Subject: Art	**Subject Leader:** Mr Cross	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Pupils learn about the importance of drawing and recording through close observation/analysis and expressive/creative approaches. They will experience working with a broad range of subject-specific materials and techniques, whilst developing their ability to research and form their own opinions about art and artists. Some aspects of the course will involve collaboration/group work, but the main emphasis is on creating a strong sense of ownership of their work through development of their personal, individual knowledge, skills and responses.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques. Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.		Using the body of work generated in the first two terms, pupils are given a focus or starting point which they need to respond to creatively. Throughout terms 3 & 4 the emphasis is on the development of ideas, with closer analysis of other artists work & techniques to show the range of possibilities for individual responses. This process helps to maximise the impact of the project outcome/result whilst encouraging pupils to develop their evaluation skills.		A new theme/focus is introduced, which pupils need to respond to, putting into practice the process they have experienced in the previous four terms. They may produce several outcomes during this project and all work produced in terms 5 & 6 should be considered as being included in their 'portfolio' of coursework, which has to be submitted by the end of term 2 in year 11.	

Assessment Tasks:

- Continuous teacher assessment occurs throughout the course.
- Self and peer assessment at intervals.

Home activities that will help support college work:

- Keeping up to date with homework and deadlines.
- Observational drawing practice.
- Own photography.
- Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time).

Subject: Art Graphics	**Subject Leader:** Mrs Nekounam	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Pupils learn about the importance of drawing and recording through close observation/analysis and expressive/creative approaches. They will experience working with a broad range of subject-specific materials and techniques, whilst developing their ability to research and form their own opinions about art and artists. Some aspects of the course will involve collaboration/group work, but the main emphasis is on creating a strong sense of ownership of their work through development of their personal, individual knowledge, skills and responses.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques. Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.		Pupils are now presented with a scenario or design brief that they need to respond to using the skills they have developed in the previous terms. Homework is very much geared to support class work during this time, and gives pupils time to thoroughly research through drawing and taking photographs. There are deadlines that pupils need to adhere to but they are encouraged to select techniques and materials. They may develop a range of ideas in software such as Paint Shop Pro, Photoshop, or Serif Draw Plus. As ideas develop they are encouraged to document this through presentation in a sketchbook and with analytical annotation.		Through regular feedback and self-evaluation pupils should by now be aware of how their coursework fits in with the key assessment objectives. They will now be responding to individual and differentiated targets. Building on strengths from their portfolio/ sketchbooks in previous terms they are now taught to formulate an individual design brief that will present their skills and ideas to their best advantage. In the past these have included tasks such as designing a rebranded shop front design for a specific business; or creating magazine covers/ posters/ web page designs for a specific target market.	

Assessment Tasks:

- Continuous teacher assessment occurs throughout the course
- Self and peer assessment at intervals

Home activities that will help support college work:

- Keeping up to date with homework and deadlines.
- Observational drawing practice.
- Own photography.
- Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time).

Subject: Art Textiles		**Subject Leader:** Miss Antill		**Year:** 10	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques. Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.		Having built up a portfolio of work in the first two terms, pupils are given a brief to work to. Having also established a theme to follow, they then choose from a shortlist of artists, and produce research by interpreting the work of these artists, using a range of their newly acquired textile techniques. Having produced research for two different artists they then find 'secondary' images that relate to their theme, and again, interpret these using textile media. These two elements of research and interpretation are then combined with their drawings to form a body of work, from which pupils produce designs for their own response and 'outcome'. Towards the end of term 4 pupils start work on this initial outcome.		Great emphasis is put on the personalised and individual responses of pupils to their chosen theme, so exploration of a wide range of outcomes is encouraged. In previous years these have taken the form of garments such as skirts and dresses; furnishings such as chair-seat covers; cushions and lampshades. More sculptural textile pieces such as mobiles; umbrellas; wall hangings and even textile jewellery. Consequently these final two terms in year 10 are focussed on further research gathering, to add more elements from which to base designs. They then produce further designs and a second personal response. The aim is that by this point all pupils have developed the confidence to create textile work that reflects their individuality as well as their technical skill.	

Assessment Tasks:

- Continuous teacher assessment occurs throughout the course.
- Self and peer assessment at intervals.

Home activities that will help support college work:

- Keeping up to date with homework and deadlines.
- Observational drawing practice.
- Own photography.
- Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time).

Subject: Dance	**Subject Leader:** Mrs Goldsmith	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Technique; posture, alignment, control, balance, extension. Performance skills; expression, projection, energy, focus, accent. How to analyse professional dance works; costume, lighting, accompaniment, physical setting, actions, dynamics, relationships and space. How to choreograph with originality.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• Contemporary techniques through short phrases. • Exploration of small group choreography (unit 4b). Learning set dance material through motifs. • Dance terminology.	• Professional Dance work analysis (1). • Group performance work based on prof. dance work (unit 3). • Basic choreography, technique through a theme and performance skills.	• Solo composition (unit 4a) based on prof. dance work 1. • How to develop movement material using choreographic devices, accompaniment and dance structure. • How to analyse to improve. • Professional dance work analysis (2).	• Solo Composition (unit 4a) based on prof dance work 2. • Professional dance work analysis (2). • Written analysis using assessment criteria to improve final piece.	• How to select stimuli for choreography (unit 4b). • Exploring movement in response to a theme. • Choreographic form, accompaniment and idea development.	• Stimulus choice for choreography. • Design of climax, structure and theme. • Detailed planning of group choreography. • Creation of movement material.

Assessment Tasks:

- Written end of unit tests for professional dance work analysis.
- Performance or work during each lesson.
- End of unit assessments will be filmed for analysis and grading.

Home activities that will help support college work:

- Theoretical homework.
- Rehearsal of practical work in preparation for assessments (studio time is available lunchtimes and after school).
- Any style of dance classes attended outside of school will assist with confidence and performance skills.

Subject: Drama	**Subject Leader:** Miss Hardy	**Year:** 10

Main knowledge / skills / understanding developed in this course:
Style, facial expression, body language, posture, genre, gesture, movement, voice, rehearsal techniques and how these apply to the written paper.

Key Areas of Study: Style of theatre/performance, characterisation, development within rehearsal and an understanding of written paper techniques.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• To understand naturalism, pantomime, slapstick and physical theatre. • To be able to use acting techniques, using multiple styles. • To learn key skills for practical and written examination, such as physical and vocal skills. • To create a piece based upon the lyrics of 'Old Man' and create a naturalistic piece that examines subtlety. • Perform and assess. • To use LGBT as a motivation and stimulus for an improvised or devised piece of work. • To use rehearsal techniques to develop the progress of practical work and be able to apply skills to the written paper. • To have an understanding of Q2 and 3 of the written paper.		• To continue to develop rehearsal techniques and sit a section of the written paper. • To perform the LGBT piece to Year 7 and 8 pupils and learn the importance of stage lighting. • To understand and be able to answer Q4 and 1 on Section A of the written paper. • To begin to look at playwright's intentions and creating own intentions from a script.		• To develop a clear understanding of scripted character and how the playwright's intentions shape this. • To continue to use rehearsal techniques to enhance practical process. • To understand the style and the trial and error process of developing a piece. • To learn Section B and how to answer scripted questions. • To take Year 10 Summer exam and a Summer mock that is based upon the written paper.	

Assessment Tasks:
- 'Old Man' assessment
- LGBT assessment
- Play assessment
- Year 10 exam
- Summer mock.

Home activities that will help support college work:
- Questions that support the written paper.
- Research that helps to develop characters and written paper.
- Rehearsals that are peer led.

Subject: English	**Subject Leader:** Mrs Hardy	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- Writing and reading skills—comprehension, imaginative writing, directed writing, analysis, retrieval, persuasive writing, interpretation, letter writing, report writing, writing to inform, argumentative writing.
- Appreciation and analysis of set texts and author's intention.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Shakespeare and War Poetry • Controlled assessments. **Study of either 'Macbeth' or 'Romeo and Juliet'** • Watching a film version of chosen text. **Study of poetry by Wilfred Owen** • Study will include making notes and various writing tasks to develop understanding of texts. Notes will be made on the interpretation of the Shakespeare text, in the chosen film version. • Notes created for use in exam. • Controlled assessments are undertaken, in exam conditions, in lesson time.		**Exam preparation: reading texts from various genres and applying skills.** • Undertaking exam style questions. • Developing writing and reading skills. • Increasing awareness of language and style differences in various forms of writing. **Coursework assignments—two written assignments and two speaking and listening assignments.** • Written assignments: personal/ narrative/ descriptive writing and informative/ argumentative writing. • Both assignments need to be developed from a first draft and do not need to be undertaken in exam conditions. • Speaking and listening assignments: Group work and individual/personal contribution. • The group work task is set in lessons. • The individual contribution is a speech on a topic that interests the pupil. This will be a homework and classroom task. This assignment will be recorded.		**Study of Modern Drama text: An Inspector Calls/ Journey's End** • The study of the text will incorporate all the skills and techniques required to answer a GCSE exam question. • Written work will accompany the study. Speaking and listening tasks may be used to enhance appreciation and understanding of the work. **Coursework speaking and listening assignment: pair work** • This task involves two pupils working together to produce an interesting and stimulating conversation on a topic of their choice. This assignment will be recorded. • Revision of exam texts, skill and techniques in preparation for end of year exams.	

Assessment Tasks:

- Controlled assessments—Shakespeare/ War Poetry.
- Exam style questions.
- Coursework assignments.
- Other written tasks will be assessed as appropriate.

Home activities that will help support college work:

- Reading texts, both fiction and non-fiction, of greater complexity.
- Reading newspaper articles and considering how a point of view is expressed.
- Discussing current affairs to develop a personal viewpoint.

Subject: Food Technology	**Subject Leader:** Mrs Surrage	**Year:** 10

Main knowledge / skills / understanding developed in this course:

The course follows the GCSE syllabus laid down by the AQA examination board. This is a practical subject area which requires the application of knowledge & understanding when developing ideas, planning, producing products and evaluating them: core skills are designing and making. Pupils develop a working knowledge of a wide range of materials, ingredients and standard components appropriate to food manufacturing. They will develop and extend their knowledge and understanding of the functional and nutritional properties of food, working characteristics and processing techniques when designing and making food products.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Function & properties of food – practical & theory • Carbohydrates – including detail on starches and sugars. • Proteins • Fats & oils	**Function & properties of food – practical & theory** • Quality finishes • Diet & health • Special dietary requirements. • Labelling, allergies, religion and ethics.	**Functional properties of food – practical & theory** • Raising agents • Colloids • Ratio & proportions	**Theory & practical** • Standard components in food processing. • Target groups • Budgeting • Equipment in the test kitchen	**Theory & practical** • Product disassembly • Development of a product. • Controlled Assessment project • Summer written exam.	**Controlled Assessment** • Research • Analysis of research • Design Specification

Assessment Tasks:

- Pupils' workbooks are collected at regular intervals and marked on GCSE criteria; all practical work is marked on GCSE criteria. Homework is marked according to the type of sheet completed.
- Target grades are issued and discussed with pupils.
- GCSE Controlled Assessment – introduction to the task and completion of the research section.

Home activities that will help support college work:

- Encouraging pupils to watch food documentary type programmes e.g. Food Unwrapped, supermarket secrets.
- Watching cooking programmes.
- Getting pupils to select suitable recipes for practical work, reading methods prior to the lesson.
- Asking pupils to weigh out and sort ingredients for practical sessions.
- Researching homework sheets then completing in full detail.
- Purchasing a revision guide.

Subject: French	**Subject Leader:** Mrs Finlay	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- The ability to understand and respond to spoken French. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate verbally in French. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
- The ability to read and respond to written French. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
- Communication skills.
- Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• My town and region • What is there to visit and do? • The weather • Problems in my town and region • My town in the past • My ideal town • Revision of the present tense, expressing opinions, comparatives and superlatives	• Holiday destination • Religious festivals and celebrations • Revision of using adverbs and connectives	• Holiday destination (continued) • My favourite past holiday • My ideal holiday • Revision of the past tenses • Revision of the future tenses	• Holiday accommodation and problems • Revision of negatives	• Cafes and restaurants • Problems at the restaurant	• Public transport • Directions • Preparing for end of year exams

Assessment Tasks:

- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
- Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the French set and Term 6).
- Grammar knowledge and understanding, translation and vocabulary are tested regularly.
- Two writing and two speaking Controlled Assessments will be done this year. The schedule for these assessments is revised every year and published in the Controlled Assessment booklet given to pupils and parents at the start of the academic year.

Home activities that will help support college work:

- Bilingual dictionary French-English.
- Using 'Linguascope.com" to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
- Using BBC Bite Size to regularly revise vocabulary.
- Using Revision guide to help with writing tasks.
- Fostering a positive and inquisitive attitude towards French and French Speaking Countries.

Subject: Geography	**Subject Leader:** Miss Kent	**Year:** 10

Main knowledge / skills / understanding developed in this course:

In year 10, Unit 1 Core themes, are studied. There are three physical and three human themes in Unit 1. Between them, these themes provide pupils with an overview of the essential knowledge and concepts required for GCSE. Each theme examines process and pattern before considering management strategies. Key skills with maps, graphs and data analysis will be developed, along with exam technique throughout the course and linked to each topic. This course offers an optional Iceland residential trip in either Year 10 or Year 11, depending on the cycle of this trip.

Key Areas of Study: (the order can change depending on the Controlled Assessment topic, which varies annually)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Living in an Active Zone – Pupils will explore this topic through a series of key questions: • What are the plate margins and how does plate movement generate a variety of landforms? • What are the primary and secondary hazards associated with volcanoes and earthquakes? • Why do people continue to live in hazard zones? • How can the risks associated with volcanic and earthquake zones be reduced? **Climate Change** – Pupils will explore this topic through a series of key questions: • What is the greenhouse effect and how have people's actions affected this process? • How conclusive is the evidence for climate change? • What could be the effects of climate change in countries at differing levels of development? • How can technology be used and people's lifestyles changed to reduce the impact of climate change?		**Water** – Pupils will explore this topic through a series of key questions: • What processes are associated with rivers? • What landforms result from these processes? • How do landforms and processes affect the lives of people living along rivers? • How successful are different management approaches in combating the problem of flooding? • Should we change our approach to river and floodplain management in the future? **Controlled Assessment** – The first piece of controlled assessment undertaken is worth 15% of the final GCSE grade. This piece is a Decision Making Exercise (DME). The decision to be made varies each year. All the work is completed in class. The first phase is a research phase and the second is a write up phase, which is completed in exam conditions. This takes approximately 4-5 weeks to complete.		**Globalisation** – Pupils will explore this topic through a series of key questions: • How have changes in business and technology increased interdependence? • What are the benefits of globalisation and why do some see it as a threat? • What have been the social and economic impacts of the enlargement of the EU? • How have Newly Industrialised Countries (NICs) such as India and China benefited from globalisation? • How have patterns of trade hindered economic progress in the least developed countries? **Development** – Pupils will explore this topic through a series of key questions: • How is economic and social development measured and what are global patterns? • What are the regional patterns of economic and/or social development in one Less Economically Developed Country (LEDC)? • What are the Millennium Development Goals (MDGs) and how are governments and non-governmental organisations addressing them? • What progress is being made by south Asian countries towards the MDGs? • What progress is being made by sub-Saharan African countries towards the MDGs?	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Changing Populations – Pupils will explore this topic through a series of key questions: • Where do people live in the world and why do they live there? • What are the push/pull factors that produce rural-urban migration in LEDCs and urban-rural migration in MEDCs? • What are the factors that influence birth rates and death rates? • How do differences in birth and death rates affect population numbers and structures in South Asia, Sub-Saharan Africa and Western Europe? • How might these differences change in the future?				**Exams & Revision** – all topics for Unit 1 will examined in the End of Year tests. Revision will take place in class and for homework leading up to these.	

Assessment Tasks:

- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of written homework and periodically for class work.
- An end of unit test is given approximately every 5 weeks.
- End of year examination.
- The first piece of controlled assessment will be completed during Year 10, worth 15%

Home activities that will help support college work:

- GCSE Geography WJEC A Revision Guide, from Hodder is a good aid to accompany the course.
- Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school during lunch and from 3:30 each day.
- Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful.

Subject: German	**Subject Leader:** Mrs Finlay	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- The ability to understand and respond to spoken German. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate verbally in German. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
- The ability to read and respond to written German. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
- Communication skills.
- Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• Tourist information • Town and region • Transport • House and home	• House, home and daily routine • Household chores	• Healthy living • Food and drink • Teenage issues with family • Teenage issues and relationships	• Drugs • Smoking and alcohol • Easter traditions	• School: building • Subjects • Teachers • Uniform • School rules • Future education	• Finish the topic of school • Prepare for the end of year exams

Assessment Tasks:

- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
- Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the French set and Term 6).
- Grammar knowledge and understanding, translation and vocabulary are tested regularly.
- Two writing and two speaking Controlled Assessments will be done this year. The schedule for these assessments is revised every year and published in the Controlled Assessment booklet given to pupils and parents at the start of the academic year.

Home activities that will help support college work:

- Bilingual dictionary German-English.
- Using 'Linguascope.com" to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
- Using BBC Bite Size to regularly revise vocabulary.
- Using Revision guide to help with writing tasks.
- Fostering a positive and inquisitive attitude towards German and German Speaking Countries.

Subject: History	**Subject Leader:** Mr Davis	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- Remember, select, use & communicate knowledge & understanding of people and events on Modern World History.
- Explain and analyse concepts (causation, consequence, continuity, change & significance) and the key features and characteristics of the periods studied and the relationships between them.
- Understand, analyse and evaluate a range of sources and how aspects of the past have been interpreted and represented as part of an enquiry.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• What were the causes and effects of the Liberal reforms introduced to help children, the elderly and workers in the early years of the twentieth Century?	• Was the Weimar Republic doomed from the start? • Why was Hitler able to dominate Germany by 1933?	• How effectively did the Nazis control Germany between 1933 & 1945? • What was it like to live in Nazi Germany?	• Who were the Suffragettes and how did women's lives change between 1890 and 1918?	• Who was to blame for the Cold War (Europe 1945 – 1949)? • What were the events that led up to the Cuban Missile Crisis?	• End of year exam. • Who won the Cuban Missile Crisis?

Assessment Tasks:

- Effort grades are regularly awarded for pupils' notes.
- Throughout the course pupils do questions from past exam papers which are marked using exam mark schemes.
- Each unit ends with a test using a complete exam question and graded A* to G.
- The end of year exam is a substantial part of the two exam papers marked using GCSE mark schemes and graded A* to G.

Home activities that will help support college work:

- Access to a dictionary, reference books and the internet.
- Watching historical films, dramas and documentaries.
- Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence.
- Buying a revision guide for OCR GCSE Modern World History.
- Encouraging pupils to use websites like www.spartacus-educational.com and BBC bitesize.

Subject: ICT - CiDA (Certificate in Digital Applications) Level 2	**Subject Leader:** Ms Adie	**Year:** 10 and 11

Main knowledge / skills / understanding developed in this course:

- Theoretical and practical aspects of web design, including web browsers, templates, navigation (hyperlinks), house style, colour theory/visual hierarchy, balance & mix of components (multimedia), HTML (HyperText Markup Language), Hexademical colour codes, JavaScript
- Interpretation of a client brief and developing a product that is suitable for audience and purpose
- Web authoring skills to create and test a website based on a given client brief
- Understanding of how multimedia (text, graphics, sound, animation and video) are used to convey information for a range of audiences and purposes
- How to design a multimedia product using a range of techniques including storyboards
- Knowledge of copyright law and how to work within the law when using third party assets (images, sounds, etc.)
- Skills to edit, combine and test a range of multimedia components to create a product for a given audience and purpose
- Skills to create an ePortfolio to present work in electronic form
- Skills to evaluate products created and identify valid improvements

For further information, please see CiDA Specification.

Key Areas of Study:

Year 10: Term 1-2	Year 10: Term 3	Year 10: Term 4-6	Year 11: Term 1-5
• Introduction to course. • File/folder management. **Unit 1 - Developing Web Products** • Knowledge and understanding developed through a range of individual, paired and group investigations and activities. • Web authoring skills developed through creating websites based on given client briefs. Software used includes Serif Suite and Adobe Creative Suite.	**Unit 1 - Developing Web Products (Cont'd.)** • Unit 1 Mock Examination • **Unit 1 Examination** **Unit 2 - Creative Multimedia** • Knowledge and understanding developed through investigating and evaluating a range of existing multimedia products for various purposes e.g. education, marketing, entertainment, public information.	**Unit 2 - Creative Multimedia (Cont'd.)** • Pupils complete an extended project, based on a given scenario, in preparation for their Controlled Assessment. • They develop their Internet search skills, using advanced search techniques, to find appropriate copyright-free assets. • They develop skills in planning, editing, testing and combining multimedia, including animation, sound and video. Software used includes Serif Suite, Audacity and Adobe Creative Suite.	**Unit 2 - Creative Multimedia (Cont'd.)** **Controlled Assessment SPB:** • Throughout Year 11, pupils work independently on their coursework SPB (Summative Project Brief). • The SPB requires them to plan, create, present and evaluate a multimedia product for a given audience and purpose. Throughout the project, they work with an identified 'test buddy' (a fellow pupil), with whom they give and receive feedback to inform development.

Assessment Tasks:

- Unit 1 Mock Examination – 2.5 hour practical examination, done in a computer room, based on a past examination paper. Marked by teacher. Undertaken in Y10 (Jan).
- **Unit 1 Examination (2.5 hours 25%)** – Practical Examination, done in a computer room, based on a paper set by Edexcel. Marked externally by Edexcel. Undertaken in Year 10 (Jan).
- **Unit 2 SPB (Summative Project Brief) (~30 hours 75%)** – Practical coursework assignment, based on a Summative Project Brief (SPB) set by Edexcel. Marked by teacher; moderated externally by Edexcel. Undertaken in Year 11 during Terms 1 – 5; The final coursework project is handed in at the beginning of May.
- With the exception of research, asset gathering and feedback gathering, pupils are only able to work on the SPB in lessons, under the informal supervision of a teacher.

Home activities that will help support college work:

UNIT 1

Pupils should develop their awareness of aspects of effective web design, with particular emphasis on their suitability for audience and purpose. They can best do this by adopting a critical approach to the websites they use every day, aiming to apply the concepts learned in lesson to evaluate their effectiveness. They could develop their understanding and skills in relation to HTML, Hexadecimal and JavaScript using the content and tutorials on http://www.w3schools.com/.

UNIT 2

Pupils could develop their sound editing skills by downloading **Audacity** (the free software used in class) and completing the tutorials included. (http://audacity.sourceforge.net/download/)

UNITS 1 & 2

Software licenses for the Serif Suite are available at highly preferential rates. Pupils wishing to buy a pupil licence for the Serif Suite can obtain details in school on the Intranet.

Using the many online tutorials available for the Serif Suite will improve pupils' skills in this software and would be advantageous to those undertaking the CiDA course.

Subject: ICT - Computing	**Subject Leader:** Ms Adie	**Year:** 10 and 11

Main knowledge / skills / understanding developed in this course:

- Understanding of current and emerging technologies and how they work.
- Use of algorithms and development of computer programs to solve problems.
- Evaluation of the effectiveness of computer programs/solutions.
- Knowledge and understanding of computer technology that will enable pupils to become independent users, able to make informed decisions about the use of computer systems.
- Development of creative and technical skills, knowledge and understanding of information technology in a range of contexts.
- Understanding the impact and implications of the use of computer technology in society.

For further information, please see OCR GCSE Computing Specification.

Key Areas of Study:

Y10: Term 1-2	Y10: Term 3-4	Y10: Term 5-6	Y11: Term 1-2	Y11: Term 3-4	Y11: Term 5-6
Hardware/Software: • Types of computer • Input/output/storage devices Programming Skills: • Introduction to Python & BBC BASIC	• Further programming skills • Problem solving • Introduction to AppInventor • Programming concepts & vocabulary **Controlled Assessment:** • Unit A452 Practical Investigation Task	**Controlled Assessment:** • Unit A452 Practical Investigation Task Completion • Programming languages • Compliers/Interpreters/ Assemblers • CPU structure and function • CPU + assembler simulation • Summer programming challenge	• Programming tools **Controlled Assessment:** • Unit A453 Programming Project Task	• Binary, decimal, hexadecimal • Software types • Operating systems • Database concepts • Computer networking • Web technologies • Encryption • Compression • Computers + society	• Revision & examination practice. **Terminal Examination:** • Unit A451 Computer Systems and Programming

Assessment Tasks:

- **Unit A452 (20 hours 30%)** – Practical Investigation Task set by OCR. Undertaken in Year 10 (Jan-May).
- **Unit A453 (20 hours 30%)** – Programming Project Task set by OCR. Undertaken in Year 11 (Sept-Dec).
- **Unit A451 (1 ½ hours 40%)** – Examination paper including short and long answer questions, some of which will require candidates to write program code. Undertaken in Year 11 (May).

Home activities that will help support college work:

- Extended programming practice (Scratch, Python, BBC BASIC, AppInventor).

Subject: Mathematics (Foundation)			**Subject Leader:** Mr Rowing		**Year:** 10
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Module 1: INTEGERS Order integers, 4 operations with integers, order of operations, negative numbers, rounding integers. **Module 2: DECIMALS** Place value, order decimals, decimal place and significant figure rounding, 4 operations with decimals, non calculator written methods, terminating decimal to fraction. **Module 3: COORDINATES** Coordinates in all 4 quadrants, reading/plotting, coordinates of 2-D shapes, midpoint of line segment. **Module 4: ANGLES, LINES, TRIANGLES** Measure/draw lines and angles, angle properties, including triangles, angle types, drawing triangles.	**Module 5: SCALES AND UNITS** Give values on a scale, converting metric and imperial units and know metric and imperial equivalences. **Module 6: COLLECTING DATA** Collection techniques, bias, questionnaires, two-way tables. **Module 7: CHARTS/GRAPHS** Draw/interpret/compare pictograms, bar charts, line graphs, frequency polygons, stem and leaf, scatter graphs. **Module 8: SIMILAR SHAPES** Reflection/rotation symmetry, congruence, similar shapes and scale facs. **Module 9: NUMBER TYPES** Factors, multiples, primes, prime factors, lowest common multiple/highest common factor, square and square roots, cube and cube roots, indices.	**Module 10: ALGEBRA** Writing and simplifying algebraic expressions, collecting like-terms and multiplying/dividing. Use key language. **Module 11: CONSTRUCTIONS** Construct triangles, perpendiculars and bisectors and angle construction. Simple loci questions and regions. **Module 12: SEQUENCES** Up to nth term formulae and use, including geometrical patterns. **Module 13: QUADRILATERALS** Properties of special quads, angle properties of parallel lines, use bearings. **Module 14: FRACTIONS** Equivalent fractions, add and subtract, fraction of amount, improper fraction and mixed numbers, probs. in context.	**Module 15: PIE CHARTS** Draw and interpret pie charts, compare distributions. **Module 16: FR/DEC/%** Conversion between forms, one number as a % of another, calculating a % of an amount. **Module 17: PERCENTAGE APPLICATIONS** Increase/decrease by a %, real-life situations, VAT, profit or loss, simple interest, functional skill questions, non calculator or calculator methods. **Module 18: POWERS AND BRACKETS** Index laws, for multiplying and dividing, single bracket expansion, factorising into single brackets (highest common factor). **Module 19: RATIO** Simplifying ratios, share in a ratio, direct proportion, map and model scales, currency conversions. Questions in context, i.e. recipe.	**Module 20: EQUATIONS AND INEQUALITIES** Set up and solve simple equations, including x on both sides, use of brackets, and non-integer or negative solutions. **Module 21: PERIMETER AND AREA** Area and perimeter of rectangles, triangles and compound shapes. Area of parallelogram and trapezium. Convert area units. **Module 22: 3-D SHAPES** 2-D rep of 3- D shapes, name common solid shapes. Faces, vertices and edges. Nets, plans and elevations. Simple surface area. **Module 23: REAL-LIFE GRAPHS** E.g. Containers filling, conversion graphs, bills with fixed charge and cost/unit.	**Module 24: STRAIGHT LINE GRAPHS** Plot and draw graphs of form y=mx+c, investigate m and c, calculate gradients of a line. **Module 25: COMPOUND MEASURES** Relationship between distance, speed and time to solve problems, convert between metric units of speed. **Module 26: TIME, DISTANCE-TIME GRAPHS** 12/24 hour clock times Timetables and journey planning. Draw and interpret distance-time graphs. **Module 27: VOLUME** Volumes by counting cubes, calculate for cubes and cuboids, prisms, and compound shapes, volume unit conversion.
Assessment Tasks: • Five end of term tests and summer exams. Weekly homework (1 or 2 pieces per week).					
Home activities that will help support college work: • Homework support where necessary, “MyMaths.co.uk” website, GCSE Bitesize.					

Subject: Mathematics (Higher)	**Subject Leader:** Mr Rowing	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Module 1: INTEGERS AND DECIMALS Order of operations, all 4 operations with integers, negative numbers and decimals, rounding methods, division by a decimal. **Module 2: COORDINATES** 3-D coordinates, midpoint of a line segment. **Module 3: FRACTIONS** Equivalent fractions, fractions of amounts, mixed numbers and improper fractions, all 4 operations with fractions and mixed numbers. **Module 4: ALGEBRA** Algebraic simplification, expanding brackets, factorising methods, algebraic fractions.	**Module 5: SHAPE AND ANGLE** Angle properties including parallel lines, triangles and quadrilaterals. Polygons, quadrilateral properties, bearings. **Module 6: COLLECTING DATA** Sources of bias, sampling methods, questionnaires discrete/continuous data, two-way tables. M**odule 7: DISPLAYING DATA** Charts/graphs for different data types including pie charts, frequency polygons, histograms, scatter graphs, correlation. **Module 8: CONSTRUCTIONS AND LOCI** Triangles, angles, perpendiculars and bisectors. Regions obeying loci.	**Module 9: TYPES OF NUMBER** Prime factor decomposition, highest common factor, lowest common multiple, index notation and roots, standard form. **Module 10: PATTERNS AND SEQUENCES** Finding/using nth term formulae for linear sequences and geometrical patterns. Extend to quadratic sequences **Module 11: 2-D/3-D SHAPES** 2-D rep of 3-D shapes, nets, plans and elevations. **Module 12: PERIMETER AND AREA** Rectangles, triangles, parallelogram, trapezium, circles, compound shapes, surface area-prisms, arcs and sectors, answers in terms of Pi (non calculator), area unit conversion.	**Module 13: FRACTIONS, DECIMALS, PERCENTAGES** Conversion between forms, recurring decimals, % increase/decrease, reverse percentages, compound interest. **Module 14: FORMULAE/EQUATIONS** Derive a formula, substitute into formulae, changing the subject, set up and solve linear equations, linear inequalities. **Module 15: LINEAR GRAPHS** Knowledge and use of y=mx+c, gradients and intercepts. Parallel and perpendicular lines. Linear inequalities on a graph. **Module 16: SIMULTANEOUS EQUATIONS** Algebraic and graphical methods, set up and solve equations to solve problems.	**Module 17: PROBABILITY** Listing outcomes, sample space diagrams, tree diagrams, sum to 1, expectation “AND”/”OR” rules, conditional probabilities **Module 18: RATIO/SCALE** Simplifying and using ratio, maps and scale drawings, direct/inverse proportion, finding an algebraic formula, linking the variables. **Module 19: AVERAGES AND RANGE** Calculating averages, stem and leaf diagrams, frequency tables and grouped data, cumulative frequency, box-plots.	**Module 20: PYTHAGORAS’ THEOREM, TRIGONOMETRY** Pythagoras in 2-D/3-D Trigonometry in 2-D/3-D **Module 21: TRIAL AND IMPROVEMENT** Trial and improvement methods for non-linear equations. **Module 22: SURFACE AREA AND VOLUME** Cuboids and prisms, cylinders, volume unit conversion, cones, spheres, pyramids, compound shapes, leaving answers in terms of Pi.

Assessment Tasks:

- Five end of term tests and summer exams. Weekly homework (1 or 2 pieces per week).

Home activities that will help support college work:

- Homework support where necessary, “MyMaths.co.uk” website, GCSE Bitesize.

Subject: Media Studies	**Subject Leader:** Miss Holden	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- Introduction of key concepts and terminology
- Understanding of print advertisement: Film Posters
- Understanding of TV advertisement: Film Trailers

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Introductory Unit</u>: Image Analysis • Introduction to key/basic terminology. • Introduction to basic media forms. • Create a story to be used as a media frenzy. • Write a paragraph summary of the story. • Input the story onto a tabloid and broadsheet front page focusing on conventions and style. • Input the story onto the BBC website focusing on conventions and style. • Create a magazine double page spread for a magazine of choice reporting the story. • Create a poster for a film based on the story using Serif Draw. • Create a poster for a film based on the story using Adobe Photoshop. • Write an evaluation comparing use of skills against the aims of the project. **<u>Coursework</u>: Production - Create a front cover and contents page to a gender specific lifestyle magazine.** • Investigate content of different magazines. • Investigate audiences of magazines and create a lifestyle profile of chosen audience. • Fully annotate front cover, ideally of the chosen gender. • Fully annotate contents, ideally of the chosen gender. • Investigate regulations surrounding magazines including ASA and circulation figures. Also investigate different prices and links to audience. • Sketch and annotate front cover. • Sketch and annotate contents page. • Take and evaluate own images to be used in production. • Production. • Evaluate effectiveness of production against main aims.		**<u>Coursework</u>: TI** • Investigate how genre conventions are used in the opening sequence to 'Dexter'. • Introduction of Key Concepts including evaluation of genre, representation, audience, organisations and narrative. • Introduction of analytical techniques such as rule of thirds • Introduction of symbolic and technical codes • Revision of camera shots.	**<u>Coursework</u>: Production** **TITLE TBC**	**<u>Coursework</u>: TI** **Representation: TITLE TBC**	**<u>Revision</u>** **Section A: Film posters** • Revise and recap exam terminology. • Learn how to use timing effectively. • Judge a question based on marks awarded. • Revise and investigate case studies. **Section B: Film Trailers** • Revise and draft use of storyboards. • Recap persuasive techniques. • Revise BBFC and IFC classifications and other organisations.

Assessment Tasks:				
Image Analysis: • Tabloid front cover • Broadsheet front cover • BBC website • Double page spread • Serif Poster • Photoshop Poster • Evaluation **Production Coursework /80:** • Research /10 • Planning /10 • Production /50 • Evaluation /10	• Textual Investigation coursework /20	Production Coursework /80: • Research /10 • Planning /10 • Production /50 • Evaluation /10	• Textual Investigation coursework /20	• End of year test
Home activities that will help support college work:				
• Investigation of magazine genres. • Annotation of magazine contents covers. • Take photographs to be used in production. • Corrections on parts of coursework.	• Analysis and annotation of a variety of title sequences. • MediaEdu website: case study investigation.	• Investigation of chosen media. • Annotation of already established media. • Take photographs to be used in production. • Corrections on parts of coursework.	• MediaEdu website.	• MediaEdu website. • ZigZag revision booklet TBC.

Subject: Music	**Subject Leader:** Mrs Graham	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pupils will begin to learn a wide range of composing techniques, putting together a composer's toolbox which they will then use for their controlled assessments. They will be expected to perform regularly, both as a soloist and as a member of an ensemble. They will be introduced to the 4 areas of study which underpin the course – Music in Wales, Music for Stage and Screen, Music Evolution and Musical Forms and Devices. They will listen to a wide range of music, some familiar, some less so, and will be expected to discuss different musical aspects of what they hear.		Mock controlled assessment. To give them an understanding of the processes involved in completing their controlled assessment, pupils will complete an individual composition in a style of their choice. They should begin to put into practise the techniques learnt during terms 1 & 2.	Controlled Assessment 1. (Unit 2 – composing). Pupils will use every lesson this term to complete their first controlled assessment. The composition, which must link to an Area of Study, will be completed individually.	Pupils will be given further opportunities to develop their performing skills during this term (unit 1 – solo and ensemble performing), as well as prepare for the listening paper (unit 3). Composing techniques will be refined.	

Assessment Tasks:

- During lessons pupils will be given feedback by the teacher on how to improve their work.
- There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
- Pupils will begin working towards their controlled assessments – performing and composing.

Home activities that will help support college work:

- Practise on their instrument.
- Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
- Identifying instruments, style, tempo, dynamics, etc. in music listened to.
- Experiencing live performances of music.
- Support with completing homework tasks.

Subject: Physical Education	**Subject Leader:** Mr Jones	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Pupils are allowed to choose their own pathway in Key Stage 4 following on from their experiences in Key Stage 3. The pupils will be taught more advanced skills than Key Stage 3 but the emphasis will be on game play.

Pupils choose between:
Option 1: Leadership Option
Option 2: Mixed Games Option
Option 3: Climbing Option
Option 4: Games Option (boys only)
Option 5: Fitness / Trampolining Option (girls only)

Key Areas of Study: Games / Trampolining / Climbing / Athletics / Fitness / Leadership / Striking & Fielding

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Option 1. Sports Leader Indoor Games	**Option 1.** Sports Leader Outdoor Games	**Option 1.** Sports Leader Indoor Games	**Option 1.** Sports Leader Circuit Training	**Option 1.** Athletics	**Option 1.** Striking & Fielding
Option 2. Striking & Fielding	**Option 2.** Outdoor Games	**Option 2.** Fitness	**Option 2.** Indoor Games	**Option 2.** Athletics	**Option 2.** Striking & Fielding
Option 3. Climbing	**Option 3**. Fitness	**Option 3**. Climbing	**Option 3**. Outdoor Games	**Option 3**. Athletics	**Option 3**. Striking & Fielding
Option 4. Outdoor Games Football	**Option 4.** Indoor Games	**Option 4.** Outdoor Games Hockey	**Option 4.** Fitness	**Option 4.** Athletics	**Option 4.** Striking & Fielding
Option 5. Fitness	**Option 5.** Trampolining	**Option 5.** Circuit Training	**Option 5.** Trampolining	**Option 5.** Athletics	**Option 5.** Striking & Fielding

Assessments Tasks:

All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lessons are not taught in Key Stage 4. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:

We strongly recommend every year 10 child attends at least one of our extra-curricular clubs of which there are approximately 20. As well as supporting the work carried out within curriculum time we also feel this helps the children to maintain a healthy level of physical activity.

Subject: Product Design	**Subject Leader:** Mr Gaines	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- Development of understanding of the design process.
- Development of practical skills with a wider range of materials and processes.
- Understanding of a more in depth theory of designing skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Practical • LED wall lamp. • Identification and working properties of workshop materials. • Understanding of basic low voltage circuits. • Understanding of LED's and their use in modern society. • Basic switching and wiring methods. • Use of resistors. • Soldering techniques. • Researching information for the lamp shade image. • Sizing images in 2d Design. • Using pre laid out templates as a basis for lighting backboard. • Using heat press and subliminal printer to print and shape shade as well as shaping in plug and die.	• Marking out to a high standard + - 1mm • Constructing, testing and troubleshooting the LED circuit. • Construction of all manufactured components. • Evaluating and peer evaluating. **Wall clock** • Practise housing and lap joints in soft wood. • Marking out using basic tools to a high standard. • Cutting lap and housing joints to a high standard + _ 1mm.	• Assembling sections of the clock in clamps without adhesive checking for squareness. • Gluing clock frame. • Designing details of clock; face, shaping of sides and strengthening methods.	**Controlled Assessment** • Design folder. • Investigating the chosen design contexts. • Customer profile and existing products. • Research and product analysis. • Research specific areas, materials, manufacturing methods, ergonomics etc. • Client interview, questionnaire. • Analysis of research. • Specification. • Design ideas. • Development of chosen design (sketching). • Development of design. • Card modelling.	• Client interview, questionnaire. • Analysis of research. • Specification. • Design ideas. • Development of chosen design (sketching). • Development of design. • Card modelling **Controlled Assessment** • Development of solution. • Group demonstrations when and where appropriate showing specific processes.	**Controlled assessment** • Continuation of development of solution. • Cutting lists. • Working drawing. • Using Inventor software to draw parts of the product. • Using Inventor to draw any parts that need to be manufactured in the 3D Printer.

Assessment Tasks:

- Wall light; quality of construction and part manufacture, quality of circuit construction.

Home activities that will help support college work:

- Look at the controlled assessment tasks and work with your child to choose a project that will both stretch and stimulate them within the time allowed.

Subject: Religious Studies	**Subject Leader:** Miss Gough	**Year:** 10

Main knowledge / skills / understanding developed in this course:

Skills used are investigation, analysis and evaluation. Literacy skills are also developed through written tasks undertaken in RS.

We contribute to the social, moral, spiritual and cultural education of pupils in RS by studying the influence that religion has on people, cultures and personal beliefs. We also look at 'ultimate questions' which encourages children to philosophically engage with some of the greatest questions that we face.

Key Areas of Study: Religious Studies GCSE Edexcel.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In term one we look at environmental and medical issues including Christian and Muslim response to global warming and pollution, Christian and Islamic beliefs about transplant surgery and Christian and Islamic attitudes to fertility treatments.	In the second term we look at sources of authority for Christians including the Bible, the Church, the conscience and situation ethics we also examine the democratic and political systems in the UK and investigate why human rights are important to Christians. In this unit we also look at the small number of human rights which may cause a problem for some Christians. We finish the syllabus at the end of this term.	In term three we consolidate the learning from the beginning of year nine. We look at the four units in the Religion and Life exam. These units are Believing in God (from a purely Christian perspective), Marriage and the Family (studied from an Islamic and Christian perspective), Matters of Life and Death (studied from an Islamic and Christian perspective) and Community Cohesion (studied from an Islamic and Christian perspective). The assessment this term is a full GCSE Religion and Life past paper and will take place during year 1 mock fortnight.	In term four we revise for the Religion and Society section of the GCSE exam. Pupils will take a full mock just before the Easter holidays. In this term we cover the following units; Rights and Responsibilities (from a Christian perspective), Environmental and Medical issues (studied from an Islamic and Christian perspective), Crime and Punishment (studied from an Islamic and Christian perspective) and War and Conflict (studied from an Islamic and Christian perspective).	Both GCSE exams tend to be relatively early in exam season, so the majority of this term is dedicated to revision and exam technique.	In this term we investigate philosophy and ethics at the movies. This is a popular AS level unit so helps to prepare pupils who choose to pursue Religious Studies as part of their post 16 education. We look at a variety of issues including organ donation, abortion and peace war and racism.

Assessment Tasks:

- Term one is assessed through a past exam paper on environmental and medical issues.
- Term two is assessed through a past exam paper on rights and responsibilities.
- Term three is assessed through a past exam paper on community cohesion.
- Term four is assessed through a past exam paper on matters of life and death.
- Term five is assessed externally as a full GCSE.

Home activities that will help support college work:

- Watching or reading the news and discussing any religious items in the news will help extend thinking.
- Reading books written by authors from other parts of the world may help children to understand the influence that religion can have on culture.
- Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.
- We subscribe to a website called Dynamic Learning which provides information, activities and videos to support the GSCE course.
- Pupils are also given revision guides, which we do ask are returned at the end of the GCSE course.
- This course relates to many issues which are covered in the media.

Subject: Science (Core)	**Subject Leader:** Mr Macdonald	**Year:** 9 - 10

Main knowledge / skills / understanding developed in this course:

Core Science links the experiences that pupils will come across in everyday life to scientific ideas and their implications for society. It provides the opportunity to acquire the scientific skills, knowledge and understanding for life as a citizen.

Key Areas of Study:

There are 6 units in Core Science which are covered on a rotational basis to ensure all pupils have access to scientific equipment. These units are further sub-divided into 8 sub-sections which are listed below. (Please note that pupils studying for GCSE's in Biology, Chemistry and Physics study these units in addition to those outlined in the Separate Science subject overview)

B1 – Understanding Organisms	**C1 – Carbon Chemistry**	**P1 – Energy For The Home**	**B2 – Understanding Our Environment**	**C2 – Chemical Resources**	**P2 - Living For The Future (Energy Resources)**
a) Fitness and health b) Human health and diet c) Staying Healthy d) The nervous system e) Drugs and you f) Staying in balance g) Controlling plant growth h) Variation and inheritance	a) Making crude oil useful b) Using carbon fuels c) Clean air d) Making polymers e) Designer polymers f) Cooking and food additives g) Smells h) Paints and pigments	a) Heating houses b) Keeping homes warm c) A spectrum of waves d) Light and lasers e) Cooking and communicating using waves f) Data transmission g) Wireless signals h) Stable Earth	a) Classification b) Energy flow c) Recycling d) Interdependence e) Adaptations f) Natural Selection g) Population and pollution h) Sustainability	a) The structure of the Earth b) Construction materials c) Metals and alloys d) Making cars e) Manufacturing chemicals making ammonia f) Acids and bases g) Fertilisers and crop yields h) Chemicals from the sea: the chemistry of sodium chloride	a) Collecting energy from the sun b) Generating electricity c) Global warming d) Fuels for power e) Nuclear radiations f) Exploring our solar system g) Threats to Earth h) The Big Bang

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 10 pupils will sit a GCSE exam in Core Science.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Science (Additional)	**Subject Leader:** Mr Macdonald	**Year:** 9 - 11

Main knowledge / skills / understanding developed in this course:

Additional Science explores the principles introduced in Core Science in greater depth. It also provides opportunities to develop scientific explanations and theories and to acquire a critical approach to scientific evidence and methods.

Key Areas of Study: There are 6 units in Additional Science which are covered on a rotational basis to ensure all pupils have access to scientific equipment. These units are further sub-divided into 8 sub-sections which are listed below. (Please note that pupils studying for GCSE's in Biology, Chemistry and Physics study these units in addition to those outlined in the separate science subject overview)

B3 – Living And Growing	**C3 – Chemical Economics**	**P3 – Forces And Transport**	**B4 – It's A Green World**	**C4 – The Periodic Table**	**P4 – Radiation For Life**
a) Molecules of life b) Proteins and mutations c) Respiration d) Cell division e) The circulatory system f) Growth and development g) New genes for old h) Cloning	a) Rate of reaction (1) b) Rate of reaction (2) c) Rate of reaction (3) d) Reacting masses e) Percentage yield and atom economy f) Energy g) Batch or continuous h) Allotropes of carbon and nanochemistry	a) Speed b) Changing speed c) Forces and motion d) Work and power e) Energy on the move f) Crumple zones g) Falling safely h) The energy of games and theme rides	a) Ecology in the local environment b) Photosynthesis c) Leaves and photosynthesis d) Diffusion and osmosis e) Transport in plants f) Plants need minerals g) Decay h) Farming	a) Atomic structure b) Ionic bonding c) The periodic table and covalent bonding d) The Group 1 elements e) The Group 7 elements f) Transition elements g) Metal structure and properties h) Purifying and testing water	a) Sparks b) Uses of electrostatics c) Safe electricals d) Ultrasound e) What is radioactivity f) Uses of radioisotopes g) Treatment h) Fission and fusion

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 11 pupils will sit a GCSE exam in Additional Science.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Science (Separate Sciences - Biology, Chemistry and Physics)	**Subject Leader:** Mr Macdonald	**Year:** 9 - 11

Main knowledge / skills / understanding developed in this course:

GCSE specifications in Biology, Chemistry and Physics should encourage learners to develop their curiosity about the world around them and provide insight into and experience of how science works. They should enable learners to engage with science in their everyday lives and to make informed choices about further study in related disciplines and about career choices.

Key Areas of Study: Pupils studying for GCSE's in Biology, Chemistry and Physics study 6 further units in addition to those outlined in the Core and Additional Science subject overviews. These units are further sub-divided into 8 sub-sections which are listed below. Units are covered on a rotational basis to ensure all pupils have access to scientific equipment.

B5 – The Living Body	**B6 – Beyond The Microscope**	**C5 – How Much (Quantitative Analysis)**	**C6 – Chemistry Out There**	**P5 Space For Reflection**	**P6 – Electricity For Gadgets**
a) Skeletons b) Circulatory systems and the cardiac cycle c) Running repairs d) Respiratory systems e) Digestion f) Waste disposal g) Life goes on h) Growth and repair	a) Understanding microbes b) Harmful microorganisms c) Useful microorganisms d) Biofuels e) Life in soil f) Microscopic life in water g) Enzymes in action h) Gene technology	a) Moles and molar mass b) Percentage composition and empirical formula c) Quantitative analysis d) Titrations e) Gas volumes f) Equilibria g) Strong and weak acids h) Ionic equations and precipitation	a) Electrolysis b) Energy transfers – fuel cells c) Redox reactions d) Alcohols e) Depletion of the ozone layer f) Hardness of water g) Natural fats and oils h) Detergents	a) Satellites, gravity and circular motion b) Vectors and equations of motion c) Projectile motion d) Action and reaction e) Satellite communication f) Nature of waves g) Refraction of waves h) Optics	a) Resisting b) Sharing c) It's logical d) Even more logical e) Motoring f) Generating g) Transforming h) Charging

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 11 pupils will sit separate GCSE exams in Biology, Chemistry and Physics.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Spanish	**Subject Leader:** Mrs Finlay	**Year:** 10

Main knowledge / skills / understanding developed in this course:

- The ability to understand and respond to spoken Spanish. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate verbally in Spanish. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
- The ability to read and respond to written Spanish. (Final exam in year 11. Carries a weighting of 20%)
- The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%)
- Communication skills.
- Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
• My town and region • What is there to visit and do • The weather • Problems in my town and region • My town in the past • My ideal town • Revision of the present tense, expressing opinions, comparatives and superlatives.	• Holiday destination • Religious festivals and celebrations • Revision of using adverbs and connectives	• Holiday destination (continued) • My favourite past holiday • My ideal holiday • Revision of the past tenses • Revision of the future tenses	• Holiday accommodation and problems • Revision of negatives	• Cafes and restaurants • Problems at the restaurant	• Public transport • Directions • Preparing for end of year exams

Assessment Tasks:

- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
- Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the French set and Term 6).
- Grammar knowledge and understanding, translation and vocabulary are tested regularly.
- Two writing and two speaking Controlled Assessments will be done this year. The schedule for these assessments is revised every year and published in the Controlled Assessment booklet given to pupils and parents at the start of the academic year.

Home activities that will help support college work:

- Bilingual dictionary Spanish-English.
- Using 'Linguascope.com" to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
- Using BBC Bite Size to regularly revise vocabulary.
- Using Revision guide to help with writing tasks.
- Fostering a positive and inquisitive attitude towards Spanish and Spanish Speaking Countries.