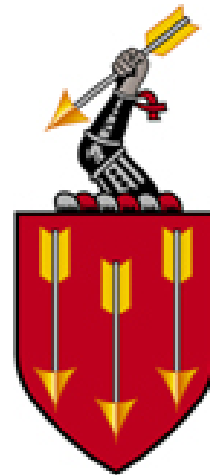


# **CURRICULUM BOOKLET**

**2009-2010**



**YEAR 10**

**KING HENRY VIII SENIOR SCHOOL**

Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership.

This booklet is laid out differently than the ones for years 7-9 since, as well as the overview of topics studied, it also includes details of the GCSE exam specifications. At the start of each page for the GCSE subjects there is an overview of all the units of the course that will be done by the end of Year 11. This includes the exam board website to refer to. All subjects except English, Science, Mathematics and ICT are on **NEW** GCSE courses from September so please be careful if you look on websites to get the correct course.

With the introduction of the new GCSEs comes two things, firstly the ability to be able to make the course modular. This has been happening in Science & RS for a couple of years. Now other subjects will be taking external examinations during Year 10, mainly in the May/June exam run. This is explained in the individual subject entries and on the overview timetable of external assessments on the next page. I would urge you to remind your son/daughter that in many ways this approach is not different to the way they would have been taught here as staff would have been doing internal tests or examinations. The appearance of an external module is not a sign that all work in other subjects should be abandoned for a week, it should be kept in the context of a 'big test' or equivalent to an end of year examination and while students will probably put in slightly more revision for that subject it will not be at the expense of all others. Obviously the increase in external modules at the end of Year 10 will affect the usual school internal exam week, but at this stage it is not possible to give details as to how.

The other major change is from coursework to Controlled Assessment in the new GCSEs. This is a Government decision to change the control level for coursework. This means that in most subjects the assessment stages of task setting, task taking, task marking are given a level of control, which could be high (done in class in exam conditions) medium (mixture of exam conditions and out of class work) or low (mainly out of the classroom). A helpful document produced by the AQA exam board will be found at <http://www.aqa.org.uk/support/assessment.php>. All the subjects that have Controlled Assessment parts to their course will explain to students as they go along the level of supervision that is required. One of the changes for some subjects is that all the writing up of a task will have to be done in class, using notes pupils have made on research done outside the classroom. None of this writing up can be done outside the classroom and there is a suggested time limit on how long this will take. All of this means that you could seriously be affecting your son/daughter's GCSE if you take time out of lessons for holidays or other activities.

We hope that you will find the booklet informative and useful.

Miss A. M. Weitzel (Deputy Head)  
September 2009

## Year 10 overview for 2009-10

Remember to read this list in conjunction with the school calendar and fixture lists in order to be aware of sporting, musical, dramatic and other activities which may require time at certain points during the year. Planning of work and not leaving it all to do just before a deadline is helpful at GCSE. Staff set internal intermediate deadlines at regular points and it is recommended that pupils adhere to these, otherwise problems can occur in year 11. Due to the nature of the new GCSE courses some of this timing is subject to change.

Month	Work started	Work due in	Exams
SEP	English & English Lit coursework ICT Unit 21		
OCT	Art & Design: Unit 1A Music composing D&T Food Technology		
NOV			19 <sup>th</sup> Biology: Modules 1A and 1B
DEC	French Speaking/Writing	French Speaking/Writing	
JAN	German Speaking/writing ICT Unit 20	ICT Unit 21 German Speaking/writing	18 <sup>th</sup> Chemistry: Module 1
FEB			
MAR	D&T resistant materials	Art & Design: Unit 1A Music composing	Physics Module 1A
APR	Art & Design: Unit 1B Second French/German tasks?	Second French/German tasks? (Could be later in the year?)	
MAY	D&T electronic products Spanish Speaking/Writing?		RS Unit 2, CC Unit A351, Biology & Chemistry Module 2
JUN	ICT Unit 6	ICT Unit 20 Spanish Speaking/Writing?	CC unit A353, History Unit A971G, Geography Unit1, Physics Module 1B
JUL		English at least 3 if not 4 pieces of work.	

There is no external assessment during Year 10 for Latin or Mathematics.

Biology, Chemistry and Physics all do Investigative Skills Assessments (ISAs) in class time at various times in the year.

The internal marking of controlled assessment & coursework is carried out in accordance with the procedures laid down by the examination boards. Students may appeal against the procedures used to arrive at their controlled assessment or coursework marks, but not against the marks themselves. A copy of the appeals procedure can be obtained on application to Miss Ann Weitzel (Deputy Head).

The first page of this booklet has details of the non-exam subjects, PSHE, PE and Games.  
All GCSE subjects then follow with a page for each subject in alphabetical order.

### NON Examination Courses

PSHE	Autumn	Spring	Summer
More detail of content of course in Year 10	Rules Charity Learning to learn Target setting Financial management Current affairs	SRE Emotional intelligence Consumer rights Assertiveness Target reviewing Careers	Drugs Team work Peer pressure Law and politics

PE	Autumn and Spring	Summer
<b>Boys:</b>	Fitness/Fit Testing Volleyball Badminton Swimming	<b>½ term of each (approx)</b> Athletics Softball/Rounders Tennis
<b>Girls:</b>	Badminton Health related fitness Volleyball Swimming	<b>½ term of each (approx)</b> Athletics Tennis Rounders

GAMES	Autumn	Spring	Summer
<b>Boys:</b>	Rugby, hockey, cross country	Rugby, hockey, cross country	Cricket, athletics, tennis
<b>Girls:</b>	Netball, hockey, dance	Netball, hockey, aerobics	Athletics, tennis

## Examination courses

<b>SUBJECT Art</b>	<b>Exam Board OCR</b>	<b>Specification number A111 A121</b>	<b>Exam Board website <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>
Unit 1 Art & Design Portfolio 60%	Controlled Assessment conditions maximum guided 45 learning hours.		A - Oct 2009 – March 2010 (Y10) B - April 2010 – December 2010 (Y10/11)
Unit 2 Art & Design – set Task 40%	This is an OCR set Task – candidates select one starting point, theme or brief from a paper released Jan 1 <sup>st</sup> 2011. We will start the preparation + research, planning and processing on the students return from mock examinations.  Supervised 10 hour period in which to produce a final response		Mid-January 2011 – March 2011 (Y11)  10 hours at end of March 2011 (Y11)
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Unit 1 Art & Design Portfolio	Induction Gallery visit – National Portrait Gallery, London Unit 1 research & preparation	Unit 1A - producing outcome	Unit 1B - research & preparation
Work derived from centre starting point/topic/them/brief  PORTRAITURE	Focus on : <ul style="list-style-type: none"> <li>• Developing creative skills, through learning to use imagination and intuition</li> <li>• Learning to analyse own work and the work of others in contemporary, historical and cultural contexts</li> <li>• Development of ideas and techniques</li> <li>• Refining and developing ideas</li> <li>• Presenting personal outcomes</li> </ul>		

<b>SUBJECT</b> <b>Biology</b>	<b>Exam Board</b> <b>AQA</b>	<b>Specification number</b> <b>4411</b>	<b>Exam Board website</b> <b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>
Unit Biology 1a (12.5%)	30 minute objective test		Taken in November 2009 (Y10)
Unit Biology 1b (12.5%)	30 minute objective test		Taken in November 2009 (Y10)
Unit Biology 2 (25%)	45 minute exam (short answer questions)		Taken in May 2010 (Y10)
Unit Biology 3 (25%)	45 minute exam (short answer questions)		Taken in May/June 2011 (Y11)
Investigative Skills Assessment (25%)	Practical task and 45 minute written assessment		Completed during lesson time
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of content of course in Year 10	What are animals and plants built from? How do dissolved substances get into and out of cells ? How do plants obtain the food they need to live and grow? Why are individuals of the same species different from each other? What new methods do we have for producing plants and animals with the characteristics we prefer? What happens to energy and biomass at each stage in a food chain?	What happens to the waste materials produced by plants and animals? What are enzymes and what are some of their functions? How do our bodies keep internal conditions constant?	Which human characteristics show a simple pattern of inheritance?  Revision

<b>SUBJECT Chemistry</b>	<b>Exam Board AQA</b>	<b>Specification number 4421</b>	<b>Exam Board website www.aqa.org.uk</b>
Unit Chemistry 1 (25 %)	45 minute exam. Short answer questions		Taken in January 2010 (Y10)
Unit Chemistry 2 (25 %)	45 minute exam. Short answer questions		Taken in May 2010 (Y10)
Unit Chemistry 3 (25 %)	45 minute exam. Short answer questions		Taken in May/June 2011. (Y11)
Investigative Skills Assessment (ISA) (25 %)	Short practical investigation done in class, school-assessed and based on subject matter taken from the specification.		Two ISAs <b>may</b> be attempted, in April of 2010 (Y10) and February 2011 (Y11), with best mark being submitted.
<b>Throughout Year 9</b>	<b>Autumn Year 10</b>	<b>Spring Year 10</b>	<b>Summer Year 10</b>
<ul style="list-style-type: none"> <li>• How do rocks provide building materials?</li> <li>• How do rocks provide metals and how are metals used?</li> <li>• How do we get fuels from crude oil?</li> </ul> <p><i>NB The subject matter for GCSE really has begun in Year 9, alongside more traditional material like particle theory, atomic structure and bonding. It is essential that you look after your Year 9 exercise book.</i></p>	<ul style="list-style-type: none"> <li>• How are polymers and ethanol made from oil?</li> <li>• How can plant oils be used?</li> <li>• What are the changes in the Earth and its atmosphere?</li> <li>• How do sub-atomic particles help us to understand the structure of substances?</li> <li>• How do structures influence the properties and uses of substances?</li> <li>• Revision and past papers</li> </ul>	<ul style="list-style-type: none"> <li>• How much can we make and how much do we need to use?</li> <li>• How can we control the rates of chemical reactions?</li> <li>• Do chemical reactions always release energy?</li> <li>• How can we use ions in solutions?</li> </ul>	<ul style="list-style-type: none"> <li>• How was the periodic table developed and how can it help us understand the reactions of elements?</li> <li>• Revision and past papers</li> </ul> <p><i>NB Some of the material shown for Year 10 study is covered in Year 9.</i></p>

<b>SUBJECT</b> <b>Classical Civilisation</b>	<b>Exam Board</b> <b>OCR</b>	<b>Specification number</b> <b>J280</b>	<b>Exam Board website</b> <b>www.ocr.org.uk</b>
Unit A351: City Life in the Classical World (25%)	60 minute exam		Taken in May 2010 (Y10)
Unit A353: Community Life in the Classical World (25%)	60 minute exam		Taken in June 2010 (Y10)
Unit A352: Epic and Myth (25%)	60 minute exam		Taken in June 2011 (Y11)
Unit A354: Culture and Society in the Classical World (25%)	Research and data collection in Autumn Term 2010 Analysis and evaluation in February/March 2011		Controlled Assessment (Y11) Limited control: in class and at home High control in class
More detail of content of course in Year 10	Unit A351 and Unit A353 done concurrently; 351 will be on Athens and Unit 353 on Pompeii. Unit 351: Athens: Greek religion (gods, temples, festivals), Greek drama, the household and education Unit 353: Pompeii: Houses, forum, government, entertainment, destruction and rediscovery.		

#### GREEK:

Pupils who have been following the Greek course since October 2008 should have completed their coursework during the summer holiday; they will take the remaining papers in May 2010. This year will be devoted to study of the set text - an extract from Homer's Odyssey - and consolidation/revision of vocabulary and grammar.

A new pre-GCSE class will be starting immediately after the October Half Term; members of Year 10 will be welcome to join this group with a view to taking GCSE at the end of their Year 12. It should then be possible to take AS Greek in their final year at school.

SUBJECT D&T: Resistant Materials	Exam Board AQA	Specification number 4560	Exam Board website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<p><b>Unit 1</b> Written Paper (40%)</p> <p><b>Unit 2</b> Design and Making Practice (60%)</p>	<p><b>2 hour examination</b> 120 marks Candidates answer all questions in two sections</p> <p><b>Controlled Assessment</b> Approximately 45 hours 90 marks Starts in March 2010 (Y10) Completion in March / April 2011 (Y11) (end of Spring Term) Consists of a single design and make activity from a range of board set tasks. Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Investigating the Design Context</li> <li>• Development of design proposals (including modelling)</li> <li>• Making</li> <li>• Testing and Evaluation</li> <li>• Communication</li> </ul>		<p>Taken in June 2011 (Y11)</p> <p>Done in class/at home (Y10/11)</p> <p><b>Task setting</b> (High control) Choosing the task</p> <p><b>Task taking</b> (Medium control) All work except research must be completed under sufficient supervision to ensure authenticity</p> <p><b>Task marking</b> (Medium control) Assessment by the teacher and moderation by AQA.</p>
<p>More detail of content of course in Year 10</p>	<p>A number of 'mini-projects' develop skills of effective communication and presentation, planning, making, and evaluation. Pupils <b>IDENTIFY</b> real problems and then carry out the <b>DESIGNING</b> (research and analysis, consideration of alternative solutions, production of working drawings etc.), <b>MAKING</b> (in the most appropriate material – wood, metal, plastic etc.) and <b>TESTING</b>.</p> <p>A knowledge of materials, processes, tools and equipment, and an understanding of technological concepts such as ergonomics (human factors) and aesthetics etc., is built up by group demonstrations, discussions, and written exercises. The use of ICT, including CAD and CAM (Computer-Aided-Design and Computer-Aided-Manufacture) forms an essential part of the course.</p>		

SUBJECT D&T: Electronic Products	Exam Board AQA	Specification number 4550	Exam Board website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Unit 1 Written Paper (40%)  Unit 2 Coursework Project (60%)	2 Hour Examination – Part A (10%) Context Based Part B (30%) Electronics Theory  Assessment is by the Design and Manufacture of an Electronic Product (Controlled Assessment), of the student's own creation and choosing. This should take 45 hours in total (approximately 50% of the curriculum time).		Taken in June 2011 (Y11)  This will be started around May in 2010 (Y10) and completed by March 2011 (Y11)
More detail of content of course in Year 10	<p><b><u>Course Outline</u></b></p> <p>The course provides opportunities for candidates to develop an awareness of the nature and significant importance of Design and Technology in a rapidly changing society. It enables candidates to develop their application of knowledge, skills and understanding of Analogue and Digital Electronics within an overall design and manufacture-based approach.</p> <p>The content of the specification provides a coherent, satisfying and worthwhile course of study for candidates, whether they wish to pursue the study of Systems and Control at AS/A2 level or if it will be their last experience of studying the subject. It also complements the electrical and electronics content of the Physics GCSE syllabi.</p> <p><b><u>Course Specifics</u></b></p> <p>A systems-based, modular approach is adopted throughout. The use of CAD/ CAM, computerised circuit synthesis and 'hands-on' prototype board based circuit building and testing is essential to the success of this strategy and is used throughout the two years.</p> <p>In Year 10 the vehicle used to underpin the learning process is the design and manufacture of two quite disparate products, one where the focus is on the electronics content and the other where the emphasis is on the methods used to produce the casing or container. The projects for 2009-2010 are an 'FM radio' and a 'Digital Reaction Timer Game'. These 'mini-projects' run alongside the taught theory content of the course for the first two terms, allowing students to attain the level of competence and confidence needed to undertake their personal GCSE coursework project.</p> <p>The controlled assessment (coursework project) is introduced in the summer term of Year10 and pupils are required to progress to the stage where a small amount of preparative research work can be undertaken during the summer break.</p>		

<p>SUBJECT <b>D&amp;T: Food Technology</b></p>	<p>Exam Board <b>AQA</b></p>	<p>Specification number <b>4545</b></p>	<p>Exam Board website <b>www.aqa.org.uk</b></p>
<p><b>Unit 1</b> Written paper (40%)</p> <p><b>Unit 2</b> Design and Making Practice (60%)</p>	<p><b>2 hour examination 120 marks</b> Candidates answer all questions in two sections Pre-released material issued 1 March 2011</p> <p><b>Controlled Assessment Approximately 45 hours</b> (including 20 hours practical) Starts in October 2010 (Y10) Consists of a single design and make activity from a range of board set tasks. Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Investigating the Design Context</li> <li>• Development of design proposals (including modelling)</li> <li>• Making</li> <li>• Testing and Evaluation</li> <li>• Communication</li> </ul>		<p>Taken in June 2011 (Y11)</p> <p>Completed by end of Spring Term 2011 (Y11) All practical/making tasks are carried out in the food technology room. The majority of the written work will also be done in class but there will be occasions where students are expected to complete work at home e.g. research homework.</p>
<p>More detail of content of course in Year 10</p>	<p>Through the controlled assessment students are examined for their DESIGNING and MAKING skills. Candidates are given the opportunity to gain knowledge and understanding of the following areas of the specification:</p> <p><u>Materials and Components</u> Functional and nutritional properties of food. Effects of combining different ingredients and the interaction of foods during preparation and cooking Importance of appropriate proportions on the structure, shape and volume of mixtures Effects of Acids and alkalis Understand the use of standard components in food processing Demonstrate a range of competence in a range of practical food skills/methods/processes to produce quality outcomes</p> <p><u>Design and Market Influences</u> Investigate the design opportunities New product and prototype development Social, economic, cultural and environmental considerations</p> <p><u>Processes and Manufacture</u> Manufacturing/large scale production requirements Technological developments</p>		

<b>SUBJECT</b> <b>English &amp; English Literature</b>	<b>Exam Board</b> <b>AQA</b>	<b>Specification number</b> <b>3702 &amp; 3712</b>	<b>Exam Board website</b> <b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>
Students study two GCSE courses over the two years and a number of coursework elements count towards both English and English Literature grades. The units of work are approached in an order which suits the class, although there tends to be a stronger focus on coursework in Year 10 and the exams in Year 11.			
English	Two exams (1hr 45 min and 1hr 30 min) each worth 30% Coursework Speaking and Listening (3 activities) (20%) Reading and Writing responses (4 pieces each worth 5%) Shakespeare, Prose study, Media, Original Writing		June 2011 (Y11)  Started in Year 10 and completed by Easter at the very latest in Year 11
English Literature	One exam (1hr 45 min) (worth 70%) Coursework 3 written tasks each worth 10% Pre 1914 drama, Post 1914 drama, Pre 1914 Prose		June 2011 (Y11)  Started in Year 10 and completed by Easter at the very latest in Year 11
More detail on the course <b>English Literature</b>	Over years 10 and 11 students will study: <ul style="list-style-type: none"> <li>• a pre-1914 prose text and a post-1914 prose text (one for the Literature exam and one for coursework which will also count towards the English coursework mark);</li> <li>• poetry either by Gillian Clarke and Seamus Heaney or by Carol Ann Duffy and Simon Armitage, to be compared with pre-1914 poetry in the exam;</li> <li>• a play by Shakespeare for Literature coursework which will also count towards the English coursework mark;</li> <li>• a post-1914 play for Literature coursework.</li> </ul>		
More detail on the course <b>English</b>	Over Years 10 and 11 students will study for the examination: <ul style="list-style-type: none"> <li>• a range of non-fiction and media texts;</li> <li>• poetry from different cultures and traditions;</li> <li>• writing to argue, persuade and advise;</li> <li>• writing to inform, explain and describe.</li> </ul> In addition to their Literature coursework, they will produce English coursework on: <ul style="list-style-type: none"> <li>• media texts(s)</li> <li>• writing to imagine, explore or entertain.</li> </ul> Oral assessments account for 20% of the final coursework grade and these will include: <ul style="list-style-type: none"> <li>• one individual;</li> <li>• one group;</li> <li>• one drama activity.</li> </ul>		

<b>SUBJECT</b> <b>French</b>	<b>Exam Board</b> <b>AQA</b>	<b>Specification number</b> <b>4655</b>	<b>Exam Board website</b> <b>www.aqa.org.uk</b>
Unit 1 Listening (20%) 46551F / 46551H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 2 Reading (20%) 46552F / 46552H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 3 Speaking (30%) 46553	Controlled assessment – two tasks submitted for moderation		Both modules First task to be completed by December 2009 (Y10) Second task to be completed by April 2010 (Y10)
Unit 4 Writing (30%) 46554	Controlled assessment – two tasks submitted for moderation		
<b>Topic Area</b>	<b>Main Grammar Point</b>	<b>Subsidiary Grammar Point</b>	
<b>Autumn &amp; Spring Term:- Health/Relationships &amp; choices</b>			
Mon régime alimentaire	Present tense of <i>-er</i> verbs (full paradigm)	The partitive article	
Le bien-être	Adverbs of frequency	how to form <i>-ir</i> verbs and the verbs <i>faire</i> and <i>dormir</i>	
On parle du tabac ( <i>includes video</i> )	Using negative forms	using <i>devoir</i> + infinitive	
L'alcool et la drogue	Question forms	<i>Avoir</i> present tense paradigm and expressions	
La famille	Possessive adjectives, singular and plural	Position and agreement of adjectives	
Les rapports avec les autres	Reflexive verbs, full paradigm	Disjunctive pronouns	
L'avenir	Future tense (regular)	Phrases to express future intention	
L'égalité des chances	Verbs that take the infinitive (like, dislike, modals)	Verbs which are followed by <i>à</i> or <i>de</i> before an infinitive	
Le racisme	Comparative and superlative adjectives	Gender patterns	
La pauvreté	Irregular future forms	More irregular future forms	
<b>Spring &amp; Summer Term:- Free Time and the Media / Holidays</b>			
Ce que j'ai fait chez moi	Perfect tense with <i>avoir</i>	Adverbial time expressions, past and present	
Les loisirs	Perfect tense with <i>être</i>	Perfect tense with negatives and reflexives	
L'argent et le shopping (video)	Direct object pronouns	Demonstrative pronouns	
La mode	Indirect object pronouns	Verbs of liking and disliking + infinitive	
Les nouvelles technologies	Superlative adjectives	The pronoun <i>on</i> with impersonal expressions	
Vive les vacances!	Imperfect tense	Revision of 'to' or 'in' with countries / towns / regions etc	
Les projets de vacances	Combining the perfect and future tense	Using <i>quand</i> with the future tense	
Que faire en vacances?	Conditional tense	Singular imperative	
Les excursions	The pronoun <i>y</i>	Plural imperative	

<b>SUBJECT Geography</b>	<b>Exam Board AQA</b>	<b>Specification number 4032</b>	<b>Exam Board website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>
Unit 1 Physical Geography (37.5%)	90 minute exam		Taken in June 2010 (Y10)
Unit 2 Human Geography (37.5%)	90 minute exam		Taken in June 2011 (Y11)
Unit 3 Local fieldwork investigation. (25%)	Data collected after modules in summer of Y10 Controlled Assessment will start in October / November Y11 Low control element: Preparation + Research, planning, processing and presentation in September and October High control element: Description, interpretation, analysis, conclusions and evaluation done in October and November		Autumn term in 2010 (Y11). (Low control element) Done in class/ at home, 800 words max (High control element) Done under exam conditions in class for max 6 hrs; around 2000 words.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of content of course in Year 10	The Coastal Zone; processes, landforms and issues.  Urban Change; global patterns, strategies, urban issues, migrations.	Ice on the land ; global patterns, ice budgets, landforms and processes, tourism issues, glacial retreat OR Challenge of weather and climate; UK climate and weather, global climate change, responses to climate change, tropical storms	Revision of Y9 work on Rivers and The Restless Earth. Exam preparation  Data collection for controlled assessment after module
More detail of content of course in Year 10	The Urban Change module will be examined in Y11 so the students will need to revise their Y9 work on Rivers and The Restless Earth as well as the two modules covered in Y10. An early start to this revision will reap benefits in the examination!		

<b>SUBJECT German</b>	<b>Exam Board AQA</b>	<b>Specification number 4665</b>	<b>Exam Board website www.aqa.org.uk</b>
Unit 1 Listening (20%) 46651F / 46651H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 2 Reading (20%) 46652F / 46652H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 3 Speaking (30%) 46653	Controlled assessment – two tasks submitted for moderation		Both modules (Y10) Provisional timing is
Unit 4 Writing (30%) 46654	Controlled assessment – two tasks submitted for moderation		First task to be completed by January 2010/ Second task to be completed by Summer 2010

<b>Topic Area</b>	<b>Main Grammar Point</b>	<b>Subsidiary Grammar Point</b>
<b>Autumn &amp; Spring Term: Lifestyle</b>		
Gesund essen, gesund leben!	Using the present tense	Using the definite article with the accusative
Ich bin in Form	Using inversion	Using adverbs of frequency
Rauchen ist doch ungesund!	Using the modal verbs <i>wollen, können, sollen</i>	Forming negative phrases using <i>nicht</i> and <i>kein</i>
Alkohol und Drogen brauchen wir nicht! (includes video)	Using the modal verbs <i>dürfen, müssen, mögen</i>	Using <i>man</i>
Familie und Freunde – zu Hause	Using the present tense of <i>haben</i> and <i>sein</i>	Using <i>ihr</i>
Familie und Freunde - Beziehungen	Using the possessive adjectives	Using adjectives after nouns with qualifiers/intensifiers
Zukunftspläne – heiraten, ja oder nein?	Using the present tense to talk about the future	Using adverbial phrases of time
Gleichheit für Männer und Frauen?	Understanding nouns and gender	Using the word "it"
Probleme mit Rassismus	Using coordinating conjunctions	Using adverbs of place
Armut	Using subordinating conjunctions	Using <i>um...zu</i>
<b>Spring &amp; Summer Term : Leisure</b>		
Was hast du gemacht?	Using the perfect tense with <i>haben</i>	Understanding and using separable verbs
Ich bin in die Stadt gegangen	Using the perfect tense with <i>sein</i>	Using the perfect tense with irregular past participles
Wir bekommen nicht genug Taschengeld!	Using the perfect tense with <i>haben</i> and <i>sein</i>	Recognising the imperfect tenses of <i>haben</i> and <i>sein</i>
Wir waren im Einkaufszentrum (includes video)	Using the imperfect tense	Revising modal verbs (present tense)
Ich lebe im Internet	Using different tenses	Distinguishing between <i>wann, wenn</i> and <i>als</i>
Ich möchte mal nach ...	Using correct word order (time-manner-place)	Using the imperfect subjunctive of <i>mögen</i>
Urlaubspläne	Using the future tense with <i>werden</i>	Using <i>um...zu, ohne...zu, and anstatt...zu</i>
Berlin ist cool!	Using different tenses (past, present and future)	Using adjectives after <i>etwas, nichts, viel, wenig</i> and <i>alles</i>
Auf Achse	Asking questions using interrogatives	Revising using the nominative and accusative cases

<b>SUBJECT HISTORY</b>	<b>Exam Board OCR</b>	<b>Specification number 3417</b>	<b>Exam Board website <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>
History B – Modern World 3417  Unit A971G (45%)  Unit A972 (30%)  Unit A973 (25%)	International Relations 1919-1939 and the USA 1945-1975 : Land of the Freedom  How was British Society Changed 1890 – 1918  Historical Enquiry : A thematic study : Warfare 1900 - 1950		Taken in June 2010 (Y10)  Taken in June 2011 (Y11)  Autumn Term 2010 (Y11) Done under exam conditions in class for max 8 hours, around 2000 words. (High control element)
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of content of course in Year 10	International Relations 1919 – 1939, The quest for peace and the road to war	USA 1945 – 1975 Land of Freedom	Revision Exam Unit A971G – Preparation for Historical Enquiry

<b>SUBJECT ICT</b>	<b>Exam Board OCR Nationals</b>	<b>Specification number 6324</b>	<b>Exam Board website <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>
Unit 1 ICT Skills for Business  Unit 21 Creating Computer Graphics  Unit 20 Creating Animation for the World Wide Web  Unit 6 Spreadsheet Design and Use	All units are coursework portfolios which are marked internally, followed by a visiting moderation session from OCR. Units 1 & 6 are single units; units 20 and 21 are half units. The full course is equivalent to two GCSEs. It is graded as Distinction: equivalent to A & A* Merit: equivalent to A and B Pass: equivalent to C and C		Unit 1 was completed in Year 9.  Unit 21 should be ready for moderation by January 2010. (Y10)  Unit 20 should be ready for moderation by June 2010. (Y10)  Unit 6 should be ready for moderation by April/May 2011. (Y11)
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of content of course in Year 10	Students learn how to use 'Fireworks' software to create computer graphics such as buttons, navigation bars and banners.	Students will have produced their own graphics and created a portfolio of evidence for submission. They will then begin learning how to use 'Flash' software to create animation.	Students will have created their own animation for the World Wide Web, and will have their portfolio of evidence ready for submission
In Year 10 students continue with the OCR National Course, and by February, should have achieved their first GCSE equivalent. (Unit 1 and unit 21)			
Students are expected to observe the deadlines set. They will be given opportunities to improve their work.			

SUBJECT Latin	Exam Board OCR	Specification number J281	Exam Board website www.ocr.org.uk
A401: Latin Language 1 A402: Latin Language 2 A403: Latin Prose Literature A404: Latin Verse Literature	Each examined in a 60 minute paper		June 2011 (Y11)
	Autumn	Spring	Summer
<p>More detail of the course in Year 10</p> <p><b>Course books:</b> <i>Cambridge Latin Course III (stages 26 – 28)</i> <i>Cambridge Latin Course IV (stages 29-34)</i></p>	<p>26- purpose clauses (ut) gerundives of obligation</p> <p>27- indirect commands (ut) result clauses</p> <p>28- consolidation of ablative case expressions of time, prepositions</p> <p>29- passive (3<sup>rd</sup> person, present and imperfect tense) purpose clauses with <i>quī</i> and <i>ubi</i> etc. purpose clause and indirect command with <i>ne</i> ablative + verb adjectival <i>is</i> (one example in Stage 23) and pronominal <i>hic dum</i> + present indicative</p> <p>30- perfect and pluperfect passive (all persons) genitive of present participle used substantively further ablative usages</p>	<p>PROGRESS TEST</p> <p>31- ablative absolute purpose clause and indirect command with <i>ne</i> (from Stage 29)</p> <p>32 - deponent verbs gerundive of obligation with transitive verbs future participle (met from Stage 26) double indirect question with <i>necne</i></p> <p>33- future and future perfect active (all persons) future of <i>sum</i> (all persons) <i>priusquam</i> + subjunctive ablative of description conditional clauses (indicative)</p>	<p>34 - present passive infinitive (including deponent) 3<sup>rd</sup> person singular and plural, future passive (including deponent) <i>dum</i> + subjunctive</p> <p>Exam Revision</p> <p>Start set texts (may be done earlier in term)</p> <p>Start systematic learning of GCSE prescribed vocabulary</p>
<p>Key Techniques that go across the year.</p> <p><b>Course books:</b> <i>Cambridge Latin Course III (stages 26 – 28)</i> <i>Cambridge Latin Course IV</i></p>	<p>Throughout the year, while making rapid progress towards covering the material syllabus of the GCSE course, the additional aims are:</p> <ul style="list-style-type: none"> <li>to consolidate and revise basic grammar / accidence covered so far;</li> <li>to further develop awareness of internal vocabulary links – eg <i>amo</i> (verb) to <i>amor</i> (noun) – while considering links to English and other modern languages (exercises in <i>Cambridge Latin Course</i>);</li> <li>to extend knowledge of Roman culture through analysis and discussion of the settings and context of the reading material;</li> <li>regular testing will monitor revision and progress.</li> </ul> <p>For various ways in which material from course book will be used, see published Teacher’s Guide (CUP).</p>		

SUBJECT <b>Mathematics iGCSE</b>	Exam Board <b>Edexcel</b>	Specification number <b>4400</b>	Exam Board website <b>www.edexcel-international.com/home/</b>
Paper 3H (50%) Paper 4H (50%)	Two x 2hr papers Calculators allowed in both		Both in June 2011 (Y11)
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of course in Year 10 Mathematics	Basic arithmetic Equations and inequalities Statistics Formulae and expressions Ratio, proportion and variation Trigonometry	Grouped data Indices Quadratic equations Graphs Area and volume	Probability Information from graphs Accuracy Functions Calculus
<b>All students in the top sets also follow the OCR Additional Mathematics syllabus</b>			
SUBJECT <b>Additional Mathematics (an advanced level free standing mathematics qualification)</b>	Exam Board <b>OCR</b>	Specification number <b>6693</b>	Exam Board website <b>www.ocr.org.uk/qualifications/FreeStandingMathematicsQualification-AdditionalMathematics.html</b>
One exam paper (100%)	One 2hr paper Calculator allowed (includes graphical if wished)		June 2011 (Y11)
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More details of course followed in Year 10	Binomial expansion Binomial distribution Trigonometry – 3D Applications	Polynomials Equation of a circle Inequalities: linear programming	Kinematics: suvat equations Variable acceleration

<b>SUBJECT Music</b>	<b>Exam Board AQA</b>	<b>Specification number 4270</b>	<b>Exam Board website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>
<p>Unit 1 Listening to and Appraising Music- Written paper – 80 marks – 20%</p> <p>Unit 2 Composing and Appraising Music – Externally assessed – 40 marks - 20%</p> <p>Unit 3 – Performing Music (Controlled Assessment) – 60 marks – 40%</p> <p>Unit 4 – Composing Music – 30 marks – 20%</p>	<p>60 minute exam on the five areas of study</p> <p>1. Rhythm and Metre      2. Harmony and Tonality 3. Texture and Melody    4. Timbre and Dynamics 5. Structure and Form</p> <p>Composition to be based on the Western Classical Tradition, which should be based on <u>one</u> of the above areas of study.</p> <p>Performance to include one individual performance and one in a group.</p>		<p>Taken in June 2011 (Y11)</p> <p>All timings here are approximate. Done in class mostly Jan-Mar 2011 (Y11)</p> <p>Usually recorded in class time by Christmas 2010 (Y11)</p> <p>Done in class mostly. October 2009-March 2010 (Y10)</p>
	Autumn	Spring	Summer
Year 10 Course detail	<p>Baroque Orchestral Music Composition Task: Minuet in two parts Performance: First Solo Recording World Music: Music of the Caribbean. Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries: Blues Group Composition: 12 Bar Blues</p>	<p>Western Classical Tradition: The Concerto Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries: Music Theatre Controlled Assessment: Film Music for String Quartet</p>	<p>Western Classical Tradition: Chamber Music</p> <p>Performance: 2<sup>nd</sup> Solo/Ensemble Performance</p> <p>Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries: R'n'B (Rhythm and Bass) and Hip Hop</p>

<b>SUBJECT</b> <b>Physics</b>	<b>Exam Board</b> <b>AQA</b>	<b>Specification number</b> <b>4451</b>	<b>Exam Board website</b> <b>www.aqa.org.uk</b>
Unit 1a Energy and Electricity (12.5%)	30 minute exam (multiple choice)		Taken in March 2010 (Y10)
Unit 1b Radiation and the Universe (12.5%)	30 minute exam (multiple choice)		Taken in June 2010 (Y10)
Unit 2 Mechanics, Electricity and Nuclear Physics (25%)	45 minute exam		Taken in January 2011 (Y11)
Unit 3 Turning Effects, Waves, Electromagnetism and the Universe (25%)	45 minute exam		Taken in June 2011 (Y11)
Investigative Skills Assessment (25%)	Controlled activity done entirely in class Students do two activities, one in Year 10 and one in Year 11. They are both marked by subject teachers. The higher of the two marks is sent to the exam board.		Students complete an experiment in class. In a subsequent lesson, they are presented with a 45-minute written paper based on their experiment.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
More detail of content of course in Year 10  <i>NB The subject matter for GCSE began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>	Current Electricity (p170-183) Mains Electricity (p184-197) Electrical Energy (p50-61)  Page numbers refer to the course textbook issued to all students. (Breithaupt <i>AQA GCSE Physics</i> )	Energy (p50-61) Generating Electricity (p62-73) Skills Assessment P1a revision (e.g., p74-75) Radioactivity (p94-115)	Radioactivity (p94-105) Nuclear Physics (p198-209) P1b revision (e.g., p116-117)

SUBJECT <b>Religious Studies</b>	Exam Board <b>AQA</b>	Specification number <b>4055 (full course 4057)</b>	Exam Board website <b><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></b>
RS Specification B – Ethics, Philosophy and Religion in Society.  Unit 2 40552 :- Religion and Life Issues  Unit 3 40553 :- Religion and morality	100% Exam – 1 hour 30 minutes (4 questions from 6)  100% Exam – 1 hour 30 minutes (4 questions from 6)		May/June 2010 (Year 10)  June 2011 (Year 11)
More detail of content of course in Year 10	Topics include: <ul style="list-style-type: none"> <li>• Religion &amp; Animal Rights</li> <li>• Religion &amp; Planet Earth</li> <li>• Religion &amp; Prejudice</li> <li>• Religion &amp; Early Life</li> <li>• Religion, War &amp; Peace</li> <li>• Religion &amp; Young People</li> </ul>		

SUBJECT Spanish	Exam Board AQA	Specification number 4695	Exam Board website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Unit 1 Listening (20%) 46951F / 46951H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 2 Reading (20%) 46952F / 46952H	Foundation Tier 30 minute exam Higher Tier 40 minute exam		Taken in June 2011 (Y11)
Unit 3 Speaking (30%) 46953	Controlled assessment – two tasks submitted for moderation		Both modules First task to be completed by June 2010 (Y10)
Unit 4 Writing (30%) 46954	Controlled assessment – two tasks submitted for moderation		Second task to be completed by April 2011 (Y11)
Topic Area	Main Grammar Point		Subsidiary Grammar Point
<b>Autumn &amp; Spring Term:- Health/Relationships &amp; choices</b>			
La dieta	Agreement of adjectives		The verb <i>ser</i>
El bienestar	Use of verbs with the infinitive		Phrases to use with <i>tener</i>
El tabaco	Regular <i>ar</i> verbs in the present tense		Question formation
El alcohol y las drogas	Comparative adjectives		Formation of <i>-er</i> and <i>-ir</i> verbs in the present tense
Las descripciones personales	Possessive adjectives		Subject pronouns
La situación familiar	<i>estar</i> + past participle		<i>desde hace</i> + present tense
Las relaciones personales [includes video]	Reflexive verbs		Conjunctions
Los planes del futuro	<i>Ir</i> + the infinitive		The conditional tense
La igualdad para todos	Reflexive constructions		Negative forms
La pobreza	<i>Hay que, tener que</i>		<i>lo</i> + adjective
<b>Spring &amp; Summer Term:- Free Time and the Media / Holidays</b>			
The preterite tense of regular verbs	The use of infinitives		Improving fluency by learning complete phrases
Using irregular preterites: <i>ir, ser</i>	Time and place expressions		Using time expressions to recognise whether a statement is in the past or present tense
Direct object pronouns	Gerunds		Colloquial expressions
Demonstrative pronouns	Indefinite adjectives		Expressing preference
Indirect object pronouns	Comparative and superlative adverbs		Justifying opinions
The preterite tense of regular verbs	The use of infinitives		Improving fluency by learning complete phrases
Irregular preterite verbs	The passive voice		Showing ability in the language
The immediate future	Prepositional pronouns		Common prefixes between Spanish and English
The perfect tense	Interrogative pronouns		Using time phrases in written work