



Year 10 GCSE Subject Specific Guidance Booklet 2018

Aspire, Apply, Achieve

Ymgeisio, Gweithredu, Cyflawni

Darland High School

Curriculum Guide for Parents

Y E A R 10

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Key dates in the year for Year 10

7 th November	Progress Reviews to parents Tracking Point 1 (TP1)
4 th December	Year 10 Parents Evening
16 th January	Progress Reviews to parents (TP2)
20 th March	Progress Reviews to parents (TP3)
5 th June	Progress Reviews and pastoral report to parents of Years 7-10 (TP4)
17 th June	Year 10 exam week
18 th July	Progress Reviews to parents (TP5)

Programme of Study for English. Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
Autumn Term 2018 <ul style="list-style-type: none"> • Unit 2 GCSE English Language. • GCSE English Literature: Poetry Controlled Assessment preparation. 	1st Assessment, completed by 19/10/18 GCSE English Language Unit 2: Narrative Writing.	GCSE English Trial exams Yr10: June 2018.
	2nd Assessment, completed by 21/12/18 GCSE English Language Unit 2: Reading section of exam paper.	
Spring Term 2019 <ul style="list-style-type: none"> • Unit 3 English Language. • GCSE English Literature: study of Shakespeare play in preparation for controlled assessment task. 	3rd Assessment, completed by 8/3/19 GCSE English Language Unit 3: Non-literary writing.	
	4th Assessment, completed by 17/5/19	
Summer Term 2019 <ul style="list-style-type: none"> • Continue work towards GCSE English Literature Shakespeare controlled assessment. • Read and study novel text for GCSE English Literature unit 1. 	GCSE English Language Unit 3: Reading section of exam paper.	
	5th Assessment, completed by 12/7/19 GCSE English Literature: Poetry comparison controlled assessment.	

Programme of Study for Mathematics. Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Spring Term 2019 Equations, fractions, ratio, similarity and right angle triangles Prime factors, standard form, 3D and 2D shapes, perimeter area and volume, working with data, cumulative frequency, histograms and sampling.</p>	<p>1st Assessment, completed by 19/10/18 End of topic assessments to increase understanding: staff to increase awareness of pupils' needs, and pupils to appreciate their strengths and weaknesses to date.</p> <p>2nd Assessment, completed by 21/12/18 End of topic assessments to increase understanding: staff to increase awareness of pupils' needs, and pupils to appreciate their strengths and weaknesses to date.</p>	<p>Basic mathematical skills will be tested periodically through the year.</p> <p>At the end of each module of work a homework assessment will take place.</p> <p>The PPEs will cover both mathematics and numeracy: two papers for each.</p> <p>A capable, organised child who is on top of their work in all their subjects requires about two weeks to revise and prepare for their exams. Those who find certain subjects more difficult or who have lacked the organisation to keep abreast of their work will need longer. Please remind and encourage your child to start exam preparations sooner rather than later.</p>
<p>Spring Term 2019 Scatter graphs, graphs in general, units of measure, angles and constructions. General revision in class to prepare pupils for the pre-public exams Selected pupils to focus on past paper practice and consequent focused revision topics ahead of the summer's GCSE exams. Pupils complete two to three papers per fortnight.</p>	<p>3rd Assessment, completed by 8/3/19 End of topic assessments to increase understanding: staff to increase awareness of pupils' needs, and pupils to appreciate their strengths and weaknesses to date.</p> <p><u>Pre-Public Exams for selected pupils</u> Numeracy and Mathematics. Pupils must take these exams seriously. They must begin their personal, home-based revision and preparation at least two weeks in advance. Outcomes will guide the faculty in terms of who is to sit the GCSE exam in the summer, and at what Tier of entry.</p> <p>4th Assessment, completed by 17/5/19 <u>Pre-Public Exams for all pupils</u> Numeracy and Mathematics. Pupils must take these exams seriously. They must begin their personal, home-based revision and preparation at least two weeks in advance.</p>	<p>A capable, organised child who is on top of their work in all their subjects requires about two weeks to revise and prepare for their exams. Those who find certain subjects more difficult or who have lacked the organisation to keep abreast of their work will need longer. Please remind and encourage your child to start exam preparations sooner rather than later.</p>
<p>Summer Term 2019 Final preparations for the GCSE exams or completion of Numeracy topics ahead of potential entry to the public exams in November (Year 11). Mathematics topics for those who have completed the Numeracy exams: algebraic fractional equations, probability, tree diagrams, conditional probability,</p>	<p>5th Assessment, completed by 12/7/19</p>	

<p>trigonometric equations, simultaneous equations.</p>	<p>Public Exams for selected pupils 7th May: Numeracy 1 9th May: Numeracy 2 21st May: Maths 1 6th June: Maths 2 In preparation, exam-focused pupils should be completing about three past papers per fortnight.</p> <p>Past paper work for non-public exam pupils.</p>	
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Programme of Study for Science Year 10. 2018-2019

Term/Year	Key Topics/Assessment Points	External Exams / Dates
Autumn Term 2018 <i>Students are taught on a rotation basis and will not necessarily be studying the topics in the order below:</i> Biology 1.1 Cells and Movement Across Cell Membranes 1.2 Digestion and the Digestive System Chemistry 2.1 The Nature of Substances and Chemical Reactions 2.2 Atomic Structure and The Periodic Table Physics 3.1 Distance, Speed and Acceleration 3.2 Newtons Laws	1st Assessment, completed by 19/10/18 <i>We use cumulative assessment to ensure pupils are revisiting content regularly</i> Biology 1.1 Chemistry 2.1 Physics 3.1	External Unit 1 Exams (45%) Biology 07/06/19 Chemistry 17/06/19 Physics 14/06/19
	2nd Assessment, completed by 21/12/18 Biology 1.1, 1,2 Chemistry 2.1,2.2 Physics 3.1,3.2	
Spring Term 2019 Biology 1.1 Respiration and the Respiratory System 1.2 Circulatory System in Humans 1.3 Photosynthesis and Ecosystems, Chemistry 2.3 Water 2.4 The Ever-Changing Earth 2.5 Rate of Chemical Change Physics 3.3 Making Use of Energy 3.4 Domestic Electricity 3.5 Features of Waves	3rd Assessment, completed by 8/3/19 Biology 1.1, 1,2.1.3,1.4 Chemistry 2.1,2.2,2.3,2.4 Physics 3.1,3.2,3.2,3.4	
	4th Assessment, completed by 17/5/19 Assessment of all content in PPE/trial exam	
Summer Term 2019 External Exam preparation	5th Assessment, completed by 12/7/19 External Exams	

Programme of Study for skills challenge. Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Autumn Term 2018</p> <p>Students will complete 20% of their skills Challenge by completing the Enterprise and Employability project.</p> <p>Students will work in groups to create a gift shop item suitable to sell in one of the Welsh museums of Wales.</p> <p>Students must showcase all aspects of this project in a final Pitch.</p> <p>They must showcase their personal and group skills, their ideas, their marketing strategy, their numerical analysis of the success of their product and they must reflect on their experience in the world of business.</p>	<p>1st Assessment, completed by 19/10/18</p> <p>2nd Assessment, completed by 21/12/18</p>	<p>All pupils to complete this project and take part in the pitch before Christmas break.</p>
<p>Spring Term 2019</p> <p>Students will complete 15% of their skills challenge by completing their Global Citizenship.</p> <p>In this project they will discuss a global issue from topics focused around health, politics and cultural diversity.</p> <p>Students must complete extensive research on the topic and write a personal standpoint on the issue.</p> <p>Students will also come together in groups and create a raising awareness pack to share around the school community.</p> <p>Students must reflect on the impact of their raising awareness pack.</p>	<p>3rd Assessment, completed by 8/3/19</p> <p>4th Assessment, completed by 17/5/19</p>	<p>Students to complete this challenge before Easter break.</p>
<p>Summer Term 2019</p>	<p>5th Assessment, completed by 12/7/19</p>	<p>Students to prepare for internal moderation on both projects.</p>

Programme of Study for Welsh Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Autumn Term 2018</p> <p><i>Classroom target language</i></p> <p>Y Gorffennol Cryno- The past tense <i>Regular verbs</i> <i>Irregular verbs</i> <i>Questioning in the past tense</i> <i>Soft mutation</i></p> <p>Gwyliau/ Holiday <i>Conditional tense</i> <i>Future tense</i> <i>Soft mutation</i> <i>'Gwyliau' vocabulary</i></p>	<p>1st Assessment, completed by 26/10/18</p> <p>Written assessment – past tense</p> <p>2nd Assessment, completed by 21/12/18</p> <p>Written assessment – gwyliau</p>	
<p>Spring Term 2019</p> <p>'Bwyta'n iach' - Healthy eating <i>Conditional tense</i> <i>Imperative tense</i> <i>Linking words (more, less, too much etc)</i></p> <p>Ysgol / School <i>Opinions</i> <i>Future tense</i> <i>Conditional tense</i> <i>Similes / metaphors</i></p> <p>Preparation for UNIT 1 EXAM</p>	<p>3rd Assessment, completed by 8/3/19</p> <p>Bwyta'n iach- assessment.</p> <p>4th Assessment, completed by 17/5/19</p>	<p>UNIT 1 EXAM 27-29 MARCH</p>
<p>Summer Term 2019</p> <p>Yr amgylchedd/the environment <i>Imperative tense</i> <i>Conditional tense</i> <i>Idioms</i></p>	<p>5th Assessment, completed by 12/7/19</p>	

Programme of Study for Art & Design GCSE Year 10 - 2018-2019

Year 10	Coursework	Other Assessments
<p>This qualification comprises of two distinct areas for assessment.</p> <p>Coursework (CP1)</p> <p>Externally set task (EST2)</p> <p>Student's progress will be assessed on a continual basis with a variety of projects being created using a wide range of media. Research and experimentation will be required to support the work done during year 10 to support all work for their coursework portfolios (CP1).</p> <p>The year 10 students will cover:</p> <p>Research and Enquiry (A01)</p> <ul style="list-style-type: none"> • Collect Images on theme • Written research on theme. • Picture research on artist. • Written research on artist. • Write task & introduction. • Statement how artist will influence your work. • Sketchbook work. <p>Analysis & Evaluation (A02)</p> <ul style="list-style-type: none"> • Drawing & painting – project research. • Written understanding of project. • Drawing & Painting – artist research. • Written understanding of artist. • Annotation explaining links between artist and own work. • Sketchbook work. <p>Creative Making (A03)</p> <ul style="list-style-type: none"> • Draw design ideas or compositions. • Work with colour to design ideas and compositions. • Annotate work explaining material techniques and ideas. • Annotate all design ideas and compositions. • Show a wide variety of working with media using skills such as tone/texture/shading etc. • Sketchbook work. • Year 10 internal exam, which will be used within the student's portfolio of work. 	<p>1st Assessment, completed by 19/10/18</p>	<p>Year 10 Exam</p>
	<p>In year 10 students will have started their coursework portfolios (CP1) and provided with resources to support their learning.</p>	<p>(Date: To confirm)</p>
	<p>As students will only have covered a small proportion of their coursework, the grade given will initially be based on the Research & Enquiry (A01) elements of the course. However this tracking point will reflect the student's attitude to learning and progress so far.</p>	
	<p>2nd Assessment, completed by 21/12/18</p>	
	<p>Research and Enquiry (A01)</p> <p>Analysis & Evaluation (A02)</p> <p>Creative Making (A03)</p>	
<p>3rd Assessment, completed by 8/3/19</p>		
<p>Research and Enquiry (A01)</p> <p>Analysis & Evaluation (A02)</p> <p>Creative Making (A03)</p>		
<p>4th Assessment, completed by 17/5/19</p>		
<p>Research and Enquiry (A01)</p> <p>Analysis & Evaluation (A02)</p> <p>Creative Making (A03)</p>		
<p>5th Assessment, completed by 12/7/19</p>		
<p>Research and Enquiry (A01)</p> <p>Analysis & Evaluation (A02)</p> <p>Creative Making (A03)</p>		

Programme of Study for Hospitality & Catering Year 10 - 2018-2019

Course content for Year 10	Learning Plans	Assessments / Exams
<p>This course comprises of one non-examination assessments which your child will be completing in their final academic year. This controlled assessment will make up 60% of their final mark. The assessment is in the form of a food preparation assessment where they will demonstrate their food preparation and cooking skills. The remaining 40% of the marks are for the written examination which will test their knowledge on the five areas of content for the course which we will be covering in year 10.</p> <p>The year 10 students will cover the following theory in preparation for the examination:</p> <ol style="list-style-type: none"> 1. Introduction to the course. 2. How food can cause ill health 3. How the environment in which hospitality and catering providers operate 4. How hospitality and catering provisions operate 5. How hospitality and catering provision meets health and safety requirements. <p>The students will also develop and improve upon their practical food skills:</p> <ol style="list-style-type: none"> 1. Knife skills 2. Cake and pastry making 3. Yeast doughs 4. Sauces 5. Food commodities -- meat, fish, poultry, eggs, dairy, fruit and vegetables, cereals and Vegetarian alternatives 6. Dishes for special diets 	<p>1st Assessment, completed by 19/10/18</p>	<p>Past paper tests will be allocated as homework throughout the year</p> <p>A mock examination in 2019 – date to be confirmed</p> <p>Written examination – June 2019</p>
	<p>In year 10 students will be covering the topics listed in column 1. The pupil's progress will be assessed and grades applied every six weeks.</p>	
	<p>All homework will be published on Show my Homework and these will be set each week.</p>	
	<p>The following elements will be assessed at the end of each 6 week block:</p>	
	<ol style="list-style-type: none"> 1. Practical performance 2. Research and analysis tasks 3. Evaluation and testing 	
	<p>2nd Assessment, completed by 21/12/18</p>	
<ol style="list-style-type: none"> 1. Practical performance 2. Research and analysis tasks 3. Evaluation and testing 		
<p>3rd Assessment, completed by 8/3/19</p>		
<ol style="list-style-type: none"> 1. Practical performance 2. Research and analysis tasks 3. Evaluation and testing 		
<p>4th Assessment, completed by 17/5/19</p>		
<ol style="list-style-type: none"> 1. Practical performance 2. Research and analysis tasks 3. Evaluation and testing 		
<p>5th Assessment, completed by 12/7/19</p>		
<ol style="list-style-type: none"> 1. Practical performance 2. Research and analysis tasks 3. Evaluation and testing 		

Programme of Study for French Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Autumn Term 2018</p> <p>Ma famille – My family <i>pronunciation</i> <i>using dictionaries</i> <i>family members</i> <i>describing appearance and personality</i> AVOIR and ÊTRE and reflexive verbs <i>describing relationships</i></p> <p>Mes loisirs – My hobbies <i>present tense</i> <i>opinions on music</i> <i>frequency</i> <i>cinema and TV</i> <i>food and eating out</i> <i>sport</i> <i>future tense</i></p>	<p>1st Assessment, completed by 26/10/18</p> <p>Ma Famille Test – listening, reading, writing and speaking assessments</p> <p>2nd Assessment, completed by 21/12/18</p> <p>Mes loisirs Test</p>	
<p>Spring Term 2019</p> <p>Ma Zone– My area <i>describing houses and rooms</i> <i>chores</i> <i>my town</i> <i>directions</i></p> <p>Mes études– My studies <i>subjects and opinions</i> <i>describing school</i> <i>school rules</i> <i>a typical school day</i></p>	<p>3rd Assessment, completed by 8/3/19</p> <p>Ma Zone/mes études Test</p> <p>4th Assessment, completed by 17/5/19</p> <p>Une vie saine/on fait la fête Test</p>	
<p>Summer Term 2019</p> <p>Une vie saine – Healthy living <i>healthy and unhealthy food</i> <i>imperfect tense</i> <i>making lifestyle changes</i></p> <p>On fait la fête – Customs and festivals <i>describing festivals and traditions</i> <i>reflexive verbs</i> <i>describing events in the past and imperfect tense</i></p> <p>La tourisme - Tourism <i>holiday preferences – area, travel, accommodation, activities</i> <i>past and imperfect tense</i> <i>childhood holidays</i></p>	<p>5th Assessment, completed by 12/7/19</p> <p>La tourisme/au lycée test</p> <p>End of year assessments</p>	

<p>Au lycée – Post-16 education <i>choosing options</i> <i>education and training</i> <i>jobs and skills</i> <i>future plans</i> <i>future tense</i></p>		
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Year 10 Overview of Study and Key Dates Subject Geography

Term	Topics being studied	Assessment Focus and Dates	
		School	External
Autumn Term 1	Distinctive landscapes in Wales - What makes landscapes distinctive in Wales? - How are physical landscapes in Wales affected by human activity? - How can landscapes in Wales be managed?	Week beg 17/9/18 Week beg 15/10/18	
Autumn Term 2	Landform process and change in two different and distinctive landscapes of Wales or the wider UK - How do processes work together to create landform features at different scales in river landscapes in Wales? - What factors affect the rates of landform change in river landscapes in the UK?	8/10/18 22/10/18	
Spring Term 1	Drainage basins of Wales and the UK - What physical processes affect stores and flows in UK drainage basins? - Why do rivers in the UK flood? - What are the current and future management approaches to the problem of flooding in the UK?	Week beg 14/1/19 Week beg 4/2/18	
Spring Term 2	Landform process and change in two different and distinctive landscapes of Wales or the wider UK - How do processes work together to create landform features at different scales in coastal landscapes in Wales? - What factors affect the rates of landform change in coastal landscapes in the UK?	Week beg 25/1/19 Week beg 18/3/19	

Summer Term 1	Vulnerable coastlines - Why are some coastal communities vulnerable to erosion and flooding?	Week beg 15/4/19 Week beg 13/5/19	
Summer Term 2	Managing coastal hazards: - How are coastlines managed? - What is the most sustainable way to manage coastlines in the face of rising sea levels? The urban-rural continuum in Wales: - How are urban and rural areas in Wales linked? How are rural areas in Wales changing?	10/6/19 8/7/19	

Key Resources

WJEC GCSE GEOGRAPHY text book
WJEC GCSE GEOGRAPHY revision guide

Websites

BBC Bitesize

Additional Information that a parent may find helpful

The Non Examined Assessment(NEA) Fieldwork will take place on 26th June and 3rd July 2019. Students will be working in groups to collect data that they will then use to complete a task set by the exam board in November 2019. This will be worth 20% of their final grade.

Year 10 Overview of Study and Key Dates - **HISTORY**

Term	Topics being studied.	Dates of Assessments	
		School	External
Autumn Term 1	What were the main problems facing Britain in the 1950s? What was the state of the British economy in the early 1950s? What were the main features of Britain's affluence in the 1960s?	Due 05/10. Assessed essay question: Was rationing the biggest issue facing the British people in the 1950s? [12+3]	
Autumn Term 2	What were the main changes in popular music 1951-1979? How did the lives of women and young people change? Why did different groups of people migrate to the UK between 1951 – 1979? What were the main challenges and opportunities facing the UK in the 1970s?	Due 1/12. Assessed essay: Explain the connections between any 3 of the following: the flooding at Tryweryn, the rise of Plaid Cymru, the investiture, devolution and industrial unrest.	
Spring Term 1	What were the developments in Germany leading to the rise of Nazis? How did Hitler get into power and how did the Nazis build on that power?	Due 11/1. Assessed essay: Was the Depression the main reason for the Nazi rise to power in 1933? Due 8/3. Did all German people benefit from the changes introduced by the Nazis during the period 1933-1939?	
Spring Term 2	How did Nazi political, social and economic policy affect life in Germany? How was life in Germany during the war?		
Summer Term 1	Revision of the nazi Germany material and continued work on exam technique, practise exam papers. Preparation of revision notes, trial of a variety of revision techniques in the run up to their external exam.		Monday 4 th June 2018 AM 1hr 15minute exam. This is the Germany in Transition exam which will equate to 25% of their final GCSE grade.
Summer term 2	Beginning the preparation for the Crime and Punishment material.		

Key Resources

Department based resources, revision booklets, exam advice guides.

Revision Powerpoints will be on Show My Homework.

Exam revision guides are also available from the WJEC.

Websites

GCSE Bitesize: http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/germany19291947/

Spartacus History website. <http://spartacus-educational.com/Germany.htm>

Useful resources from the WJEC: <http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=555>

Some useful video clips. <http://www.bbc.co.uk/education/topics/z3gg87h/resources/1>

Additional Information that a parent may find helpful

Programme of Study for ICT and Computing. Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Autumn Term 2018 (Mock Examination, followed by actual GCSE coursework)</p> <p>1) Begin R002 Unit – Using ICT to Create Business Solutions –</p> <ul style="list-style-type: none"> a. Learning Outcome 3: Select and use software to communicate information for business purposes. b. Learning Outcome 4: Use software tools to format information <p>2) Continue R002 – Using ICT to Create Business Solutions –</p> <ul style="list-style-type: none"> a. Learning Outcome 1: Use techniques to search for, store and share information b. Learning Outcome 2: Select and use software to handle data. 	<p>1st Assessment, completed by 19/10/18</p> <p>Current working grade given for work done to this point in the Mock coursework unit.</p> <p>2nd Assessment, completed by 21/12/18</p> <p>Current working grade given for work done to this point in the Mock coursework unit.</p>	
<p>Spring Term 2019</p> <p>1) Finalise R002 – Using ICT to Create Business Solutions (Learning Outcomes 1 – 4)</p> <p>2) Begin R005 Unit – Creating an Interactive Product using Multimedia Components</p> <ul style="list-style-type: none"> a. LO1 – Be able to Design Multimedia Products b. LO2 – Be able to Create Multimedia Products c. LO3 – Be able to carry out usability testing 	<p>3rd Assessment, completed by 8/3/19</p> <p>Summative grade given for actual GCSE externally moderated R002 – Using ICT to Create Business Solutions unit. (25% of overall ICT GCSE grade).</p> <p>4th Assessment, completed by 17/5/19</p>	
<p>Summer Term 2019</p> <p>1) Continue R005 – Creating an Interactive Product using Multimedia Components – Actual externally moderated GCSE coursework.</p>	<p>Provide a formative current working grade for the R005 Mock coursework</p> <p>5th Assessment, completed by 12/7/19</p> <p>Current working grade given for work done to this point in the actual GCSE coursework R005 unit.</p>	

Programme of Study for Music. Year 10. 2018-2019

Term by term outline of course	Key Assessments for Tracking Points	Other Key Assessments / Exams
<p>Autumn Term 2018</p> <p>Unit 1 – One or two solo performance(s) and one ensemble of at least one minute duration. The performances must last five minutes in total.</p> <p>Unit 2 – Two compositions, one which is free and the other which is to a set brief by the WJEC. Have to be between three and six minutes in total for both compositions.</p> <p>Unit 3 - This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on prepared extracts set by WJEC.</p>	<p>1st Assessment, completed by 19/10/18 Solo Performance Mock Assessment 1</p> <p>2nd Assessment, completed by 21/12/18 Solo Performance Mock Assessment 2</p>	<p>Composition basics</p> <p>Ensemble performance preparation if students are ready</p>
<p>Spring Term 2019</p> <p>Unit 1 – One or two solo performance(s) and one ensemble of at least one minute duration. The performances must last five minutes in total.</p> <p>Unit 2 – Two compositions, one which is free and the other which is to a set brief by the WJEC. Have to be between three and six minutes in total for both compositions.</p> <p>Unit 3 - This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on prepared extracts set by WJEC.</p>	<p>3rd Assessment, completed by 8/3/19 Ensemble Performance Mock Assessment 1 1st Composition mock assessment</p> <p>4th Assessment, completed by 17/5/19 Ensemble Performance Mock Assessment 2 1st Composition mock assessment</p>	<p>Performance and Composition accompanying written tasks</p> <p>Performance and Composition accompanying written tasks</p>

Programme of Study for PHYSICAL EDUCATION - Year 10. 2018-2019

Termly term outline of content (50%)	Key Dates, Assessments & Marking Points	Other Key Assessment Elements (50%)
Autumn Term 2018 <ul style="list-style-type: none"> Health, Fitness & Wellbeing Mental / Social / Physical Consequences of a sedentary lifestyle Lifestyle Choices Diet and Nutrition 	1st Assessment, completed by 19/10/18 Half termly test (Max test score - 30) <ul style="list-style-type: none"> Multiple Choice Questions (1-2) Shorts answer questions (3-4) Extended answer questions (6marks) Questions based on the WJEC Course. A review and feedback will occur on the first lesson back of a new half term. 	The following activities will be taught: <ol style="list-style-type: none"> Badminton Netball Football Rugby Basketball Gymnastics Athletics Rounders Tennis Cricket *Additional sports maybe covered - These will also be assessed on a half termly basis using the WJEC banding system. - Each activity will be scored out of a possible 28 marks.
<ul style="list-style-type: none"> Health Related Components Skill Related Components Fitness testing Principles of Training 	2nd Assessment, completed by 21/12/18 * Same as above	
Spring Term 2019 <ul style="list-style-type: none"> Methods of Training Goal Setting Training Zones Warm up and cool down Cardiovascular System 	3rd Assessment, completed by 8/3/19 * Same as above	
<ul style="list-style-type: none"> Cardiovascular System Respiratory System Aerobic & Anaerobic 		
Summer Term 2019 <ul style="list-style-type: none"> Muscular System Skeletal System 	4th Assessment, completed by 17/5/19 * Same as above	
Coursework – Personalised Fitness Programme To create an 8 week training programme where learners will combine theory and practical knowledge to improve a type of fitness and/or skill in their major sport.	5th Assessment, completed by 12/7/19 Coursework will be ongoing – marked in Autumn of Year 11.	

Practical Grade Descriptors

<p>Apply appropriate skills and techniques for the position/activity. Consistency, precision and fluency are evident.</p> <p>Apply individual role consistently and effectively and make evident a significant contribution to achieving the collective outcome.</p> <p>Excellent implementation of appropriate team strategies and tactics and/or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make excellent decisions about adapting performance whilst under pressure.</p> <p>Utilise all appropriate physical characteristics for the activity.</p> <p>Excellent display of psychological control in pressure situations.</p> <p>Communicate effectively with other players to benefit the team performance.</p>	<p>Apply appropriate skills and techniques for the activity. Consistency, precision and fluency are evident.</p> <p>Excellent implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Make excellent decisions about adapting performance whilst under pressure.</p> <p>Utilise all appropriate physical characteristics for the activity.</p> <p>Excellent display of psychological control in pressure situations.</p>
<p>Apply appropriate skills and techniques for the position/activity. Precision and fluency are evident but lack consistency.</p> <p>Apply individual role, make evident a contribution to achieving the collective outcome. Good implementation of appropriate team strategies and tactics and/or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make good decisions about adapting performance whilst under pressure.</p> <p>Possess appropriate physical characteristics for the activity. Implementation of the characteristics are evident.</p> <p>Good display of psychological control in pressure situations though there may be occasional lapses.</p> <p>Communicate with other players to largely benefit the team performance.</p>	<p>Apply appropriate skills and techniques for the activity. Precision and fluency are evident but lack consistency.</p> <p>Good implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Make good decisions about adapting performance whilst under pressure.</p> <p>Possess appropriate physical characteristics for the activity, implementation of the characteristics are evident.</p> <p>Good display of psychological control in pressure situations though there may be occasional lapses.</p>
<p>Apply skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes limited contribution to achieving the collective outcome.</p> <p>Limited implementation of appropriate team strategies and tactics and/or compositional ideas. Little awareness of, and responding to, the actions of other players.</p> <p>Limited decision making evident about adapting performance whilst under pressure.</p> <p>Limited physical characteristics for the activity evident and little application of these characteristics.</p> <p>Limited implementation of psychological control in pressure situations.</p> <p>Limited communication with other players, little benefit to the team performance.</p>	<p>Apply skills and techniques for the activity with limited precision, fluency and consistency.</p> <p>Limited implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Limited decision making evident about adapting performance whilst under pressure.</p> <p>Limited physical characteristics for the activity are evident and limited implementation of these characteristics.</p> <p>Limited display of psychological control in pressure situations.</p>
<p>Basic application of skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes little or no contribution to achieving the collective outcome.</p> <p>Basic application of team strategies and tactics and/or compositional ideas, with no awareness of, and responding to the actions of other players.</p> <p>Basic decision making evident about adapting performance whilst under pressure.</p> <p>Basic physical characteristics for the activity evident and little application of these characteristics.</p> <p>Basic implementation of psychological control.</p> <p>Basic communication with other players, basic benefit to the team performance.</p>	<p>Basic application of skills and techniques for the activity. Precision, fluency and consistency are lacking.</p> <p>Basic implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Basic decision making evident about adapting performance whilst under pressure.</p> <p>Basic physical characteristics for activity evident and little or no implementation of these characteristics.</p> <p>Basic implementation of psychological control in pressure situations.</p>

Summer Term 2019

Unit 1 – One or two solo performance(s) and one ensemble of at least one minute duration. The performances must last five minutes in total.

Unit 2 – Two compositions, one which is free and the other which is to a set brief by the WJEC. Have to be between three and six minutes in total for both compositions.

Unit 3 - This unit is assessed via a listening examination.

Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC.

5th Assessment, completed by 12/7/19

Solo and Ensemble Performance End of Year Assessment

Composition 1 Actual Assessment

Additional Performance and Composition written tasks assessed so far.

Programme of Study for Photography GCSE Year 10 - 2018-2019

<p>This course structure is the same as Art & Design with the following elements included within the coursework students will create for their qualification.</p> <p>In year 10 students will develop their coursework portfolio (CP1), which will include a variety of projects aimed at developing students technical expertise as well as creative and visual literacy skills.</p> <p>The year 10 students will cover:</p> <p>Research and Enquiry (A01)</p> <ul style="list-style-type: none"> • Collect Images on theme • Written research on theme. • Picture research on artist/photographer. • Written research on artist. • Write task & introduction. • Statement how artist will influence your work. <p>Analysis & Evaluation (A02)</p> <ul style="list-style-type: none"> • Drawing & painting – project research. • Written understanding of project. • Photographer research. • Written understanding of artist. • Annotation explaining links between artist and own work. <p>Creative Making (A03)</p> <ul style="list-style-type: none"> • Work with colour to design ideas and compositions. • Annotate work explaining material techniques and ideas. • Annotate all project ideas and compositions. • Show a wide variety of working with media using skills developed using available software. • Year 10 internal exam, which will be used within the student’s portfolio of work. 	<p>1st Assessment, completed by 19/10/18</p> <p>In year 10 students will have started their coursework portfolios (CP1) and provided with resources to support their learning.</p> <p>As students will only have covered a small proportion of their coursework, the grade given will initially be based on the Research & Enquiry (AO1) elements of the course. However this will tracking point will reflect the students attitude to learning and progress so far.</p> <p>Each assessment point thereafter will then include the following (see below), which will be based on the progress students are making on the 5 projects expected for their coursework portfolio.</p> <p>2nd Assessment, completed by 21/12/18</p> <p>Research and Enquiry (A01) Analysis & Evaluation (A02) Creative Making (A03)</p> <p>3rd Assessment, completed by 8/3/19</p> <p>Research and Enquiry (A01) Analysis & Evaluation (A02) Creative Making (A03)</p> <p>4th Assessment, completed by 17/5/19</p> <p>Research and Enquiry (A01) Analysis & Evaluation (A02) Creative Making (A03)</p> <p>5th Assessment, completed by 12/7/19</p> <p>Research and Enquiry (A01) Analysis & Evaluation (A02) Creative Making (A03)</p>	<p>Year 10 Exam “Russian Doll” (Date: To confirm)</p>
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Programme of Study for Product Design GCSE Year 10 - 2018-2019

<p>This course comprises of one non-examination assessments which your child will be completing in their final academic year. This NEA (non examination assessment) will make up 50% of their final mark. The assessment is in the form of a contextual design task where students are asked to identify a problem in their chosen area, then develop a design solution to the problem. The remaining 50% of the marks are for the written examination which will test their knowledge of the Product Design curriculum.</p> <p>The year 10 students will cover:</p> <ol style="list-style-type: none"> 1. Introduction to the course. 2. The relevant theory, practical skills and knowledge will be covered for woods, polymers and metals. 3. The relevant theory, practical skills and investigations will be covered for the following: marking out, cutting/shaping, finishing, joining. 4. The relevant theory, practical skills and practical investigations will be covered for the following: sustainability, ergonomics, smart materials. 5. Introduction to the Non Examination Assessment (NEA 1: appx. 10 hours). 6. This will include researching, planning, execution of a practical investigation and results analysis in response to a brief set by the WJEC. 	<p>1st Assessment, completed by 19/10/18</p> <p>Students will be assessed on the design element of their first project (passive speaker). This is a grading process students will be familiar with as it is used throughout KS3. They will be graded on:</p> <ul style="list-style-type: none"> • Creativity • Quality of drawing • Drawing skills 	<p>Year 10 Exam (Date: Week commencing 17th of June)</p>
	<p>2nd Assessment, completed by 21/12/18</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) 	
	<p>3rd Assessment, completed by 8/3/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) 	
	<p>4th Assessment, completed by 17/5/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) 	
	<p>5th Assessment, completed by 12/7/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) 	

Sociology



Year 10 Overview of Study and Key Dates

Term	Topics being studied	Dates of Assessments	
		School	External
Autumn Term 1	Key concepts and processes of cultural transition. What is Sociology? Key sociological concepts. The nature nurture debate. Socialisation and agencies of socialisation.	Exam practice assessment Tracking point 1	
Autumn Term 2	Feral children and lack of socialisation. Cultural diversity and anthropology. The construction of gender roles. Identity – class, ethnicity, nationality etc. social control and agencies of social control.	Exam practice assessment Wednesday 14 th December	
Spring Term 1	The family. Family structure, changing patterns of family structure in the UK. Family diversity and sociological explanations of this. Lone parent families, the growth of singlehood and changes in divorce rates. Sociological explanations of these.	Exam practice assessment Wednesday 15 th February	
Spring Term 2	The decline of the nuclear family, changing conjugal roles. The changing roles of older people, men, children and women in the family. Functionalist, feminist and Marxist perspectives on the family.	Exam practice assessment Wednesday 29 th March	
Summer Term	Education Attainment patters in relation to: class, culture, and material	Practice SAMS paper covering all year 10 work.	

	<p>deprivation.</p> <p>The importance of schools.</p> <p>Labelling theory and teacher expectations.</p> <p>The hidden curriculum.</p> <p>Anti-school subculture</p> <p>Attainment patterns according to gender and ethnicity.</p> <p>Marxist, feminist and functionalist views on education.</p>		
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Key Resources

WJEC Eduquas GCSE Sociology Steve Tivey and Marion Davies.

The most important resource for the study of Sociology is the news. Students are encouraged to read and discuss any media coverage of related topics.

Websites

<http://www.bbc.co.uk/news/av/uk-41195776/reality-check-are-ethnic-minorities-treated-fairly-in-the-justice-system>

Home Page WJEC OER Website

Choose Sociology GCSE then scroll down to;

Summer 2014 - GCSE Sociology Unit 2 4512-01

Summer 2013 - GCSE Sociology Unit 2 4512-01

Each of these documents contains a past paper and annotated model answers. These papers relate to the old sociology syllabus, but will still be useful.

<https://www.gov.uk/government/news/lammy-publishes-historic-review>

This is a link to a summary of the David Lammy report, which I will be encouraging students to read and discuss at home.

Programme of Study for Fashion & Textiles GCSE Year 10 - 2018-2019

Year 10	Key Assessments for Tracking Progress	Final Key Assessments / Exams
<p>This course comprises of course work, which is developed throughout year 10 & 11 and a formal written exam.</p> <p>50% - Coursework 50% - Exam</p> <p>Topics studied in year 10 include:</p> <p>Core knowledge and understanding.</p> <ul style="list-style-type: none"> • Impact of new and emerging technologies. • Evaluation of new and emerging technologies. • Energy • Modern & Smart Materials • Ecological and social footprint. • Investigating and analysing the work of others. <p>Skills</p> <ul style="list-style-type: none"> • Practical skills to enable final prototype make. • Understanding design & technology practice within context. • Identifying and understanding user needs. • Writing a design brief and specifications. • Investigating challenges. • Developing ideas. • Using design strategies. • Communicating design ideas • Developing a prototype. • Making decisions <p>By the summer term most students need to have completed the majority of topics within the previously listed schedule of work.</p> <p>In June students will be given the topic for which they will be required to design & make the final product for their portfolio.</p> <p>The final percentage of marks allocated to these listed items will be 50% of the total.</p>	<p>1st Assessment, completed by 19/10/18</p> <p>In year 10 students will have started their core skill portfolios and provided with resources to support their learning.</p> <p>As students will only have covered a small proportion of their coursework, the grade given will initially be based on the Research & Enquiry elements of the course. However this will tracking point will reflect the students attitude to learning and progress so far.</p> <p>2nd Assessment, completed by 21/12/18</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) <p>3rd Assessment, completed by 8/3/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) <p>4th Assessment, completed by 17/5/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) <p>5th Assessment, completed by 12/7/19</p> <ol style="list-style-type: none"> 1. Research/Analysis (Literacy) 2. Designing (Creativity) 3. Making (Practical Skills) 4. Evaluation (Self reflection and setting of targets for improvement) 	<p>Mock Exam Dec/Jan for 1hour.</p>