documents. | Creating digital graphics.<br>Understand the purpose and importance of digital graphics.<br>Be able to plan the creation of a digital graphic. | Creating digital graphics.<br>Be able to create a digital graphic.<br>Be able to review a digital graphic.          | Storytelling with a comic strip.<br>Understand comic strips and their creation.<br>Be able to plan a multi page comic strip. | Storytelling with a comic strip.<br>Be able to produce a multi page comic strip.<br>Be able to review a multi page comic strip. |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b>   | Pupils learn about denotation and connotation explore how images can represent emotions.  |  | Pupils consider legal aspects of media production and produce work within legislative guidelines.  |   | Pupils use imagination and creativity to create a comic strip.   |   |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | LO1, LO3<br><br>mock exam   | LO2, LO4<br><br>mock exam  | LO1, LO2<br><br>R081 exam  | LO3, LO4<br><br>Unit R082 submitted   | LO1, LO2   | LO3, LO4<br><br>Unit R084 submitted   |
| <b>Websites that can help my learning:</b><br><a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a><br><a href="http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf">http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf</a><br><a href="http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf</a><br><a href="http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf</a> |   |  |  | <b>Visits to places that can help my learning:</b><br>BBC (Manchester), Museum of Science and Industry (Manchester) |  |   |

# Art (Optional - Option A) Long Term Plan | Year 10 | 2017-18

|   | Autumn One (8 wks)  | Autumn Two (7 wks)   | Spring One (5 wks)  | Spring Two (5 wks)  | Summer One (7 wks)   | Summer Two (7 wks)   |
|---|---|--|---|---|--|--|
| <b>Key Skills</b>   | Baseline assessment<br>Annotation and refection<br>Media experimentation<br>Research skills<br>Organisation knowledge of a range of artists   | Media experimentation.<br>Knowledge of a range of artists.<br>Research skills.<br>Annotation and reflection<br>3D work   | 3D work<br>Media experimentation<br>Research skills<br>Annotation and reflection<br>Knowledge of relevant artists.  | Continued 3D work<br>Media experimentation<br>Research skills<br>Annotation and reflection<br>Knowledge of relevant artists.  | Media experimentation.<br>Knowledge of a range of artists.<br>Research skills.<br>Annotation and reflection<br>3D work   | Media experimentation.<br>Knowledge of a range of artists.<br>Research skills.<br>Annotation and reflection<br>3D work   |
| <b>Key Content</b>  | Basic skills revisited e.g. pain pencil and ink.<br>Researching artists relevant to their own personal projects.<br>Set core project looking at abstract art.   | Continued development of personal project.<br>Continued development of core project.<br>Beginning to create a random 3d sculpture using recycled materials.  | Beginning to plan final piece, where do their strengths lie?<br>Beginning to plan a 3d piece based on their abstract construction   | Working towards their final personal project piece and experimenting with different imagery.<br>Annotating their thoughts and feelings at each stage.   | Working towards their final core project piece<br>Observational drawings<br>Media experimentation<br>Annotating their thoughts and feelings at each stage.   | Final design pro both pieces should be established and framework set out.<br>Annotation should explain how their work has come to this point and what they hope to achieve.<br>Experimentation should be extensive and any areas not completed filled in.  |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b>  | Studying and developing their interest in personal projects, e.g. if they choose cars then they need to find and research artists who are inspired by cars. They are to reflect on their work, how it is important to them etc.<br>Use of recycled materials in a 3D project.<br>Trip to Yorkshire sculpture park with year 7's |  | Researching British and world-wide artists. Looking at what inspired them, and considering how their work is inspiring them.<br>Use of recycled media continues to be relevant. Continuous refection and annotation.<br>Trip to Liverpool world museum with year 8's.   |   | Students should be confident in their ability to reflect on their work, who they have reached certain outcomes and how to take ownership of their work.<br>Trip to The TATE gallery with year 9's.   |  |
| <b>Key Assessment Objectives and Suggested Assessments</b>  | Baseline assessment at the start of term<br>Homework research personal project. – find three artists who are inspired by the topic.<br>Ongoing sketchbook assessment and feedback.<br>Assessed final piece of core work – A3 Canvas   | Assessed personal project piece. To be identified from their work on a one to one basis.<br><br>Homework – make a 3D piece inspired by their personal project using any materials, any size.<br>Ongoing sketchbook assessment and feedback.<br>Assessed piece to be chosen from core project to be identified from their work on a one to one basis. | Assessed personal project piece. To be identified from their work on a one to one basis.<br><br>Homework – research sheet one an artist identified from those used in core project.<br>Ongoing sketchbook assessment and feedback.<br>Assessed piece to be chosen from core project to be identified from their work on a one to one basis. | Assessed personal project piece. To be identified from their work on a one to one basis.<br><br>Homework – research sheet one an artist identified from those used in core project.<br>Ongoing sketchbook assessment and feedback.<br>Assessed piece to be chosen from core project to be identified from their work on a one to one basis. | EOY Exam – Mock exam style piece, individually set for each student based on their personal project.<br>Homework – Research for their EYO exam<br>Ongoing sketchbook Assessment and feedback.<br>Assessed piece to be chosen from core project to be identified from their work on a one to one basis. | Assessed personal project piece. To be identified from their work on a one to one basis.<br><br>Homework – to be designed by the students based on what they feel needs work e.g. experimentation, research or annotation.<br>Ongoing sketchbook assessment and feedback.<br>Assessed piece to be chosen from core |
| <b>Websites that can help my learning:</b><br><a href="http://www.tate.org.uk/art/artists/bridget-riley-1845">http://www.tate.org.uk/art/artists/bridget-riley-1845</a><br><a href="https://www.ysp.co.uk/">https://www.ysp.co.uk/</a><br><a href="http://www.suewoodfine.co.uk/">http://www.suewoodfine.co.uk/</a><br><a href="https://www.youtube.com/watch?v=4b85UBqUy28">https://www.youtube.com/watch?v=4b85UBqUy28</a><br><a href="https://www.youtube.com/watch?v=uHmmid1pLi8">https://www.youtube.com/watch?v=uHmmid1pLi8</a> |   |  |   | <b>Visits to places that can help my learning:</b><br>Yorkshire Sculpture Park  |  |  |

# PE (Optional - Option B) Long Term Plan | Year 10 | 2017-18

|  | <b>Autumn One (8 wks)</b>   | <b>Autumn Two (7 wks)</b>           | <b>Spring One (5 wks)</b>  | <b>Spring Two (5 wks)</b>   | <b>Summer One (7 wks)</b>   | <b>Summer Two (7 wks)</b>   |
|--|---|-------------------------------------|--|---|---|---|
| <b>Key Skills</b>  | Health, Fitness and Well-being  | Applied Anatomy and Physiology      | Movement Analysis  | Sport Psychology  | Mental preparation for performance  | PEP planning  |
| <b>Key Content</b>   | Physical, emotional and social health   | Classification and roles of muscles | Movement possibilities at joints; utilisation of movement in physical activity                     | Classification of skills  | Goal setting – SMART targets  | Aim and planning analysis<br>Carrying out and monitoring the PEP<br>Evaluation of the PEP |
| <b>Spiritual, Moral, Social And Cultural Theme (SMSC)<br/>Fundamental British Values (FBV)</b>   | Students are given the opportunity to study key legislative factors that may influence health and safety in sport on the GCSE PE course |                                     | The students also study legal factors and British law. This includes statutory, civil and case law |   | Finally the students have the opportunity to study regulatory bodies with the aim of understanding the roles of National Governing Bodies, local authorities, local education authorities and the police. |   |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | Assessment Focus: Paper 2   | Assessment Focus: Paper 1           | Assessment Focus: Paper 1  | Assessment Focus: Paper 2   | Assessment Focus: Using a range of shots to outwit your opponent  | Learners will be required to analyse and evaluate their performance                       |
| <b>Websites that can help my learning:</b><br><a href="http://www.bbc.co.uk/sportacademy">www.bbc.co.uk/sportacademy</a><br><a href="http://www.skysports.com">www.skysports.com</a><br><a href="http://www.sportengland.org">www.sportengland.org</a><br><a href="http://www.thefa.com">www.thefa.com</a><br><a href="http://www.ecb.co.uk">www.ecb.co.uk</a><br><a href="http://www.london2012.com">www.london2012.com</a> |   |                                     |  | <b>Visits to places that can help my learning:</b><br>Sports Stadiums<br>Professional Sporting Events<br>Sports Museums |   |   |

# Geography (Optional - Option C) Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)  | Autumn Two (7 wks)  | Spring One (5 wks)  | Spring Two (5 wks)  | Summer One (7 wks)  | Summer Two (7 wks)  |
|--|---|---|---|---|---|---|
| <b>Key Skills</b>  | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development<br>1.7 Cultural understanding & diversity | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development<br>1.7 Cultural understanding & diversity | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development<br>1.7 Cultural understanding & diversity | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development | 1.1 Place<br>1.2 Space<br>1.3 Scale<br>1.4 Interdependence<br>1.5 Physical and human processes<br>1.6 Environmental interaction and sustainable Development<br>1.7 Cultural understanding & diversity |
| <b>Key Content</b>   | Urban Issues and Challenges   | Urban Issues and Challenges   | The Changing Economic World   | The Changing Economic World   | The challenge of resource management and Water Management   | Geographical Skills and Fieldwork   |
| <b>Spiritual, Moral, Social and Cultural Theme (SMSC)<br/>Fundamental British Values</b>   | National pride  |   | Spending wisely   |   | Preserving the natural resources  |   |
| <b>Key Assessment Objectives and Suggested Assessments</b>   | Half termly assessment using specimen papers  | Half termly assessment using specimen papers  | Half termly assessment using specimen papers  | Half termly assessment using specimen papers  | EOY exam  | Half termly assessment using specimen papers  |
| Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary   |   |   |   |   |   |   |
| <b>Websites that can help my learning:</b><br><a href="http://www.geography.learnontheinternet.co.uk/ks3/index.html">www.geography.learnontheinternet.co.uk/ks3/index.html</a><br><a href="http://www.georesources.co.uk">www.georesources.co.uk</a><br><a href="http://www.bbc.co.uk/schools/bitesize/geography/">www.bbc.co.uk/schools/bitesize/geography/</a><br><a href="http://www.usgs.net">www.usgs.net</a> |   |   |   | <b>Visits to places that can help my learning:</b><br>Lake District<br>Peak District  |   |   |

# PE (Core) Long Term Plan | Year 10 | 2017-18

|  | Autumn One (8 wks)  | Autumn Two (7 wks)                         | Spring One (5 wks)  | Spring Two (5 wks)  | Summer One (7 wks)   | Summer Two (7 wks)  |
|--|---|--|---|---|--|---|
| Key Skills   | Learn to Outwit – Competence  | Learn to Outwit – Competence               | Learn to be Healthy – Healthy, active lifestyles  | Net/wall games  | Net/wall games   | Net/wall games  |
| Key Content  | Football  | Basketball                                 | Health Related Fitness  | Table Tennis  | Badminton  | Cricket   |
| Spiritual, Moral, Social And Cultural Theme (SMSC)<br>Fundamental British Values (FBV)   | Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them. |  | The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives. |   | Understanding the consequences of your actions.                  |   |
| Key Assessment Objectives and<br>Suggested Assessments   | Assessment Focus: Keeping possession  | Assessment Focus: Outwitting your opponent | Assessment Focus: Plan a Health & Fitness programme for personal use  | Assessment Focus: Introduction to the basic strokes in table tennis of push and drive                                   | Assessment Focus: Using a range of shots to outwit your opponent | Assessment focus: Sending and receiving skills using implements and without |
| <b>Websites that can help my learning:</b><br><a href="http://www.bbc.co.uk/sportacademy">www.bbc.co.uk/sportacademy</a><br><a href="http://www.skysports.com">www.skysports.com</a><br><a href="http://www.sportengland.org">www.sportengland.org</a><br><a href="http://www.thefa.com">www.thefa.com</a><br><a href="http://www.ecb.co.uk">www.ecb.co.uk</a><br><a href="http://www.london2012.com">www.london2012.com</a> |   |  |   | <b>Visits to places that can help my learning:</b><br>Sports Stadiums<br>Professional Sporting Events<br>Sports Museums |  |   |

# GCSE Specifications Overview of Assessment

| Board   | Subject            | First Examination |
|---------|--------------------|-------------------|
| AQA     | English Language   | May/June 2017     |
| AQA     | English Literature | May/June 2017     |
| Edexcel | Mathematics        | May/June 2017     |
| Edexcel | Computer Science   | May/June 2018     |
| Edexcel | Biology            | May/June 2018     |
| Edexcel | Chemistry          | May/June 2018     |
| Edexcel | Physics            | May/June 2018     |
| Edexcel | Computer Science   | May/June 2018     |
| AQA     | History            | May/June 2018     |
| AQA     | Geography          | May/June 2018     |
| AQA     | RE                 | May/June 2018     |
| AQA     | French             | May/June 2018     |
| Edexcel | Arabic             | May/June 2019     |
| Edexcel | PE                 | May/June 2018     |
| AQA     | Art                | May/June 2018     |
| AQA     | Citizenship        | May/June 2018     |
| OCR     | Creative iMedia    | May/June 2018     |

# GCSE Specifications Overview of Assessment

## AQA GCSE English Language

|  |   |
|--|---|
| Paper 1 50% (one hour 45 mins)<br>Section A: fiction reading = 40 marks<br>Section B: fiction writing (descriptive or narrative) = 40 marks<br>Maximum raw mark 80<br>Scaling factor x 1<br>Maximum scaled mark 80 | Paper 2 50% (one hour 45 mins)<br>Section A: non- fiction reading = 40 marks<br>Writing: non- fiction = 40 marks<br>Maximum raw mark 80<br>Scaling factor x 1<br>Maximum scaled mark 80 |
| Total GCSE mark 160  |   |
| Reading – one text, four questions- 4, 8, 8, 20 marks.<br>Writing – one extended writing question – 24 marks content, 16 marks for technical accuracy.   | Reading- two linked texts, four questions, 4,8,12,16<br>Writing- one extended writing question – 24 marks content, 16 marks for technical accuracy.                                     |

\* Spoken Language- presenting, responding to questions and feedback and use of Standard English, set and marked by the teacher and will be reported separately but will not form part of the final mark and grade.

## AQA GCSE English Literature

|  |   |
|--|---|
| Paper 1 40% (one hour 45 mins)<br>Section A: Shakespeare<br>Section B: The 19th century novel    | Paper 2 60%<br>Section A: modern texts<br>Section B: poetry<br>Section C: unseen poetry   |
| Shakespeare- extract and then play as a whole<br>19th century novel- extract and play as a whole | Modern prose or drama – one essay question from a choice of two<br>Poetry- one question based on one named and one other poem from the poetry cluster choice<br>Unseen poetry- unseen poetry and unseen poetry comparison |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Mathematics

Two tiers are available- foundation: grades 1-5. Higher: grades 4-9 (grade 3 allowed)

|   |   |   |
|---|---|---|
| Paper 1- 33.33% (1 hour and 30 mins)<br>80 marks<br>No calculator is allowed  | Paper 2- 33.33% (1 hour and 30 mins)<br>80 marks<br>Calculator is allowed   | Paper 3- 33.33% (1 hour and 30 mins)<br>80 marks<br>Calculator is allowed   |
| Overview of content<br>1. Number<br>2. Algebra<br>3. Ratio, proportion and rates of change<br>4. Geometry and measures<br>5. Probability<br>6. Statistics | Overview of content<br>1. Number<br>2. Algebra<br>3. Ratio, proportion and rates of change<br>4. Geometry and measures<br>5. Probability<br>6. Statistics | Overview of content<br>1. Number<br>2. Algebra<br>3. Ratio, proportion and rates of change<br>4. Geometry and measures<br>5. Probability<br>6. Statistics |

| Tier       | Topic area                            | Weighting |
|------------|---------------------------------------|-----------|
| Foundation | Number                                | 22 - 28%  |
|            | Algebra                               | 17 - 23%  |
|            | Ratio, Proportion and Rates of change | 22 - 28%  |
|            | Geometry and Measures                 | 12 - 18%  |
|            | Statistics & Probability              | 12 - 18%  |
| Higher     | Number                                | 12 - 18%  |
|            | Algebra                               | 27 - 33%  |
|            | Ratio, Proportion and Rates of change | 17 - 23%  |
|            | Geometry and Measures                 | 17 - 23%  |
|            | Statistics & Probability              | 12 - 18%  |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Combined Science

Two tiers are available: Foundation & Higher.

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| Paper 1: Biology 1 16.67%<br>(1 hour and 10 mins)<br>60 marks   | Paper 2: Biology 2 16.67%<br>(1 hour and 10 mins)<br>60 marks   | Paper 3: Chemistry 1<br>16.67%<br>(1 hour and 10 mins)<br>60 marks  | Paper 4: Chemistry 2<br>16.67%<br>(1 hour and 10 mins)<br>60 marks   | Paper 5: Physics 1<br>16.67%<br>(1 hour and 10 mins)<br>60 marks   | Paper 6: Physics 2<br>16.67%<br>(1 hour and 10 mins)<br>60 marks   |
| <b>Content Overview</b>   |   |   |  |  |  |
| Topic 1 - key concepts in Biology<br>Topic 2 - Cells and control<br>Topic 3 - Genetics<br>Topic 4 - Natural selection and genetic modification<br>Topic 5 - Health, disease and the development of medicines.   | Topic 1 - key concepts in Biology<br>Topic 6 - plant structures and their functions<br>Topic 7 - animal co-ordination, control and homeostasis<br>Topic 8 - exchange and transport in animals<br>Topic 9 - Ecosystems and material cycles | Topic 1 - key concepts in chemistry.<br>Topic 2 - states of matter and mixtures<br>Topic 3 - chemical changes<br>Topic 4 - Extracting metals and equilibria | Topic 1- key concepts in chemistry.<br>Topic 6 - Groups in the periodic table<br>Topic 7 - Rates of reaction and energy changes<br>Topic 8 - Fuels and Earth science | Topic 1 - Key concepts of physics<br>Topic 2 - Motion and forces<br>Topic 3 - Conservation of energy<br>Topic 4 - Waves<br>Topic 5 - Light and the electromagnetic spectrum<br>Topic 6 - Radioactivity | Topic 1 - Key concepts of physics<br>Topic 8 - Energy - Forces doing work<br>Topic 9 - Forces and their effects<br>Topic 10 - Electricity and circuits<br>Topic 12 - Magnetism and the motor effect<br>Topic 13 Electromagnetic induction<br>Topic 14 - Particle model<br>Topic 15 - Forces and matter |
| <b>Assessment Overview</b>  |   |   |  |  |  |
| A mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.  |   |   |  |  |  |
| <b>Practical Work</b>   |   |   |  |  |  |
| The content includes core practicals. Students must carry out all 17 compulsory core practicals.<br>The practical record must include the knowledge, skills and understanding which that student has derived from those practical activities<br>Practical work authentication sheet is submitted to confirm that all students have completed these core practicals. |   |   |  |  |  |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Biology

Two tiers are available: Foundation & Higher.

|  |  |
|--|--|
| Paper 1: 50%<br>(1 hour and 45 mins)<br>100 marks  | Paper 2: 50%<br>(1 hour and 45 mins)<br>100 marks  |
| <b>Content Overview</b>  |  |
| Topic 1- key concepts in Biology<br>Topic 2 – Cells and control<br>Topic 3- Genetics<br>Topic 4- Natural selection and genetic modification<br>Topic 5- Health, disease and the development of medicines.  | Topic 1- key concepts in Biology<br>Topic 6- plant structures and their functions<br>Topic 7- animal co-ordination, control and homeostasis<br>Topic 8- exchange and transport in animals<br>Topic 9- Ecosystems and material cycles |
| <b>Assessment Overview</b>   |  |
| A mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.   |  |
| <b>Practical work</b>  |  |
| <p>The content includes eight mandatory core practicals.<br/>Students must carry out all eight of the mandatory core practicals listed below.<br/>Core practical:</p> <p>1.6 Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations<br/>1.10 Investigate the effect of pH on enzyme activity<br/>1.13B Investigate the use of chemical reagents to identify starch, reducing sugars, proteins and fats<br/>1.16 Investigate osmosis in potatoes<br/>5.18B Investigate the effects of antiseptics, antibiotics or plant extracts on microbial cultures<br/>6.5 Investigate the effect of light intensity on the rate of photosynthesis<br/>8.11 Investigate the rate of respiration in living organisms<br/>9.5 Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects<br/>Students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.</p> |  |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Chemistry

Two tiers are available: Foundation & Higher.

|   |   |
|---|---|
| Paper 1: 50%<br>(1 hour and 45 mins)<br>100 marks   | Paper 2: 50%<br>(1 hour and 45 mins)<br>100 marks   |
| <b>Content Overview</b>   |   |
| Topic 1- key concepts in chemistry.<br>Topic 2- states of matter and mixtures<br>Topic 3- chemical changes<br>Topic 4- Extracting metals and equilibria<br>Topic 5- Separate chemistry 1  | Topic 1- key concepts in chemistry.<br>Topic 6 – Groups in the periodic table<br>Topic 7 – Rates of reaction and energy changes<br>Topic 8 – Fuels and Earth science<br>Topic 9- Separate chemistry 2 |
| <b>Assessment Overview</b>  |   |
| A mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.  |   |
| <b>Practical work</b>   |   |
| <p>The content includes eight mandatory core practicals.<br/>Students must carry out all eight of the mandatory core practicals listed below.</p> <p>Core practical:</p> <p>2.11 Investigate the composition of inks using simple distillation and paper chromatography<br/>3.6 Investigate the change in pH on adding powdered calcium hydroxide or calcium oxide to a fixed volume of dilute hydrochloric acid<br/>3.17 Investigate the preparation of pure, dry hydrated copper sulfate crystals starting from copper oxide including the use of a water bath<br/>3.31 Investigate the electrolysis of copper sulfate solution with inert electrodes and copper electrodes<br/>5.9C Carry out an accurate acid-alkali titration, using burette, pipette and a suitable indicator<br/>7.1 Investigate the effects of changing the conditions of a reaction on the rates of chemical reactions by:<br/>a measuring the production of a gas (in the reaction between hydrochloric acid and marble chips)<br/>b observing a colour change (in the reaction between sodium thiosulfate and hydrochloric acid)<br/>9.6C Identify the ions in unknown salts, using the tests for the specified cations and anions in 9.2C, 9.3C, 9.4C, 9.5C<br/>9.28C Investigate the temperature rise produced in a known mass of water by the combustion of the alcohols ethanol, propanol, butanol and pentanol<br/>Students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.</p> |   |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Physics

Two tiers are available: Foundation & Higher.

|   |  |
|---|--|
| Paper 1: 50%<br>(1 hour and 45 mins)<br>100 marks   | Paper 2: 50%<br>(1 hour and 45 mins)<br>100 marks  |
| <b>Content Overview</b>   |  |
| Topic 1 - Key concepts of physics<br>Topic 2 - Motion and forces<br>Topic 3 - Conservation of energy<br>Topic 4 - Waves<br>Topic 5 - Light and the electromagnetic spectrum<br>Topic 6 - Radioactivity<br>Topic 7 - Astronomy   | Topic 1 – Key concepts of physics<br>Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects<br>Topic 10 – Electricity and circuits<br>Topic 11- Static electricity<br>Topic 12 – Magnetism and the motor effect, Topic 13 Electromagnetic induction<br>Topic 13- Electromagnetic induction<br>Topic 14 – Particle model, Topic 15 – Forces and matter<br>Topic 15- forces and matter |
| <b>Assessment Overview</b>  |  |
| A mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.  |  |
| <b>Practical work</b>   |  |
| <p>The content includes eight mandatory core practicals.<br/>Students must carry out all eight of the mandatory core practicals listed below.</p> <p>2.19 Investigate the relationship between force, mass and acceleration by varying the masses added to trolleys<br/>4.17 Investigate the suitability of equipment to measure the speed, frequency and wavelength of a wave in a solid and a fluid<br/>5.9 Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter<br/>5.19P Investigate how the nature of a surface affects the amount of thermal energy radiated or absorbed.<br/>10.17 Construct electrical circuits to:<br/>a investigate the relationship between potential difference, current and resistance for a resistor and a filament lamp<br/>b test series and parallel circuits using resistors and filament lamps<br/>14.3 Investigate the densities of solid and liquids<br/>14.11 Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature-time graph for melting ice<br/>15.6 Investigate the extension and work done when applying forces to a spring<br/>Students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.</p> |  |

# GCSE Specifications Overview of Assessment

## AQA GCSE in History

|  |   |
|--|---|
| <p>Paper 1 50% (1 hour and 45 mins)<br/>84 marks inc. 4 marks for spelling, punctuation and grammar</p> <ul style="list-style-type: none"><li>• Section A – six compulsory questions (40 marks)</li><li>• Section B – four compulsory questions (40 marks)</li><li>• Plus four marks for spelling, punctuation and grammar</li></ul> | <p>Paper 2 50% (1 hour 45 mins)<br/>84 marks inc. 4 marks for spelling, punctuation and grammar</p> <ul style="list-style-type: none"><li>• Section A – four compulsory questions (40 marks)</li><li>• Section B – four compulsory questions (40 marks)</li><li>• Plus four marks for spelling, punctuation and grammar</li></ul> |
| <p>In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period.</p> <p>In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.</p>   | <p>In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period.</p> <p>In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.</p>  |

## AQA GCSE in Geography

|   |  |  |
|---|--|--|
| <p>Paper 1 35% (1 hour and 30 mins)<br/>Living with the physical environment<br/>88 marks inc 3 marks for SPaG</p> <ul style="list-style-type: none"><li>• Section A: answer all questions (33 marks)</li><li>• Section B: answer all questions (25 marks)</li><li>• Section C: answer any two questions from questions 3, 4 and 5 (30 marks)</li></ul> | <p>Paper 2 35% (1 hour 30 mins)<br/>Challenges in the human environment<br/>88 marks inc 3 marks for SPaG</p> <ul style="list-style-type: none"><li>• Section A: answer all questions (33 marks)</li><li>• Section B: answer all questions (30 marks)</li><li>• Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)</li></ul> | <p>Paper 3- 30% (1 hour 15 mins)<br/>Geographical applications<br/>76 marks inc 6 marks for SPaG</p> <ul style="list-style-type: none"><li>• Section A: answer all questions (37 marks)</li><li>• Section B: answer all questions (39 marks)</li></ul> |
| <b>Question types: multiple choice, short answer, levels of response, extended prose</b>  |  |  |
| <p>3.1.1 The challenge of natural hazards,<br/>3.1.2 The living world<br/>3.1.3 Physical landscapes in the UK<br/>3.4 Geographical skills</p>   | <p>3.2.1 Urban issues and challenges<br/>3.2.2 The changing economic world<br/>3.2.3 The challenge of resource management<br/>3.4 Geographical skills</p>  | <p>3.2.1 Urban issues and challenges<br/>3.2.2 The changing economic world<br/>3.2.3 The challenge of resource management<br/>3.4 Geographical skills</p>  |

# GCSE Specifications Overview of Assessment

## AQA GCSE in Religious Studies

|   |  |
|---|--|
| <p>Component 1 50% (1 hour and 45 mins)<br/>The Study of Religions: beliefs, teachings and practices<br/>96 marks (plus 5 marks for SPaG)<br/>Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48</p> <p>Beliefs, teachings and practices of two from:</p> <ul style="list-style-type: none"><li>• Buddhism</li><li>• Christianity</li><li>• Catholic Christianity</li><li>• Hinduism</li><li>• Islam</li><li>• Judaism</li><li>• Sikhism</li></ul> <p>Christianity and Catholic Christianity is a prohibited combination</p> | <p>Component 2 50% (1 hour and 45 mins)<br/>Thematic Studies<br/>96 marks (plus 5 marks for SPaG)<br/>Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.<br/>Each theme is marked out of 24.</p> <p>Either four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes.</p> <p>Religious, philosophical and ethical studies themes:</p> <ul style="list-style-type: none"><li>• Theme A: Relationships and families.</li><li>• Theme B: Religion and life.</li><li>• Theme C: The existence of God and revelation.</li><li>• Theme D: Religion, peace and conflict.</li><li>• Theme E: Religion, crime and punishment.</li><li>• Theme F: Religion, human rights and social justice</li></ul> <p>Textual studies themes:</p> <ul style="list-style-type: none"><li>• Theme G: St Mark's Gospel – the life of Jesus.</li><li>• Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths</li></ul> |
|---|--|

# GCSE Specifications Overview of Assessment

## AQA GCSE in French

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

|   |   |   |   |
|---|---|---|---|
| Paper 1 25% (35 mins F, 45 mins H)<br>Listening<br>40 marks (F) 50 marks (H)<br>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)<br>Foundation Tier and Higher Tier: <ul style="list-style-type: none"><li>Section A – questions in English, to be answered in English or non-verbally</li><li>Section B – questions in French, to be answered in French or non-verbally</li></ul> | Paper 2 25% Non-Exam<br>(7–9 minutes F + preparation time, 10–12 minutes H + preparation time)<br>60 marks<br>The format is the same at F and H but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: <ul style="list-style-type: none"><li>Role-play – 15 marks (2 minutes at F; 2 minutes at H)</li><li>Photo card – 15 marks (2 minutes at F; 3 minutes at H)</li><li>General conversation – 30 marks</li><li>(3–5 minutes at F; 5–7 minutes at H)</li></ul> | Paper 3 25% (45 mins F, 1 hour H)<br>Reading<br>60 marks<br>Section A – questions in English, to be answered in English or non-verbally <ul style="list-style-type: none"><li>Section B – questions in French, to be answered in French or non-verbally</li><li>Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</li></ul> | Paper 4 25%<br>Writing<br>50 marks F, 60 marks H<br>1 hour F, 1 hour 15mins H<br>Foundation Tier <ul style="list-style-type: none"><li>Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li><li>Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</li><li>Question 3 – translation from English into French (minimum 35 words) – 10 marks</li><li>Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li></ul><br>Higher Tier <ul style="list-style-type: none"><li>Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li><li>Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</li><li>Question 3 – translation from English into French (minimum 50 words) – 12 marks</li></ul> |
| Understanding and responding to different types of spoken language  | Communicating and interacting effectively in speech for a variety of purposes   | Understanding and responding to different types of written language   | Communicating effectively in writing for a variety of purposes  |
| Themes  |   |   |   |
| The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.  |   |   |   |
| Theme 1: Identity and culture   |   |   |   |
| Theme 2: Local, national, international and global areas of interest  |   |   |   |
| Theme 3: Current and future study and employment  |   |   |   |

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in Arabic

|  |   |  |   |
|--|---|--|---|
| Paper 1- 23%<br>(35 mins F, 45 mins H)<br>plus 5 mins reading time)<br><br>Listening & understanding in Arabic 50 marks<br>Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Arabic speakers.<br>Students must answer all questions in both sections.<br>There is no requirement for students to produce written responses in Arabic.<br>Foundation tier <ul style="list-style-type: none"><li>• Section A is set in English. The instructions to students are in English.</li><li>• Section B is set in Arabic. The instructions to students are in Arabic.</li></ul><br>Higher tier <ul style="list-style-type: none"><li>• Section A is set in Arabic. The instructions to students are in Arabic.</li><li>• Section B is set in English. The instructions to students are in English.</li><li>• (The listening audio files are available on our website)</li></ul> | Paper 2- 25% internally conducted and externally assessed<br>(7–9 minutes plus 12 minutes' preparation time F; 10–12 minutes plus 12 minutes' preparation time H)<br><br>Speaking in Arabic 70 marks<br>Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings.<br>There are three tasks, which must be conducted in the following order:<br>Task 1 – a role play based on one topic that is allocated by Pearson<br>Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson<br>Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.<br>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking. | Paper 3 25%<br>(50 mins F; 1hr5 mins H)<br>Reading and Understanding in Arabic 50 marks<br>Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.<br>Students must answer all questions in each of the three sections:<br>Section A is set in English. The instructions to students are in English.<br>Section B is set in Arabic. The instructions to students are in Arabic.<br>Section C includes a translation passage from Arabic into English with instructions in English. | Paper 4 25%<br>(1hr 15 mins F; 1 hr 25 mins H)<br>Writing in Arabic 60 marks<br>Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions.<br>Foundation tier – three open-response questions and one translation into Arabic.<br>Higher tier – two open-response questions and one translation into Arabic. |
|--|---|--|---|

All papers draw on vocabulary and structures across all the themes and topics.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Arabic is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers.

It is, therefore, important that students are exposed to materials relating to Arabic-speaking countries throughout the course.

# GCSE Specifications Overview of Assessment

## Edexcel GCSE in PE

|  |  |  |  |
|--|--|--|--|
| Component 1- written exam 36%<br>(1 hr 45 mins)<br>Fitness and Body Systems<br>90 marks<br>The assessment consists of multiple-choice, short-answer, and extended writing questions.<br>Students must answer all questions.<br>Calculators can be used in the examination. | Component 2- 24% written exam<br>(1 hr 15 mins)<br>Health and Performance<br>70 marks<br>The assessment consists of multiple-choice, short-answer, and extended writing questions.<br>Students must answer all questions.<br>Calculators can be used in the examination. | Component 3 30%<br>Non-examined assessment: internally marked and externally moderated<br>Practical Performance<br>105 marks (35 marks per activity)<br>The assessment consists of students completing three physical activities from a set list.<br>One must be a team activity.<br>One must be an individual activity.<br>The final activity can be a free choice.<br>Students must participate in three separate activities.<br>Students will be assessed against set assessment criteria found in the Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria.<br>Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson. | Component 4 10%<br>Non-examined assessment: internally marked and externally moderated<br>Personal Exercise Programme<br>20 marks<br>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. |
| Topic 1: Applied anatomy and physiology<br>Topic 2: Movement analysis<br>Topic 3: Physical training<br>Topic 4: Use of data  | Topic 1: Health, fitness and well-being<br>Topic 2: Sport psychology<br>Topic 3: Socio-cultural influences<br>Topic 4: Use of data   | Skills during individual and team activities<br>General performance skills   | Aim and planning analysis<br>Carrying out and monitoring the PEP<br>Evaluation of the PEP  |

# GCSE Specifications Overview of Assessment

## OCR GCSE in Computer Science

|  |   |   |
|--|---|---|
| Paper 1 40% (one hour 30 mins)<br>Computer Systems<br>80 marks<br>No calculators   | Paper 2 written assessment 40% (one hour 30 mins)<br>Computational Thinking, algorithms and programming<br>80 marks<br>No calculators   | Paper 3 non-exam assessment<br>20% - Programming Project<br>40 marks.   |
| <b>Content Overview</b>  |   |   |
| <ul style="list-style-type: none"><li>• Systems Architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network topologies, protocols and layers</li><li>• System security</li><li>• System software</li><li>• Ethical, legal, cultural and environmental concerns</li></ul> | <ul style="list-style-type: none"><li>• Algorithms *</li><li>• Programming techniques</li><li>• Producing robust programs</li><li>• Computational logic</li><li>• Translators and facilities of languages</li><li>• Data representation</li></ul> | <ul style="list-style-type: none"><li>• Programming techniques</li><li>• Analysis</li><li>• Design</li><li>• Development</li><li>• Testing and evaluation and conclusions</li></ul> |

\* Algorithm questions are not exclusive to Component 02 and can be assessed in all components.

\*\* Indicates inclusion of synoptic assessment.

Learners who are retaking the qualification may carry forward their result for the non-examined assessment component.

## OCR level 2 Cambridge National Certificate in Creative iMedia

| Units  | Qualification Title                 |
|--|-------------------------------------|
| <b>Mandatory Units</b>                         |                                     |
| R081: Pre-production skills                    | Written paper 1 hour 15 minutes     |
| R082: Creating digital graphics                | Centre assessed task, OCR moderated |
| <b>Optional Units</b>                          |                                     |
| R083: Creating 2D and 3D digital characters    | Centre assessed task, OCR moderated |
| R084: Storytelling with a comic strip          | Centre assessed task, OCR moderated |
| R085: Creating a multipage website             | Centre assessed task, OCR moderated |
| R086: Creating a digital animation             | Centre assessed task, OCR moderated |
| R087: Creating interactive multimedia products | Centre assessed task, OCR moderated |
| R088: Creating a digital sound sequence        | Centre assessed task, OCR moderated |
| R090: Digital photography                      | Centre assessed task, OCR moderated |
| R091: Designing a game concept                 | Centre assessed task, OCR moderated |
| R082: Developing digital games                 | Centre assessed task, OCR moderated |

Eden Boys' School, Preston  
Universal House, Adelaide Street, Preston, PR1 4BD  
Tel: 01772 926000  
Email: [info@edenboyspreston.tetrust.org](mailto:info@edenboyspreston.tetrust.org)  
[www.edenboyspreston.com](http://www.edenboyspreston.com)

