

**YEAR 10 ASSESSMENTS 2021-2022**

<b>SUBJECT</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
CHILD DEVELOPMENT	<p><b><u>Understand Reproduction &amp; The Roles of Parenthood (EXAM CONTENT):</u></b>                      Factors affecting the decision to have children.                      Pre-conceptual health.                      Roles and responsibilities of parenthood.                      Contraception.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>Understand Reproduction &amp; The Roles of Parenthood (EXAM CONTENT):</u></b>                      Reproductive system and menstrual cycle.                      Conception.                      Development of the foetus.                      Signs and symptoms of pregnancy.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>Child Safety (EXAM CONTENT):</u></b>                      Create a safe environment.                      Safety labelling.</p>	<p><b><u>Understand Antenatal Care &amp; Preparation for Birth (EXAM CONTENT):</u></b>                      Roles of different health professionals including midwife, obstetrician, GP, gynaecologist and paediatrician.                      The importance of antenatal and parenting classes.                      Routine checks.                      Specialised diagnostic tests.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>Understand Antenatal Care &amp; Preparation for Birth (EXAM CONTENT):</u></b>                      The choices available for delivery.                      Stages of labour.                      Pain relief.                      Methods of delivery.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p>	<p><b><u>Understand How to Recognise, Manage &amp; Prevent Childhood Illnesses (EXAM CONTENT):</u></b>                      Immunity and vaccines.                      Recognising and treating childhood ailments and diseases.                      Diet related illnesses.                      The needs of an ill child.                      Preparing a child for a stay in hospital.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>GCSE Exam – Monday 6th June 2022 (AM – 1h 15mins)</u></b></p> <p><b><u>R019 – LO4 – Be Able to Investigate &amp; Develop Feeding Solutions for Children from Birth to Five Years (COURSEWORK):</u></b>                      Students will create a report looking at breast feeding, bottle feeding and combination feeding, and deciding which would be the best one to select for a mother returning to work.</p>

	<p>Common childhood accidents. Social safety. Internet safety.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>R019 – LO3 – Know the Nutritional Guidelines &amp; Requirements for Children from Birth to Five Years (COURSEWORK):</u></b></p> <p>Design a nutritional booklet for nursery workers advising them of the nutritional guidelines for children.</p>	<p><b><u>Understand Postnatal Checks, Postnatal Provision &amp; Conditions for Development (EXAM CONTENT):</u></b></p> <p>Postnatal checks. Specific needs of the pre-term baby. Postnatal provision. Conditions for development.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>R019 – LO1 &amp; LO2 – Understand the Key Factors when choosing Equipment for Children from Birth to Five Years (COURSEWORK):</u></b></p> <p>Design two PowerPoints for nursery workers at a nursery advising them on the equipment they should buy and why.</p>	
CITIZENSHIP	<p><b>Life in Modern Britain:</b></p> <ul style="list-style-type: none"> <li>• What are the values and principles in British society today?</li> <li>• What human, moral, legal and political rights and freedoms do we have?</li> <li>• What makes our individual, group, local, national and global identities?</li> <li>• What is the impact of immigration on Britain?</li> </ul>	<p><b>Rights and Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• What are the key principles of any legal system?</li> <li>• How does the law help our society? How does the justice system operate?</li> <li>• What is the difference between civil and criminal law?</li> <li>• How have citizens rights changed and developed over time?</li> </ul>	<p><b>Politics &amp; Participation: Political power in the UK:</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term democracy?</li> <li>• What values underpin democracy?</li> <li>• What does local government do and how is it organised in the UK?</li> <li>• What is devolution and how does it work in the UK?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the media and the free press and how does it hold people in power to account?</li> <li>• What are the rights and regulations of the free press?</li> <li>• What role does the UK have in international organisations?</li> <li>• What is the impact of Brexit?</li> <li>• How do we intervene in international conflict and crises?</li> <li>• How do we hold those in power to account and influence government?</li> <li>• How can citizens effect change?</li> </ul> <p><b>EXAM STRUCTURE:</b> 50 minutes – exam style questions</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• Your vocabulary book</li> <li>• AQA Citizenship Revision Guide</li> <li>• Topic Knowledge Organisers</li> </ul> <p>GCSE Citizenship revision checklist which you can access <a href="#">here</a></p>	<ul style="list-style-type: none"> <li>• What is the nature of crime in the UK today?</li> <li>• How do we deal with criminals?</li> <li>• What is the importance of key international agreements and treaties?</li> <li>• How does international law affect conflicts and crises?</li> <li>• How do citizens bring about change in the legal system?</li> </ul> <p><b>EXAM STRUCTURE:</b> 50 minutes – exam style questions</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• Your vocabulary book</li> <li>• AQA Citizenship Revision Guide</li> <li>• Topic Knowledge Organisers</li> <li>• GCSE Citizenship revision checklist which you can access <a href="#">here</a></li> </ul>	<ul style="list-style-type: none"> <li>• How can you become a candidate in an election?</li> <li>• What is voter apathy and why is it an issue?</li> <li>• How does the government raise and spend its income?</li> <li>• How do elections work in the UK?</li> <li>• What are the different systems of voting and how do they work?</li> <li>• How does our bicameral parliament work?</li> <li>• Who are the main political parties and what are their ideologies?</li> </ul> <p><b>EXAM STRUCTURE:</b> 50 minutes – exam style questions</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• Your vocabulary book</li> <li>• AQA Citizenship Revision Guide</li> </ul> <p>Topic Knowledge Organisers GCSE Citizenship revision checklist which you can access <a href="#">here</a></p>
COMPUTER SCIENCE	<p><b>Data representation:</b></p> <p>Number bases          Converting between number bases          Units of information</p>	<p><b>Computer systems:</b></p> <p>Hardware and software          Boolean logic          Logic Gates</p>	<p><b>Computer Networks:</b></p> <p>Network Classifications          Network Topologies          Network Hardware</p>

	<p>Binary arithmetic Character encoding Representing images Representing sound Data compression</p>	<p>Software classification Systems architecture The CPU</p>	<p>Network Protocols Network Security Ethernet &amp; Network Layers Cyber security <b>Impacts of Digital Technology:</b> Legislation Ethics, Culture &amp; the Environment</p>
DANCE	<p><b>Practical Assessment</b> Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are now worth 60%. Practical assessments are broken down into 3 areas; Performance of set phrases = 8%, performance duet/trio = 22% and choreography = 30%</p> <p>Term 1-2 will be an ongoing practical assessment where class work will be observed. Students should focus on demonstrating a good range of TEMP Performance skills.</p> <p><b>Written Assessment</b> Students will sit an end of term test on key performance skills in term 1 and choreography dance terms in term 2. They will have a mixture or short and extended questions Students will also start studying the professional dance anthology.</p>	<p><b>Practical Assessment</b> Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are now worth 60%. Practical assessments are broken down into 3 areas; Performance of set phrases = 8%, performance duet/trio = 22% and choreography = 30%</p> <p>There will be a <b>mock assessment of set phrases</b> this term. You will be assessed on your demonstration of TEMP skills.</p> <p><b>Written Assessment</b> In term 4 you will have a 1-1.5hour AQA Dance mock which includes a mixture or short and extended questions. Topics in the exam will be: Safe Practice, TEMP, RADS and works from the professional dance anthology. You will be expected to be able to reflect on your performance skills in the studio and compare and contrast the professional works.</p>	<p><b>Practical Assessment</b> Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are now worth 60%. Practical assessments are broken down into 3 areas; Performance of set phrases = 8%, performance duet/trio = 22% and choreography = 30%</p> <p><b>This term a summative filmed assessment</b> will be carried out on the <b>set phrases</b>. You will be required to perform individually and show a strong range of TEMP Performance skills. There will also be a <b>mock of your performance in a duet/trio</b>.</p> <p><b>Written Assessment</b> Short tests summarising TEMP, RADS and safe practice. Other tests will summarise the professional dance anthology. The focus will be on 6-12 markers.</p>

			You will need to be comparing and contrasting the professional works for 12 markers.
DESIGN TECHNOLOGY	Btec Engineering Level 1 and 2 Students to complete ADS 1.1 -1.15 Students to complete on line Active Learning tests for Component 1 and 2	Btec Engineering Level 1 and 2  Students to complete assignment for	Btec Engineering Level 1 and 2  Students to continue with Component 2 Learning Aim A Component 2 Learning Aim B
DRAMA	<p><b>Component 1: Understanding Drama</b> Area of study 2: <u>Live Theatre</u></p> <p>Focus on the plot and characters</p> <ul style="list-style-type: none"> <li>• specific features or hallmarks of the style/genre of the production</li> <li>• the context of the play/production.</li> <li>• how the play has been interpreted in the production seen and what messages the company might be trying to communicate</li> <li>• the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers</li> <li>• the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.</li> </ul> <p>(32 mark question) Live Theatre Mock</p>	<p><b>Component 1: Understanding Drama</b> Multiple choice questionnaire on; A. The roles and responsibilities of theatre makers in contemporary professional practice</p> <p><b>Component 2: Devised Drama</b> Assessment will be through logbooks. 1: <u>Response to a Stimulus</u> Students are expected to explain:</p> <ul style="list-style-type: none"> <li>• their initial response to the stimuli</li> <li>• the ideas, themes and settings they have considered</li> <li>• their research findings</li> <li>• their own/ group dramatic aims and intentions</li> </ul> <p>(Logbook – 20 marks)</p> <p><b>Section 2: Development and collaboration</b> Students are expected to explain:</p>	<p><b>Component 2: Devised Drama Performance</b></p> <ul style="list-style-type: none"> <li>• the level of theatrical skills demonstrated in their performance or design</li> <li>• the range of theatrical skills demonstrated in their performance or design</li> <li>• their contribution to the effectiveness of the piece, made through their performance or design</li> <li>• the inventiveness of their work, as evidenced through their performance or design</li> <li>• their success in realising their individual artistic intentions (20 marks)</li> </ul> <p><b>Section 3: Analysis and evaluation</b></p> <p>Students are expected to analyse and evaluate;</p> <ul style="list-style-type: none"> <li>• how far they developed their theatrical skills</li> </ul>

		<ul style="list-style-type: none"> <li>• how they developed and refined their own ideas and those of the pair/group</li> <li>• how they developed and refined the piece in rehearsal</li> </ul> <p>(Logbook – 20 marks)</p>	<ul style="list-style-type: none"> <li>• the overall impact they had as individuals. Students should also appraise those areas for further development in their future devising work</li> </ul> <p>((Logbook – 20 marks)</p> <p><b>Component 1: Understanding Drama B: Study of Set Play</b>  45 minute assessment which will be a mixture of multiple choice and short answer questions. The key areas covered will be <b>analysing text</b>. Topics that will be covered in the assessment:</p> <ul style="list-style-type: none"> <li>• developing knowledge and understanding of the characteristics and context of the whole play</li> <li>• exploring ideas for how the play may be interpreted practically.</li> </ul> <p>Characteristics of performance text(s) and dramatic work(s)</p> <p>Social, cultural and historical contexts</p> <p>How meaning is interpreted and communicated</p> <p>Drama and theatre terminology and how to use it appropriately</p> <ul style="list-style-type: none"> <li>• Costume (4 mark question)</li> </ul>
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			<ul style="list-style-type: none"> <li>• Directing a line of text - vocal and physical skills (8 mark question)</li> <li>• Directing a section of the play (12 mark question)</li> <li>• Directing a short extract of the play (12 mark question)</li> <li>• Further direction of the section, linking to other moments in the play. (20 mark question)</li> </ul>
FINE ART	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project. Mock exam producing an outcome for their coursework project over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>
FOOD PREPARATION AND NUTRITION	<p>Assessment – Mock NEA1 Food investigation task 15% of total grade</p> <p>Practical Assessment: Upskilling dishes to produce more complex dishes</p>	<p>Practise written examination paper – 50% of final grade</p>	<p>Assessment NEA 2: Mock Food preparation Task assessment: Students produce an electronic portfolio including photographic evidence of their dishes. The task examines the students' knowledge and skills and tests their practical application of planning, preparation, cooking and presentation</p>

			of food in a mock 3 hour practical examination – 35% of total grade
ENGLISH	<p><b>Literature:</b>  <i>An Inspector Calls</i> – Students will study and be assessed on their 20<sup>th</sup> Century drama text. This text will be assessed in entirety as it would appear in the final GCSE examination. This assessment will be an extract-based question in which the student should demonstrate analysis skills and knowledge of the whole play (/40 marks). Students will be given 45 minutes in class to complete this.</p> <p><b>Language:</b>  <i>20<sup>th</sup> Century Fiction</i>– Students will study a range of extracts and develop the comprehension skills required in the GCSE Language examination. They will be assessed using a C1A style reading comprehension of an unseen extract of 20<sup>th</sup> Century fiction. Students will need to demonstrate inference, analysis and comparison skills. This assessment will take place in class.</p>	<p><b>Literature:</b>  <i>Macbeth</i> – Following an introduction to their GCSE Shakespeare text students will be assessed on an extract question, as it would appear in the final GCSE examination. The focus of this term will be AO1, dramatic conventions and analysis skills, all of which they will need to demonstrate in the assessment. Students will be given 30 minutes to complete this in class (/15 marks)</p> <p><b>Language:</b>  <i>Transactional Writing</i> – Students will be assessed on a written piece of transactional writing (letter/article/speech/review etc.). This will be as it would appear in the final GCSE examination and will be marked on content/organisation (AO5) and SPaG (AO6). Students will be given 30 mins to complete this in class (/20 marks).</p>	<p><b>Literature:</b>  <i>Poetry Anthology</i> - Students will be starting the Summer term continuing the study of their Poetry Anthology and Unseen Poetry. This text will be assessed in entirety as it would appear in the final GCSE examination. Students will be required to demonstrate knowledge of poems from the anthology, including quotations and contextual information, analysis and comparison skills. (/25marks). Students will be given 30 minutes to complete this in class.</p> <p><b>Language:</b>  Students will be assessed on a full GCSE Language paper following an ‘Exam Skills’ focus and building on the component parts studied earlier in the year. This term they will also complete their Speaking and Listening requirement of the GCSE. This will require students to write and present a speech on a topic of personal interest and will be marked Pass/Merit/Distinction.</p>
FRENCH	<p><i>Qui suis-je ?</i>  <i>Les loisirs</i>  Family , myself and leisure activities  Assessments in Listening and Reading</p>	<p><i>Jours de fêtes</i>  <i>Ville et campagne</i>  - <i>Celebrations and pros and cons of living in town/countryside</i></p>	<p><i>Le grand large</i>  <i>Au collège</i>  Holidays and school</p>



		<i>Assessments in Speaking and Writing</i>	Mock examinations
GEOGRAPHY	<p>This will vary across each class based on the content the class have covered since September</p> <p><u>Exam structure</u> Students will complete a 30 minute exam which will be a combination of short and long answer questions</p>	<p>Topic- Physical paper</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards (Tectonic hazards, weather hazards and climate change)</li> <li>• The living world (Ecosystems, Tropical rainforests and Cold Environments)</li> <li>• Physical landscapes in the UK (Coastal landscapes in the UK, River landscapes in the UK)</li> </ul> <p><u>Exam Structure</u> Students will have a 1 hour 30 minutes exam which will include a range of questions including short and long answer questions</p>	<p>Topic- Paper 3</p> <p><u>Content that will be covered in the exam:</u> Students will get a pre release two weeks before the exam</p> <p><u>Exam structure</u> Students will complete a 45 minute exam which will include a range of questions including short and long answer questions</p>
GRAPHICS	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project. Mock exam producing an outcome for their coursework project over 10 hours in exam conditions.</p>

			This is marked using the four assessment objectives and a mark out of 96 awarded.
ICT	No Examination – Students will be completing coursework throughout this term. The coursework will be assessed and a mark awarded.	No Examination – Students will be completing coursework throughout this term. The coursework will be assessed and a mark awarded.	No Examination – Students will be completing coursework throughout this term. The coursework will be assessed and a mark awarded.
HAIR AND BEAUTY Level 2	60 minute assessment which will be short answer questions. The key areas covered will be; <b>Unit 202</b> <b>2.1 Anatomy and physiology terminology of hair, skin and nails</b> <b>1.1 The effects of acid and alkali on the hair &amp; skin</b> <b>1.2 The scientific principles of ingredients in hair &amp; beauty products</b> <b>Unit 203</b> <b>1.3 Business and industry links</b> <b>1.2 Key features of Hair &amp; Beauty careers</b>	60 minute assessment which will be short answer questions. The key areas covered will be; <b>Unit 202</b> <b>2.1 Anatomy and physiology terminology of hair, skin and nails</b> <b>1.1 The effects of acid and alkali on the hair &amp; skin</b> <b>1.2 The scientific principles of ingredients in hair &amp; beauty products</b> <b>1.3 Ingredients in Hair &amp; Beauty products</b> <b>1.4 Ethical considerations of testing cosmetics</b> <b>2.2 Hair skin and nail conditions and how they can effect / limit treatments / services.</b> <b>Unit 203</b> <b>1.3 Business and industry links</b> <b>1.2 Key features of Hair &amp; Beauty careers</b> <b>Unit 201</b> <b>2.1 The key features of hair &amp; beauty in ancient eras and decades of the past 100 years</b>	60 minute assessment which will be short answer questions. The key areas covered will be; <b>Unit 202</b> <b>2.1 Anatomy and physiology terminology of hair, skin and nails</b> <b>1.1 The effects of acid and alkali on the hair &amp; skin</b> <b>1.2 The scientific principles of ingredients in hair &amp; beauty products</b> <b>1.3 Ingredients in Hair &amp; Beauty products</b> <b>1.4 Ethical considerations of testing cosmetics</b> <b>2.2 Hair skin and nail conditions and how they can effect / limit treatments / services.</b> <b>Unit 203</b> <b>1.3 Business and industry links</b> <b>1.2 Key features of Hair &amp; Beauty careers</b> <b>Unit 201</b> <b>2.1 The key features of hair &amp; beauty in ancient eras and decades of the past 100 years</b>
HISTORY	Late October	Late February	June

	<p><b>TOPIC</b> – Weimar and Nazi Germany, 1918-1939 <b>STRUCTURE</b> - 3 questions.  4 marks – Inference  8 mark – Source utility.  16 marks – How far do you agree with an interpretation...</p> <p><b>TOTAL MARKS: 28</b>  <b>TIME: 42 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>Access arrangements will be provided in lesson where possible.</p> <p><b>Late November</b>  <b>TOPIC</b> – Medicine through thine and the British Sector of the Western Front 1914- 1918.  <b>STRUCTURE</b> - 3 questions.  4 marks – Describe the key features of something or someone  8 mark – Source utility.  12 marks – Explain why...</p> <p><b>TOTAL MARKS: 24</b>  <b>TIME: 36 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul>	<p><b>TOPIC</b> – Weimar and Nazi Germany, 1918-1939 <b>STRUCTURE</b> - 3 questions.  4 marks –  4 marks –  12 marks – How far do you agree with an interpretation...</p> <p><b>TOTAL MARKS: 28</b>  <b>TIME: 42 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>Access arrangements will be provided in lesson where possible.</p> <p><b>Late April</b>  <b>TOPIC</b> – Medicine through thine and the British Sector of the Western Front 1914- 1918.  <b>STRUCTURE</b> - 3 questions.  4 marks – Follow up an enquiry  8 mark – Source utility.  16 mark – How far do you agree with a statement...</p> <p><b>TOTAL MARKS: 28</b>  <b>TIME: 42 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul>	<p>Full test papers – if possible.  Potential to be shorter papers to fit in class time.</p> <p>TBC.</p>
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MATHEMATICS	A range of topics from Geometry Probability Number Algebra	A range of topics from Algebra Number Ratio and proportion	A range of topics from Algebra Statistics Ration and Proportion
MEDIA STUDIES (C1 & C2 Exams, C3 Coursework)	C2A TV Crime Drama ('Luther' and 'The Sweeney'- both 1 <sup>st</sup> episodes as case studies) C1A&B- Text & Industry ('Man with the Golden Gun' poster and 'Spectre' Poster for C1A- Analysing the posters and looking at history of Bond movies for context).	C1B Film Industry ('Spectre' case study) C3 Media Production Coursework	C3 Media Production Coursework C1B Video Game Industry ('Fortnite') C2B Music Industry- Music videos & websites (Justine Bieber, Taylor Swift & Duran Duran).
MUSIC	<b><u>Set Works (40% of final mark)</u></b> Students will study a different set-work (selected piece of music) each term – for example, <i>Killer Queen</i> by 'Queen'. This will build on their understanding of notation, the musical elements, and the ability to analyse music they listen to using key musical terminology. Year 10's will sit a mock exam towards the end of the academic year. <b><u>Performance (30% of final mark)</u></b> Year 10 students will be learning an instrument of their choice with one-to-one tuition, and will have numerous opportunities to perform in school concerts, lessons, and school events. Performances will take place in class	<b><u>Set Works (40% of final mark)</u></b> Students will study a different set-work (selected piece of music) each term – for example, <i>Killer Queen</i> by 'Queen'. This will build on their understanding of notation, the musical elements, and the ability to analyse music they listen to using key musical terminology. Year 10's will sit a mock exam towards the end of the academic year. <b><u>Performance (30% of final mark)</u></b> Year 10 students will be learning an instrument of their choice with one-to-one tuition, and will have numerous opportunities to perform in school concerts, lessons, and school events. Performances will take place in class	<b><u>Set Works (40% of final mark)</u></b> Students will study a different set-work (selected piece of music) each term – for example, <i>Killer Queen</i> by 'Queen'. This will build on their understanding of notation, the musical elements, and the ability to analyse music they listen to using key musical terminology. Year 10's will sit a mock exam towards the end of the academic year. <b><u>Performance (30% of final mark)</u></b> Year 10 students will be learning an instrument of their choice with one-to-one tuition, and will have numerous opportunities to perform in school concerts, lessons, and school events. Performances will take place in class

	<p>also, under assessment conditions, using the same assessment criteria that will apply for their final GCSE performances, to help students understand what they need to work on.</p> <p><b>Resources to help students prepare and revise</b></p> <p>Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 10 students will be expected to take part in extra-curricular music clubs, and to have one-to-one instrumental lessons, either in or out of school. BBC BiteSize has a full range of resources for GCSE music. Edexcel Music GCSE textbooks (9-1). Edexcel Music Anthology (9-1).</p> <p>Students will be encouraged to go and see the musical <i>Wicked</i> – one of the works they study at GCSE – towards the end of the year with other GCSE students.</p>	<p>also, under assessment conditions, using the same assessment criteria that will apply for their final GCSE performances, to help students understand what they need to work on.</p> <p><b>Resources to help students prepare and revise</b></p> <p>Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 10 students will be expected to take part in extra-curricular music clubs, and to have one-to-one instrumental lessons, either in or out of school. BBC BiteSize has a full range of resources for GCSE music. Edexcel Music GCSE textbooks (9-1). Edexcel Music Anthology (9-1).</p> <p>Students will be encouraged to go and see the musical <i>Wicked</i> – one of the works they study at GCSE – towards the end of the year with other GCSE students.</p>	<p>also, under assessment conditions, using the same assessment criteria that will apply for their final GCSE performances, to help students understand what they need to work on.</p> <p><b><u>Composition (30% of final mark)</u></b></p> <p>Students will start to compose longer pieces of music than they did in Key Stage 3, working on building longer musical structures, and developing core musical ideas to a greater extent than at Key Stage 3. Compositions, even if not complete, will be marked using the same criteria as applies for final GCSE compositions, to help students get used to the level they are aiming for.</p> <p><b>Resources to help students prepare and revise</b></p> <p>Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 10 students will be expected to take part in extra-curricular music clubs, and to have one-to-one instrumental lessons, either in or out of school. BBC BiteSize</p>
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			<p>has a full range of resources for GCSE music. Edexcel Music GCSE textbooks (9-1). Edexcel Music Anthology (9-1).</p> <p>Students will be encouraged to go and see the musical <i>Wicked</i> – one of the works they study at GCSE – towards the end of the year with other GCSE students.</p>
PHOTOGRAPHY	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project. Mock exam producing an outcome for their coursework project over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>
PE	<p>1 hour exam- Muscular system Skeletal system CVS system Respiratory system Aerobic and Anaerobic respiration Short and long term effects of exercise upon all four system Training zones</p>	<p>1 hour exam- Component of fitness Measuring health and fitness Methods of training Principles of training Goal setting Warm up and cool down</p>	<p>1 hour exam- (Whilst undertaking the PAE) Lever systems Planes of and axes of movement Health, fitness and wellbeing Diet and nutrition</p>
PSYCHOLOGY	<b><u>MEMORY</u></b>	<b><u>DEVELOPMENT</u></b>	<b><u>SOCIAL INFLUENCE</u></b>

	<p><b>Processes of Memory:</b></p> <ul style="list-style-type: none"> <li>• Explain &amp; give examples of encoding, storage &amp; retrieval</li> <li>• Outline &amp; Evaluate Baddeley's encoding Study</li> <li>• Explain &amp; Evaluate types of memory: <i>episodic, semantic &amp; procedural, declarative &amp; non-declarative</i></li> </ul> <p><b>Structures of Memory:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate the Multi-Store Model</li> <li>• Outline &amp; Evaluate <b>Murdock's Serial Position Study (Key Study)</b></li> <li>• Explain primacy &amp; recency effect</li> </ul> <p><b>Memory as an Active Process:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate <b>Bartlett's War of the Ghosts Study (Key Study)</b></li> <li>• Outline &amp; Evaluate <b>the theory of Reconstructive memory</b></li> </ul> <p><b>Factors affecting the accuracy of memory:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate how interference affects memory (McGeoch &amp; McDonald Taboo words study)</li> <li>• Outline &amp; Evaluate how Context affects memory (Godden &amp; Baddeley Diver study)</li> </ul>	<p><b>Early Brain Development:</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; explain the development of the: brain stem, cerebellum, thalamus &amp; cortex</li> <li>• Explain the role of nature &amp; nurture in early brain development: smoking, infection &amp; voices</li> </ul> <p><b>Piaget's Theory:</b></p> <ul style="list-style-type: none"> <li>• Describe &amp; Evaluate Piaget's Development Theory (stages, schemas, assimilation, accommodation)</li> <li>• Explain &amp; Evaluate the concept of Conservation using <b>McGarrigle &amp; Donaldson's Naughty Teddy Study (Key Study)</b></li> <li>• Explain &amp; Evaluate the concept of Egocentrism using <b>Hughes' Policeman Doll Study (Key Study)</b></li> <li>• Outline &amp; Evaluate Piaget's Stages of Cognitive Development</li> <li>• Be able to apply Piaget's Theory to education: readiness, discovery &amp; individual learning &amp; application to stages)</li> </ul> <p><b>Effects of Learning on Development:</b></p>	<p><b>Conformity:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate <b>Asch's Majority Influence Study (Key Study)</b></li> <li>• Outline &amp; Evaluate Social factors that affect conformity: <i>group size, task difficulty &amp; unanimity</i></li> <li>• Outline &amp; Evaluate Dispositional factors that affect conformity: <i>personality (locus of control) &amp; Expertise</i></li> </ul> <p><b>Obedience:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate Milgram's obedience study</li> <li>• Explain &amp; Evaluate <b>Milgram's Agency Theory – social factors influence obedience (key theory)</b></li> <li>• Outline &amp; Evaluate Adorno's Authoritarian Personality Theory – dispositional factor influencing obedience</li> </ul> <p><b>Prosocial Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate <b>Piliavin's Subway Study (Key Study)</b></li> <li>• Explain how Social factors affect obedience: <i>presence of others, cost of helping (could use Good Samaritan study here)</i></li> </ul>
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	<ul style="list-style-type: none"> <li>Outline &amp; Evaluate how False Memories can affect accuracy of memory (Loftus &amp; Pickrell – shopping mall study)</li> </ul> <p style="text-align: center;"><b><u>PERCEPTION</u></b></p> <p><b>Sensation &amp; Perception:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between sensation &amp; perception</li> <li>Identify &amp; Explain different visual illusions: <i>The Ponzo illusion, The Muller-Lyer, Rubin’s Vase and The Ames Room</i></li> <li>Explain &amp; apply visual illusions: <i>size constancy, misinterpreted depth cues, ambiguity (Use Ponzo, Muller-Lyer, Necker Cube &amp; Kanizsa Triangle)</i></li> </ul> <p><b>Visual Cues &amp; Constancies:</b>  Explain binocular depth cues: retinal disparity &amp; convergence  Explain monocular depth cues: height in plane, relative size, occlusion &amp; linear perspective</p> <p><b>Theories of Perception:</b></p> <ul style="list-style-type: none"> <li>Describe &amp; Evaluate <b>Gibson’s Direct Theory of Perception</b></li> <li>Describe &amp; Evaluate <b>Gregory’s Constructivist Theory of Perception</b></li> </ul> <p><b>Factors Affecting Perception:</b></p>	<ul style="list-style-type: none"> <li>Explain &amp; Evaluate Dweck’s Theory: fixed &amp; growth Mindset</li> <li>Explain the role of Praise &amp; Self-Efficacy on development (process &amp; people praise)</li> <li>Describe &amp; Evaluate different Learning Styles: <i>verbalisers, visualisers &amp; kinaesthetic learners</i></li> <li>Outline &amp; Evaluate Willingham’s Learning Theory: <i>praise, forgetting, self-regulation &amp; neuroscience</i></li> <li>Apply The Marshmallow Test to Willingham’s theory of learning</li> </ul> <p><b>Research Methods:</b></p> <ul style="list-style-type: none"> <li>Be able to formulate an hypothesis</li> <li>Explain what an independent &amp; dependent variable is</li> <li>Understand how to operationalise variables</li> <li>Explain what extraneous variables are</li> </ul>	<ul style="list-style-type: none"> <li>Explain how Dispositional factors affect obedience: <i>similarity to victim &amp; expertise</i></li> </ul> <p><b>Crowd &amp; Collective Behaviour:</b></p> <ul style="list-style-type: none"> <li>Explain, Evaluate &amp; Apply Zimbardo’s Deindividuation study</li> <li>Explain, Evaluate &amp; Apply Reicher’s Black &amp; White Café Study</li> <li>Explain how Social factors affect crowd &amp; collective behaviour: <i>social loafing &amp; culture</i></li> <li>Explain how Dispositional factors affect crowd &amp; collective behaviour: <i>personality &amp; morality</i></li> </ul> <p><b>Research Methods:</b>  Describe &amp; Evaluate Case study method (apply HM study here)</p>
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	<ul style="list-style-type: none"> <li>• Explain &amp; Evaluate <b>Hudson's Culture &amp; Perceptual Set Study (Key Study)</b></li> <li>• Explain &amp; Evaluate how emotion affects perception (could use McGinnies Taboo Words study)</li> <li>• Be able to explain &amp; evaluate how motivation affects perception using <b>Gilchrist &amp; Nesberg's study (Key Study)</b></li> <li>• Explain &amp; Evaluate how expectation can affect perception (could us Brunner &amp; Minturn's study)</li> </ul> <p><b>Research Methods:</b></p> <ul style="list-style-type: none"> <li>• Explain &amp; Evaluate different experimental designs: <i>Independent groups &amp; Repeated Measures</i></li> <li>• Explain the principles &amp; methods of sampling: <i>target populations, random, opportunity, systematic &amp; stratified</i></li> </ul>		
SCIENCE	<p>Biology</p> <ul style="list-style-type: none"> <li>• Communicable disease</li> <li>• Preventing and treating diseases</li> <li>• Non-communicable diseases</li> </ul>	<p>Chemistry</p> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Structure and bonding</li> </ul>	<p>Physics</p> <ul style="list-style-type: none"> <li>• Conservation and dissipation of energy</li> <li>• Energy transfer by heating</li> <li>• Electric circuits</li> <li>• Electricity in the home</li> </ul>

<p>SOCIOLOGY</p>	<p>Topic- Family</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> <li>• Functions of family</li> <li>• Perspectives on the family (Functionalist, Marxist and Feminist)</li> <li>• How family forms differ in the UK and within a global context.</li> <li>• The work of the Rapoport on family diversity.</li> <li>• Different views of conjugal role relationships.</li> <li>• The feminist perspective of Oakley on the idea of the conventional family</li> <li>• Changing relationships within families.</li> <li>• How relationships within families have changed over time.</li> <li>• The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</li> <li>• Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women</li> </ul>	<p>Topic- Education</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> <li>• Different views of the role and functions of education.</li> <li>• The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.</li> <li>• Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</li> <li>• Factors affecting educational achievement.</li> <li>• The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools</li> <li>• Processes within schools affecting educational achievement.</li> <li>• The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</li> </ul> <p><u>Exam structure</u></p>	<p>Topic- Research methods</p> <p><u>Content that will be covered in the exam:</u></p> <p>Students will be examined upon the application of research methods in the both the Family unit and the education unit</p> <p><u>Exam Structure</u></p> <p>Students will have a 50 minute exam which will include a range of 2- 6 mark questions</p>
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	<p>within families, marital breakdown, dysfunctional families).</p> <ul style="list-style-type: none"> <li>• The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</li> <li>• Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures</li> </ul> <p><u>Exam structure</u> Students will have a 50 minute exam which will include a range of questions including short and long answer questions</p>	Students will have a 50 minute exam which will include a range of questions including short and long answer questions	
SPANISH	<p><i>Módulo 1 - ¡Desconéctate!</i> (Local, national, international and global áreas of interest)</p> <p><i>Módulo 2 - Mi vida en el insti</i> (Current and future study and employment)</p>	<p><i>Módulo2 - Mi vida en el insti</i> (Current and future study and employment)</p> <p><i>Módulo 3 - Mi gente</i> (Identity and culture)</p>	<p><i>Módulo 4 – Intereses e influencias</i> (Identity and culture)</p> <p>Revision/Assessment</p>
SPORTS SCIENCE	<p>RO41- Reducing the risk of injuries-1hr Exam</p> <ul style="list-style-type: none"> <li>• Intrinsic and extrinsic factors</li> <li>• Posture and causes of poor posture</li> <li>• Sports injuries relating to poor posture</li> </ul>	<p>R043- The body's responses to physical activity</p> <p>LO1-</p> <ul style="list-style-type: none"> <li>• Key components of the musculo-skeletal systems and its function</li> </ul>	<p>R043- The body's responses to physical activity</p> <p>LO3-</p> <ul style="list-style-type: none"> <li>• Different short term effects of physical activity on the musculo-skeletal and cardio-respiratory systems, and reasons for these</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical benefits of a warm up and cool down</li> <li>• Key components of a warm up</li> <li>• Psychological benefits of a warm up</li> <li>• Acute and chronic injuries</li> <li>• Emergency action plans</li> <li>• Symptoms of common medical conditions</li> <li>• How to respond to common medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Key components of the cardio-respiratory system and its function</li> <li>• The role of the musculo-skeletal system in producing movement</li> <li>• The role of the cardio-respiratory system during physical activity</li> </ul> <p>L02-</p> <ul style="list-style-type: none"> <li>• Benefits of cardio-respiratory fitness in everyday life</li> <li>• Benefits of muscular strength and flexibility</li> <li>• Benefits of muscular endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to measure and record the short term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> </ul> <p>L04-</p> <ul style="list-style-type: none"> <li>• Long term effects of physical activity on the musculo-skeletal and cardio-respiratory systems, and reasons for these</li> <li>• Ways to measure and record the long term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> </ul>
TEXTILES	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project. Mock exam producing an outcome for their coursework project over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>