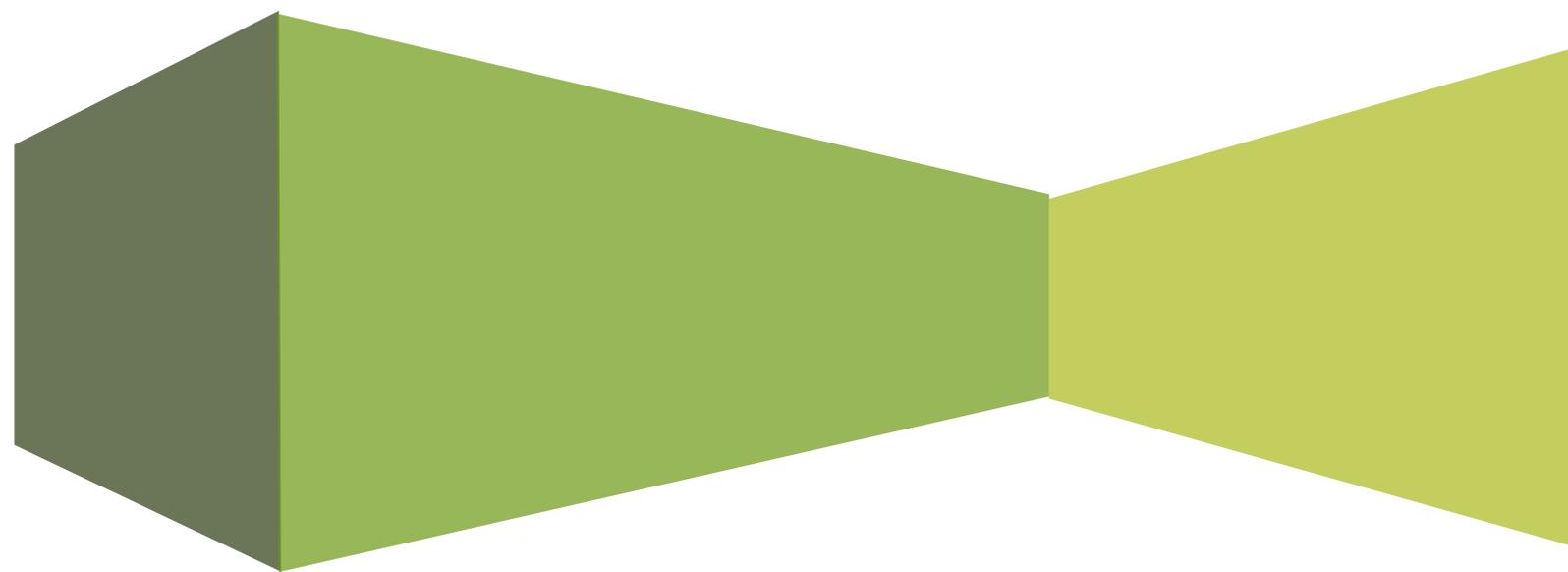




# **St. Aloysius' College**

**Curriculum Booklet 2016**

**Year 10**



# ENGLISH

The Joint Heads of Department are Ms Doorly and Mrs Hulme who can be contacted by telephone at the school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance. Ms Doorly is responsible for KS4 (Years 9 – 11) and Mrs Hulme for KS3 & 5 (Years 7,8,12 &13).

## COURSE OUTLINE

### Course Outline

Year 10 students take English Language GCSE and English Literature GCSE, both examined at the end of Year 11. There is no controlled assessment or coursework – the courses are 100% exam assessed.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>LITERATURE</b> Modern Texts – DNA  Characters Themes Setting Structure Language	<b>LANGUAGE</b> READING: 20 <sup>th</sup> & 21 <sup>st</sup> C Fiction *Retrieval *Summarising *Lang Analysis *Understanding *Inference  WRITING: Creative Writing – writing to describe – inspired by an image or a task linked to the image Inspiration drawn from Reading Texts	<b>LITERATURE</b> 19 <sup>th</sup> C Novel – Jekyll and Hyde Key Extracts Extracts – wider play <b>Characters</b> <b>Themes</b> Setting Structure Language	<b>LANGUAGE</b> READING: 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> Century Non – Fiction *Retrieval *Summarising *Lang Analysis *Understanding *Inference *Comparison 19 <sup>th</sup> & 20 <sup>th</sup> /21 <sup>st</sup> C WRITING: Writing providing a specific point of view. Response to statement Vocab & technique. Form & Purpose Style & crafting	<b>LITERATURE</b> Poetry – AQA Anthology 'Past and Present' & Unseen  Taught initially as unseen	<b>LANGUAGE</b> READING: 20 <sup>th</sup> & 21 <sup>st</sup> C Fiction *Retrieval *Summarising *Lang Analysis *Understanding *Inference  WRITING: Creative Writing – writing to describe – inspired by an image or a task linked to the image Inspiration drawn from Reading Texts

### Things to do, books your son can read or appropriate websites which will be of help

Students should be encouraged to read as much quality fiction as possible throughout their school life. A recommended reading list is available from the Library.

In order to improve their reading of non-fiction, students should be encouraged to read and discuss articles from magazines and newspapers in addition to 'junk mail' which can be examined in terms of its text type, purpose, audience and type of language.

**Any other information (e.g. equipment the pupil must have etc.)**

Pens, pencils, ruler, rubber, highlighters, reading book (essential), mini-dictionary, mini-thesaurus, post-it-notes

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST BE ABLE TO SPELL AND USE IN THEIR WORK:**

Assonance	Enjambment	Juxtaposition	Sonnet
Atonym	Hyperbole	Onomatopoeia	Stanza
Couplet	Implies	Oxymoron	Suggests
Elegy	Interpretation	Personification	Symbolises
Ellipsis	Irony	Sarcasm	Synonym

**English: A Selection of School Library Books enjoyed at KS4**

**Quick Reads**

Fever Pitch Nick Hornby

**Science Fiction / Fantasy**

Children of Dune Frank Herbert  
The Day of the Triffids John Wyndham  
Time Traveller's Wife Audrey Niffenegger  
1984 George Orwell  
Battle Royale Koushun Takami  
The Book Thief Markus Zusak  
Hitchhiker's Guide to the Galaxy Douglas Adam  
Lord of the Rings J R R Tolkein

**War**

Regeneration Pat Barker  
Empire of the Sun J G Ballard  
Cold Mountains Charles Frazier

**Horror**

The Wasp Factory Iain Banks

**Crime / Detective**

Brighton Rock Graham Greene  
Enduring Love Ian McEwan

**Drama**

The Crucible Arthur Miller

**Autobiography**

An Evil Cradling Brian Keenan

**Current Issues / Culture**

Things Fall Apart Chinua Achebe  
Roots Alex Haley  
To Kill a Mockingbird Harper Lee  
Black Mamba Boy Nadifa Mohamed  
Season of Migration to the North Tayeb Salih  
Mr Pip Lloyd Jones

Purple Hibiscus  
The Kite Runner  
Junk  
The Colour Purple

Chimamandu Ngozi Adichie  
Khaled Hosseini  
Malvin Burgess  
Alice Walker

### **Coming of Age**

Heart of Darkness  
Catcher in the Rye  
Apache  
A Kestrel for a Knave

Joseph Conrad  
J D Salinger  
Tanya Landman  
Barry Hines

### **Short Stories**

Someone Like You

Roald Dahl

### **Classics**

Robinson Crusoe

Daniel Defoe

Oliver Twist  
The Adventures of Tom Sawyer  
Dracula  
Frankenstein  
The Time Machine  
Sherlock Holmes  
Gulliver's Travels

Charles Dickens  
Mark Twain  
Bram Stoker  
Mary Shelley  
H G Wells  
Arthur Conan Doyle  
Jonathan Swift

### **Useful Websites for pupils in KS4 (Years 10 – 11)**

Here are some useful websites for revision in English:

[www.englishresources.co.uk/index.html](http://www.englishresources.co.uk/index.html) (general revision)

[www.shoga.wwa.com/~rgs/glossary.html](http://www.shoga.wwa.com/~rgs/glossary.html) (poetry revision)

[www.novelguide.com/](http://www.novelguide.com/) (guides to novels)

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/) (general revision)

[www.learn.co.uk](http://www.learn.co.uk) (general revision)

[www.bbc.co.uk/sosteacher](http://www.bbc.co.uk/sosteacher) (general revision)

[www.espresso.co.uk](http://www.espresso.co.uk) (general revision)

[www.homeworksport.com](http://www.homeworksport.com) (general revision)

[www.sparknotes.com](http://www.sparknotes.com) (excellent for novel guides and summaries)

[www.poetrysociety.org.uk/](http://www.poetrysociety.org.uk/) (poetry resource)

[www.aqa.org.uk](http://www.aqa.org.uk) (useful for information on the exam)

To improve your knowledge of Non-Fiction and Media texts try some of the following websites:

[www.timesonline.co.uk](http://www.timesonline.co.uk)

[www.telegraph.co.uk](http://www.telegraph.co.uk)

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.independent.co.uk](http://www.independent.co.uk)

[www.time.com](http://www.time.com)

[www.newscientist.com](http://www.newscientist.com)

# MATHEMATICS

The Head of Department is Ms Toprak and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

### *Autumn*

Module 1 to Module 12

### *Spring*

Module 13 – Module 23

### *Summer*

Module 24 – Module 27

Things to do, books your son can read or appropriate websites which will be of help

#### USEFUL WEBSITES:

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[http://www.bbc.co.uk/schools/websites/11\\_16/site/maths.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml)

<http://www.mathsisfun.com/>

[http://www.gomath.com/index\\_about.html](http://www.gomath.com/index_about.html)

<http://mathforum.org/dr.math/>

<http://www.math.com/>

<http://www.homeworkelephant.co.uk/>

#### Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Departmental assessments five times a year around half term, plus external exams in November and June.

#### Any other information (e.g. equipment the pupil must have etc.)

A scientific Calculator and Maths set (contents: Eraser, sharpener, 15cm/150mm plastic rule, compass, pencil, and protractor).

#### TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Sampling	Correlation	Cumulative Frequency	Probability
Stem and Leaf	Scatter Diagrams	Box Plot	Histogram
Data	Estimated Probability	Bias	Estimated mean
Class boundary	Distribution	Events	Tree Diagram
Moving averages	Mutually exclusive	Conditional probability	Questionnaire

## SCIENCE

The Head of Department is Ms. Kisten and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### COURSE OUTLINE: CORE SCIENCE (4462)

#### EXAM BOARD - AQA

BIOLOGY	<ul style="list-style-type: none"> <li>• Keeping Healthy</li> <li>• Medicine and drugs</li> <li>• Drug Abuse</li> <li>• Co-ordination &amp; Control</li> <li>• Controlling infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation for Survival</li> <li>• Evolution</li> <li>• Variation</li> <li>• Effect on our planet</li> </ul>
PHYSICS	<ul style="list-style-type: none"> <li>• Heat Transfer</li> <li>• Using Energy</li> <li>• Electrical Energy</li> <li>• Generating Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Waves</li> <li>• Electromagnetic Waves</li> </ul>
CHEMISTRY	<ul style="list-style-type: none"> <li>• Fundamental ideas</li> <li>• Rocks &amp; Buildings</li> <li>• Metals and their uses</li> <li>• Crude Oil and fuels</li> </ul>	<ul style="list-style-type: none"> <li>• Products from oil</li> <li>• Plant Oils</li> <li>• The Changing World</li> </ul>

#### Key dates in the year

Pupils will sit the Biology, Chemistry and Physics exams in June.

Pupils will complete a Centre Assessed Unit (ISA) during the course of the year.

The Centre Assessed Unit will be based on a practical experiment that will be carried out in the class and will also require the pupil to apply scientific enquiry skills to complete an externally set written exam.

Each of these components makes up 25% of the GCSE qualification.

**To pass students need to achieve a minimum of 60% in each of the components.**

- Completion of homework forms an integral part of your sons'/wards' success in Science.
- It is essential that he is involved with at least an hour revision of Science on a daily basis
- The following websites can be useful for revision:

\*[www.skool.co.uk](http://www.skool.co.uk)  
 \*[10p.org.uk](http://10p.org.uk)  
 \* welsh education site ( ngfl)  
 \*[ww.scibermonkey.org](http://ww.scibermonkey.org)  
 \*[docbrown.co.uk](http://docbrown.co.uk)

Pupils' must ensure that they have a black/blue pen, pencil and ruler in every Science lesson.

Calculators are allowed to be used in lessons and during tests/exams.

## RELIGIOUS EDUCATION

The Head of Department is Mr Campbell and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### COURSE OUTLINE

#### ***Autumn***

10.2 Community and Tradition

10.3 Worship and Celebration

#### ***Spring***

10.4 Living the Christian Life

10.1 Beliefs and Values (Part 1)

#### ***Summer***

10.1 Beliefs and Values (Part 2)

3.1 Believing in God (Part 1)

Things to do, books your son can read or appropriate websites which will be of help

- Attend Mass as a family.
- Buy a Bible for homework (or visit [www.biblegateway.com](http://www.biblegateway.com)).
- Visit [www.reonline.org.uk](http://www.reonline.org.uk)

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Assessment Tasks set Autumn Half Term, Spring Half Term, Easter, Summer Half Term.

Any other information (e.g. equipment the pupil must have etc.)

Pupils need a pen, pencil, ruler, highlighter pens and glue (eg Pritt Stick).

### TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Conversion	Miracle	Numinous	Prayer
Design	Resurrection	Immortality of the Soul	Near-death experience
Paranormal	Reincarnation	Civil partnership	Cohabitation
Contraception	Homosexuality	Nuclear family	Sexism
Racial harmony	Interfaith marriage	Community cohesion	Multi-faith society

## HISTORY

The Head of Department is Mrs Rimmer and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

Students will study either:

The Cold War 1943-91

- The origins of the Cold War, 1943-56.
- Three Cold War crises including the Berlin Wall, Cuban missile crisis and Prague Spring
- The end of the Cold War from détente to the collapse of the Soviet Union including the Afghanistan war, the roles of Reagan, Gorbachev and Star Wars

**Or**

Germany 1919-39

- The key features of the Weimar Republic 1918-29
- Hitler and the rise of the Nazi Party 1919-33
- The Nazi dictatorship 1933-39
- Nazi domestic policies 1933-39

**Things to do, books your son can read or appropriate websites which will be of help.**

You will be able to use the school library to find a wide selection of history books and history novels that will widen your knowledge of the topics you are learning. We recommend the following websites for research:

- [www.bbc.co.uk/school/history](http://www.bbc.co.uk/school/history)
- [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)
- [www.Schoolhistory.co.uk](http://www.Schoolhistory.co.uk)
- [www.bbcbiteize.co.uk](http://www.bbcbiteize.co.uk)

We would recommend buying the GCSE History magazine 'Hindsight' available from Mrs Rimmer.

**Any other information (e.g. equipment the pupil must have etc.)**

Black or blue pens, highlighter, pencils, ruler, and colouring pencils.

**KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Satellite state	Red Scare
Gestapo	Kristallnacht
Propaganda	Détente
Sphere of influence	MAD
Brinkmanship	Espionage
Warsaw Pact	Strategic Warheads
Containment	NATO
Glasnost	Prestroika
Civil Rights	Cold War
Hot line	Reichstag
November Criminals	Chancellor
Totalitarianism	Diktat

# FRENCH

The Head of Department is Mr. Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## **COURSE OUTLINE**

**Textbook: AQA FRENCH GCSE HIGHER**

### **Autumn**

Speaking Controlled Assessment 1: "Healthy lifestyle"

Writing Controlled Assessment 1: "Relationship with others"

### **Spring**

Speaking Controlled Assessment 2: "Holidays"

Writing Controlled Assessment 2: "Leisure"

### **Summer**

Preparation for final exam : Reading/Listening exam in Year 11. E.g. Poverty-Racism-Drogues and Alcohol, Education, The Environment, Family Relations etc

### **Things to do, books your son can read or appropriate websites which will be of help**

AQA French Higher Textbook. Nelson Thornes.

Essentials GCSE French Workbook. 4.99£

[www.languagesonline.or.uk/](http://www.languagesonline.or.uk/) [www.wildfrench.co.uk](http://www.wildfrench.co.uk).

### **Key dates in the year (e.g. Controlled Assessment dates)**

Speaking: Controlled Assessment 1 : December

Speaking : Controlled Assessment 2 : Easter

Writing : Controlled Assessment 2 : May

### **Any other information (e.g. equipment the pupil must have etc.)**

Textbook/Exercise book/Workbook or revision booklet in class at all time.

### **TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Vocabulary

On student's textbooks AQA, see pages 30, 48,72,86.

# SPANISH

The Head of Department is Mr. Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## **COURSE OUTLINE**

**Textbook: AQA SPANISH GCSE**

### **Autumn**

Speaking Controlled Assessment 1: "Healthy Lifestyle"  
Writing Controlled Assessment 1: " Relationship with others"

### **Spring**

Speaking Controlled Assessment 2: "Holidays"  
Writing Controlled Assessment 2: " Leisure"

### **Summer**

Preparation for the Reading , and Listening exams in Year 11. E.g. Poetry, racism, drugs , alcohol etc

### **Things to do, books your son can read or appropriate websites which will be of help**

AQA Spanish Text Book. Nelson Thornes  
Essential ECSE Spanish Revision Guide. Letts any Lonsdale, £ 5.00  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
Spanish Learnig Resources Kings College

### **Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

Speaking Controlled Assessment 1: December  
Speaking Controlled Assessment 2: Easter  
Writing Controlled Assessment 1,2: May

### **Any other information (e.g. equipment the pupil must have etc.)**

Students must have text book, exercise. Any revision guide in class at all times.

### **TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

On Student's textbooks AQA, see pages 30, 48, 72, 86

## **ART AND DESIGN: FINE ART (GCSE)**

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### **COURSE OUTLINE:**

The course is a three year syllabus which encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three module format which is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

As technologies develop, and the internet becomes an increasingly important factor in all of our lives, fine art and graphic communication becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Fine Art is offered at St. Aloysius' College at AS and A2 level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

### **Course Details**

The course is structured as follows:

#### **Unit One: Module 1-3 The Mask, The Face, Beneath the Skin**

**Portfolio of Work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9 10 and 11)**

Pupils work on the role of the mask in African art, developing their skills in a variety of media. This leads into the influence of African art in Western art, Cubism etc, and also encompasses contemporary African artists, and the ideas which inspire their work.

The course also looks at the role of the mask both as a physical and conceptual entity, looking at contemporary art and new technologies in order to enable students to develop their ideas about their own identities and cultures. The second module encompasses the way we see ourselves and students explore their facial identities in a variety of media, inspired by contemporary artists and ideas. The third module explores beneath the skin looking at contemporary World art to look, not only at the structure of bones and muscles but also exploring contemporary themes such as with the artist Chinese artist Shen Shaomin, and his use of human bones in hybrid sculptures. Students work within the role

of emerging technologies in art to explore the contemporary issues that affect our lives today.

Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

### **Unit Two:**

**Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11)**

Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource, sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

Students are given a comprehensive guide to all key terms and skills at the beginning of the course in a handbook, which gives all information about how to enhance their learning throughout the course. This includes keywords and terms, a brief synopsis of all the key Western art movements that each student should be able to reference, as well as gallery and museum information.

### **Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF):** their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **Experiment/(TRY STUFF):** with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.
- **Record/(SEE STUFF):** in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.
- **Present/(SHOW STUFF):** a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

## ART AND DESIGN: GRAPHIC COMMUNICATION (GCSE)

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### COURSE OUTLINE:

Graphic design is all around all of us, every day. As technologies develop, and the internet becomes an increasingly important factor in all of our lives, graphic design becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Graphic Communication is offered at St. Aloysius' College at AS and A level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

The course is a specialised course and therefore will cover a range of disciplines including:

Illustration, Photography, Graphic Communication, Typography, Design for print, Digital media and computer generated imagery. The projects/portfolio will allow students to explore ideas and processes in a personal and creative way whilst following a design process. Pupils will learn how to explore handmade techniques and to use different software to enable students to develop concepts and final products. During the course, pupils will experience visits to galleries / museums / sites.

### Course Details

The course is structured as follows:

**Introductory course (Year 9 and 10):** Students to research the ways in which artists and designers present ideas to an audience. Pupils select and use a variety of traditional and experimental recording materials such as charcoal and pastel, graphite and coloured pencils, biro, pen and ink, paint, printing and resist techniques, as well as stitched, collaged, mixed media, digital recording and digital manipulation to develop their work based on contemporary graphic designers. Techniques learned can be utilised throughout the course in creative ways.

**Unit One: Portfolio of work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9, 10 and 11)** The focus will be determined by such factors as the candidates personal interests, locality, facilities and teacher expertise. It may be developed under any area of study within the Art and Design: Graphic Communication. Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

**Unit Two: Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11)**

Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource,

sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

### **Things to do, books your son can read or appropriate websites which will be of help**

Bos, B and Bos, E (2007) Graphic Design since 1950 Thames and Hudson

Fiell, C and Fiell, P (2005) Contemporary Graphic Design Taschen

Fiell, C and Fiell, P (2005) Graphic Design for the 21st Century Taschen

Heller, S and Ilic, M (2001) Icons of Graphic Design Thames and Hudson

Klanton, R and Hellige, H (2005) Illusive: Contemporary Illustration and its

Context Die Gestalten Verlag Krause, J (2004) Design Basic Ideas

David and Charles Lupton, E and Cole Phillips, J (2008) Graphic Design: The New Basics Princeton Architectural Press

Raines, J and Bhaskaran, L (2007) Retro Graphic Cookbook Ilex

Weidmann, J (2006) Advertising Now! Print Taschen

Websites:

Comprehensive Guide to Museums, Galleries and Exhibitions in the UK [www.artguide.org/](http://www.artguide.org/)

Creative Review Magazine [www.creativereview.co.uk](http://www.creativereview.co.uk)

The Design Council [www.designcouncil.org.uk](http://www.designcouncil.org.uk) The national strategy body for design

Design Week [www.designweek.co.uk](http://www.designweek.co.uk) The UK's leading design magazine

Graphics.com [www.graphics.com](http://www.graphics.com) The shared resource for creative design

Tate Gallery Online [www.tate.org.uk](http://www.tate.org.uk)

### **Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF):** their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **Experiment/(TRY STUFF):** with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.
- **Record/(SEE STUFF):** in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.

- **Present/(SHOW STUFF): a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.**

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

LAYOUT, COMPOSITION, AESTHETICS, TYPOGRAPHY, ILLUSTRATION, INSPIRATION, LETTERPRESSING, CONTEXT, FRAGMENTS, MIXED MEDIA, COLLAGE, ICONS, LOGO, INSTALLATION, MOVEMENT, MANIPULATION, APPROACH, PORTFOLIO, TEXTURE, SURFACES, PROCESS, DEVELOPMENT, CLICHÉ

# PSYCHOLOGY

The Head of Department is Danielle Mannion and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## COURSE OUTLINE

### Autumn

Memory  
Non verbal communication

### Spring

Stereotype, prejudice and discrimination  
Development of personality

### Summer

Research methods 1 and 2  
Learning

Things to do, books your son can read or appropriate websites which will be of help

AQA website for practise exam questions, examiners reports (to see where students usually loose marks)

Visit the Freud museum

Lunch hour lectures at UCL (during the half term)

Subscribe to Psychology Review

Books to read:

The curious incident of the dog in the night time

We need to talk about Kevin

Key dates in the year (e.g. half term assessments, exams)

AP1 Topics:

Non verbal communication

AP2 Topics:

Non verbal communication

Memory

AP3 Topics:

Development of personality

Stereotype, prejudice and discrimination

AP4 Topics:

Memory

Non verbal communication

Development of personality

Stereotype, prejudice and discrimination

Any other information (e.g. equipment the pupil must have etc.)

Exercise books  
200 A6 revision cards (plain) and tags to keep together

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Practical implications  
Practical applications  
Ecological validity  
Mundane realism  
Hypothesis  
Outline  
Explain  
Distinguish between  
Describe  
Memory  
Non verbal communication  
Verbal communication  
Introvert  
Extrovert  
Neurotic  
Eye contact  
Postural echo  
Open posture  
Closed posture  
Stereotype  
Prejudice  
Discrimination

## **PHYSICAL EDUCATION (CORE)**

The Head of Department is Mr. Simon and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### **Core Physical Education**

Physical Education is compulsory at all Key Stages and therefore we provide a broad and balanced curriculum for all students to participate in. The Year 10 programme is an individualised programme to encourage enjoyment and a stepping stone for students to continue physical activity beyond their school years.

### **Year 10 Curriculum Timetabling**

Core P.E. is timetabled as 1 double lesson per week.

### **Curriculum Activities Year 10 Boys**

Football  
Basketball  
Handball  
Badminton  
Squash  
Hockey  
Fitness  
Tennis  
Athletics  
Softball

## **Key Stage 4 Physical Education**

The P.E. Department offers an examination course at Key Stage 4: GCSE Physical Education.

# MUSIC (GCSE)

Edexcel

<p><b><u>Learning Block 1:</u></b> <i>'Skill Building'</i> <i>'Area of Study 3</i> <i>Popular Music in Context'</i> <i>AP1 Performance Assessment</i></p>	<ul style="list-style-type: none"><li>• Music Theory Skills: rhythm notations, pitch notations, melody notations, harmony &amp; tonality, chord structures</li><li>• Composition Skills: song writing, rhythm &amp; words, song structures</li><li>• Performance Skills: instrumental development, ensemble performance</li><li>• Vocal Skills: set works</li><li>• Edexcel Links: AoS3 <i>'Popular Music in Context'</i> &amp; AoS2 <i>'Music in the 20th Century'</i> knowledge &amp; understanding</li><li>• Set Works Listening &amp; Appraising: <i>'Why Does My Heart Feel So Bad?'</i>, <i>'Grace'</i> &amp; <i>'Something's Coming'</i></li></ul>
<p><b><u>Learning Blocks 2 &amp; 3:</u></b> <i>'Minimalism'</i> <i>AP2 Listening Assessment</i></p>	<ul style="list-style-type: none"><li>• Music Theory Skills: minimalism composition techniques</li><li>• Technology &amp; Composition Skills: logic, sequencing, editing, mixing</li><li>• Performance Skills: ensemble awareness</li><li>• Vocal Skills: rhythmic counterpoint exercises</li><li>• Edexcel Links: AoS2 <i>'Music in the 20th Century'</i> knowledge &amp; understanding</li><li>• Set Works Listening &amp; Appraising: <i>'Electric Counterpoint'</i></li></ul>
<p><b><u>Learning Block 4:</u></b> <i>'World Music: African &amp; Indian Traditions'</i> <i>AP3 Performance Assessment</i></p>	<ul style="list-style-type: none"><li>• Rhythm &amp; Percussion Skills: polyrhythmic work, percussion techniques</li><li>• Rhythm Notation Skills: sight reading &amp; writing rhythms</li><li>• Technology &amp; Composition Skills: logic, sequencing, editing, mixing</li><li>• Performance Skills: ensemble recordings</li><li>• Vocal Skills: Kiri, polyrhythm beat boxing</li><li>• Edexcel Links: AoS4 <i>'World Music'</i> background knowledge &amp; understanding</li><li>• Set Works Listening &amp; Appraising: <i>'Kiri'</i> &amp; <i>'Rag Desh'</i></li></ul>

**Learning Blocks 5 & 6:**

*'Western Classical Music  
1600 – 1899'  
AP4 Listening Assessment*

- Music Structures & Composition Skills: Ternary Form & Sonata Form
- Technology or Performance Skills: logic sequencing or live performing a composition
- Notation Skills: writing down a composition in notation, annotations, graphic score or using technology
- Edexcel Links: AoS1 *'Western Classical Music 1600 – 1899'* background knowledge & understanding
- Set Works Listening & Appraising: *'Prelude No 15'* & *'Symphony No 40'*

# BUSINESS

The Head of Department is Mrs Coyle and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## **COURSE OUTLINE**

### **Applied Business Single Award (Edexcel)**

#### **Unit 1: Investigating How Businesses Work**

Assessment: Internally assessed May 2016

Externally moderated May 2017

Weighting: 60% of the Single Award

#### **Overview of content**

##### **The unit contains three topics:**

- What is a business and what do businesses do?
- How are businesses organised?
- Why are stakeholders so important

#### **Overview of assessment**

- This unit is internally assessed under controlled conditions.
- Students are required to complete an Edexcel-set task with a total of 100 marks.
- Students select **two** businesses – one local and one national/international – to research.
- They then answer a number of set questions based on the content of the unit in relation to these selected businesses, using their research materials, under controlled conditions of a set duration.
- Research/investigation – approximately eight weeks of curriculum time (a maximum of 24 hours).
- Final write up – approximately four weeks of curriculum time (a maximum of 12 hours).
- The task is internally marked by teachers and moderated by an external assessor

#### **Content:**

**Unit 1.1**    **What is a business and what do businesses do? – Autumn 2015**

- Enterprise, business skills – starting up, success (and failure!)
- The range of business activities and competition faced
- Business aims and objectives and the links between these
- Measuring achievement
- Ownership and liability
- Risks and rewards - To examine profit and other possible motives.
- Introduction to 'ethical' business -To understand business ethics, social and political pressures on businesses and ethical issues.

**Unit 1.2**    **How are businesses organised? – Spring 2016**

Communication - To understand the different forms of communication and their importance to a business: internal and external communications; the use of modern ICT packages

- Organisation structures - To investigate the main aspects of organisational structures.
- Functional areas - To investigate the functional areas of known businesses, looking at the interrelationships between areas and the communication methods used.

**Unit 1.3**    **Why are stakeholders so important? – summer 2016**

- Stakeholders - To identify key stakeholders — their power and importance and possible tensions
- Customers: importance, power, needs - To understand the role and importance of customer service and meeting customer needs.
- Employees-To understand rights and responsibilities; legal issues and their resolution.

**Unit 1: Things to do, books your son can read or appropriate websites which will be of help**

**Books:**

- Chapter 1-7 GCSE Applied Business Double Award (Edexcel) by Carysforth & Neild
- Chapter 1.1 – 1.3 Applied Business GCSE Carysforth, Neild, Richards & Dransfield
- Financial times
- Economist Magazine
- Research entrepreneurs and enterprising ideas

**ICT:**

- Use of spreadsheets to produce graphs, tables
- Use of ICT to produce coursework
- Use of header and footer to identify page numbers, candidate and school details

**Useful websites:**

- <http://www.bized.co.uk/learn/business/strategy/buscom/index.htm>
- [www.businessstudiesonline.co.uk/AppliedGcseBusiness/Activities/Unit1/Unit1Menu.htm](http://www.businessstudiesonline.co.uk/AppliedGcseBusiness/Activities/Unit1/Unit1Menu.htm)
- [www.companieshouse.org.uk](http://www.companieshouse.org.uk)
- [www.ethicaltrade.org](http://www.ethicaltrade.org)
- [www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)
- [www.greenpeace.org.uk](http://www.greenpeace.org.uk)
- [www.oft.gov.uk](http://www.oft.gov.uk)
- [www.startups.co.uk/6678842911182598551/green-businesses.html](http://www.startups.co.uk/6678842911182598551/green-businesses.html)
- [www.thetimes100.co.uk/case-study--how-roles-functions-contribute-to-competitive-advantage--109-326-1.php](http://www.thetimes100.co.uk/case-study--how-roles-functions-contribute-to-competitive-advantage--109-326-1.php)
- [www.worksmart.org.uk/rights/](http://www.worksmart.org.uk/rights/)
- [www.thebigproject.co.uk/news](http://www.thebigproject.co.uk/news) (has links to all major newspapers in English)

**Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

December 2015: Unit1 Controlled Assessment deadline – 1.1 - Autumn  
April 2016: Unit 1 Controlled Assessment deadline – 1.2 - Spring  
May 2016: Unit 1 Controlled Assessment deadline – 1.3 – Summer

**Any other information (e.g. equipment the pupil must have etc.)**

- Students must have the following equipment – pencil, pen ruler, colour pencils, sharpener, rubber, calculator (must have their own so that they are familiar with how to use it in an exam).
- Students should read quality newspapers / journals, keeping up to date with current affairs and business news, including currency rates, interest rates, inflation, budget and economic affairs.

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Inflation	Private Limited Company (LTD)	Limited liability	Sole Trader
Exchange rate	Public Limited Company (PLC)	Unlimited liability	Niche market
Interest rate	Entrepreneur	Bankruptcy	Franchise
Budget	Stakeholder	Liquidation/Receivership	Partnership
Taxation	Ethical trade	Debt	Public Sector
Primary Sector	Secondary Sector	Tertiary Sector	Private Sector
Trade Union	Monopoly	Cartel	

# ICT (Information & Communication Technology)

The Head of Department is Mrs Acquah and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

## Autumn

### **COURSE OUTLINE: Digital Literacy**

#### 1. Students are taught to understand the application and implications of digital and computer technology in society

- Identify how digital technology is **used in society**
- Identify the **impact** of digital technology on society

#### 2. Understand the application and implications of digital and computer technology in society

##### **& Know how to interact safely when using Technology**

- Outline the implications and permanence of **digital footprints**
- Identify **risks to self** when using technology
- Identify **risks to data** when using technology
- Outline how to protect your **digital identity**

#### 3. Know how to interact safely when using technology

- Give examples of how to work **safely** when using technology
- Give examples of how to minimise **security** risks when using technology

#### 4. Be able to locate and use information to meet requirements using digital technology

- Demonstrate how to **search** for information using digital technology
- Outline the **fitness for purpose** of the information located
- Use digital technology to capture and **process non-digital** information into digital form

#### 5. Be able to locate and use information to meet requirements using digital technology

- Outline the **constraints** of the information being used and
- Present findings

## Spring

### **COURSE OUTLINE: - Digital technology**

#### **1: Know a range of hardware and system software available**

- Identify the **components** of a computer system
- Identify **hardware devices**

#### **2. Know a range of hardware and system software available**

- Identify **system software**
- Define the purpose of an operating system

#### **3. Know about local area and wide area networking**

- Identify the reasons for **sharing** data across a network
- Define a local area network
- Define a wide area network

#### 4. Know about local area and wide area networking

- Outline network security **issues**

#### 5. Be able to demonstrate the use of different software applications to meet a given scenario

- Identify appropriate **software applications** for different **purposes**
- Consider the requirements of a **scenario**
- Demonstrate the use of 2 software applications for a scenario

#### 6. Be able to demonstrate the use of different software applications to meet a given scenario

- Consider the requirements of a **scenario**
- Demonstrate the use of 2 software applications for a scenario
- Identify the **strengths and weaknesses** of the software applications used in meeting the requirements of a scenario

#### 7. Be able to demonstrate the use of different software applications to meet a given scenario

##### & Revision

- Demonstrate the use of 2 software applications for a scenario
- Identify the **strengths and weaknesses** of the software applications used in meeting the requirements of a scenario

### Summer

#### **COURSE OUTLINE: Introduction to Computer Programming**

#### 1: Know about sequential program steps to carry out functions

- Identify an instruction statement
- Identify **programming languages** currently available
- Outline how a computer program works

#### 2. Be able to use algorithms as a solution to a problem

- Create a simple **algorithm**
- Identify **errors** in a simple algorithm
- Correct errors in a simple algorithm

#### 3. Be able to code simple solution using a suitable programming language

- Identify **basic terms** associated with programming
- Identify **data types** to develop a solution to solve a simple problem

#### 4. Be able to code simple solution using a suitable programming language

Use **programming constructs** to solve a simple problem.

**5. Be able to code simple solution using a suitable programming language**

- Use **programming constructs** to solve a simple problem
- Test the program functions using a **test plan**

**6. Be able to code simple solution using a suitable programming language**

- Use **programming constructs** to solve a simple problem
- Test the program functions using a **test plan**
- Identify the strengths and weaknesses of the program

**Things to do, books your son can read or appropriate websites which will be of help.**

**Books:**

**Book 1: Computer Systems** *(Supplied by the department. Every student has a copy)*

**Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)**

- November - February
- May - July

**Any other information (e.g. equipment the pupil must have etc.)**

Textbook & Exercise book (Supplied by the Department), USB, Pens, Pencils, Ruler, Rubber and all normal school equipment.

## DESIGN TECHNOLOGY

The Head of Department is Mr. Frazer and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

### **COURSE OUTLINE:**

At this level, Students will apply the skills and concepts they have acquired in year 7, 8 and 9 with increasing independence towards their GCSE style projects. Two practice design and manufacturing assignments will be attempted and students will be given the opportunity to work in groups and relate their experience to industrial practices. They will be encouraged to develop originality in their design work and take risks to promote creativity and flair within their project work. The skills and concepts developed through their project work will be developed alongside GCSE level theory and examination skills.

#### **Autumn Term** - Ccontain it: Gift/Jewellery box.

- In this practice project, students will be introduced to the processes and techniques which can be used in the manipulation and forming of wood and plastic products. Pupils will be introduced to CAD/CAM as a method of manufacture and will experience using the laser cutter to produce a good quality outcome. This container may have an acrylic lining or other type of interior and be used as a decorative product.
- Pupils will learn how to generate and evaluate design ideas developing their ability to sketch and annotate designs as well as learning to use computer aided design to develop an idea.
- Students will undertake a variety of short Focused Practical Tasks (TBD)
- Exam theory and practice

#### **Spring Term** - Mini GCSE project (TBD)

- Exploring and analysing the design task, In-depth research and evaluation, Generating and Developing design proposals, Selecting the appropriate final design proposal and materials, Modeling and manufacturing of final idea. The focus for this project is on manufacturing.

#### **Summer Term**

##### **Introduction to the GCSE Controlled Assessment Coursework Tasks**

- A complete design and make task which allows learners to use the skills base built up from the other units of work to produce their own outcome for a client.
- Pupils will be expected to research and analyse the task, carry out in depth primary and secondary research, develop a range of ideas and have them evaluated by a third party.
- Revision for written exam (1hr: 30mins)

#### **Things to do and books your son can read. Appropriate websites which will be of help.**

- Create a revision time-table and revise regularly at home.
- Be organised and try to understand your learning style or the way you learn best
- Have a good knowledge of the D&T CA Coursework task/guidelines and mark scheme.
- Visit to the design museum, shops and evaluate the work of past and present designers.
- Students to purchase the GCSE Essential: Product Design Student workbook and Revision Guide.

**Useful Websites:** [www.technologystudent.com](http://www.technologystudent.com), [www.incpen.org](http://www.incpen.org) (packaging site), [www.gadgetshow.five.tv](http://www.gadgetshow.five.tv), [www.design-technology.info](http://www.design-technology.info),

[www.bbc.co.uk/schools/gcsebitesize/design](http://www.bbc.co.uk/schools/gcsebitesize/design), [www.technologypupil.com](http://www.technologypupil.com),  
[www.google.com.images](http://www.google.com.images), [www.google.sketchup.com](http://www.google.sketchup.com)

**Key dates in the year** (students will be informed of the following: half-termly assessments, controlled assessment dates, trips etc..)

**Controlled Assessment:** Yes – students will be advised

**Overall assessment is structured as follows:**

At the end of each half term, students will take a written test/exam to demonstrate their understanding of the areas covered in each project (AP1, 2 & 3). These assessments will contribute to their final end of year grade.

**Any other information (e.g. equipment the pupil must have etc.)**

- A3 Portfolio folder and A4 Exercise book
- Coloured pencils, marker pen, fine line pens and eraser.
- Trips/Visits to museums, local shops and industries where possible to support CA Coursework.
- Extended school coursework support is available most mornings and after school.

**TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

Product Analysis	Technology push	Market pull	Standard Comp
Human factors	Jigs/Template	Printing	Smart Materials
Sustainable	Quality Assurance	Branding	Product Mainte
Prototype	Product Evolution	Consumer	Mood board
Modification	Commercial	Issues	Die cutting
	viability	Industrial	
		practice	

## GEOGRAPHY

The Head of Department is Ms McCarthy and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

**In Year 10 pupils are introduced to their GCSE using a more issues based approach to their geographical studies. They study a range of topics which could be applied to a range of geographical locations.**

### ***Autumn*** Tourism:

Pupils will undertake a study of the growth of tourism in a number of locations, including the UK, the Lake District, one tropical region and one extreme environment. During their studies they will familiarise themselves with the Butler model and associate their case studies with the model, testing its validity. Pupils will focus on the impacts of tourism and the sustainable ways in which tourism can be managed.

### ***Spring*** Water on the Land:

Pupils will study traditional river environments with a focus on the natural processes and features. They will undertake an in depth examination of two contrasting floods, focusing on the causes, impacts and responses. Pupils must consider ways of managing floods and assess the effectiveness of both hard and soft engineering techniques.

### ***Summer*** Changing Urban Environments:

Pupils study the urban environment and how they have changed at different rates in rich and poor countries. A study of the different parts of urban areas and their functions and land uses. Pupils will also study the issues facing urban areas in the richer parts of the world including housing, rundown inner cities and CBD, traffic and ethnic segregation. They will also focus on causes of rapid urbanisation in poorer parts of the world and the issues with squatter settlements and how they can be improved and made more sustainable.

### **Things to do, books your son can read or appropriate websites which will be of help**

Textbooks used: GCSE Geography A AQA (Oxford)

Useful websites: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>

<http://www.wto.org/> Home of the World Trade Organisation

[www.bbc.co.uk](http://www.bbc.co.uk) Pupils should take an interest in current affairs and global issues

Google Earth is a really useful way of using GIS.

Where possible, pupils should try to use reliable websites for research purposes, but need to cite these.

[www.gapminder.org](http://www.gapminder.org) – useful statistics site for development

[www.nationalstatistics.gov.uk](http://www.nationalstatistics.gov.uk) gives details of census results for neighbourhoods

[www.bbc.co.uk](http://www.bbc.co.uk) provides current affairs news and GCSE revision materials.

<http://www.coolgeography.co.uk/>

<http://www.juicygeography.co.uk/>

<http://www.aqa.org.uk> Find past exam papers to practice as part of revision

### **Key dates in the year**

October: AP1 assessment Tourism

December: Christmas Exam

February: AP3 assessment Changing Urban Environments

June: Summer Exam

**Any other information**

All pupils must have black, blue and red pens, drawing pencils, an eraser, a ruler and a range of colouring pencils.

**KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL**

<b>Tourism:</b>	<b>Water on the Land:</b>	<b>Changing Urban Environments:</b>
Life Cycle Model	Erosion	Land Use
Domestic Tourism	Transportation	Function
National Park	Deposition	Central Business District
Honeypot Site	Channel	Inner City
Mass tourism	Hydraulic Action	Outer City
Extreme Environment	Abrasion	Suburbs
Sustainability	Attrition	Brownfield Sites
Stewardship	Solution	Greenfield Sites
Conservation	Load	City Challenge
Eco-Tourism	Vertical Erosion	Urban Development Corporation
Gross Domestic Product	Lateral Erosion	Regeneration
Short Haul Flight	Traction	Sustainable Community
Long Haul Flight	Saltation	Quality of Life
Social	Suspension	Park and Ride Scheme
Economical	Long Profile	Segregation
Political	Cross Profile	Multiculturalism
Environmental	Waterfall and Gorge	Ethnic
Exploration	Meander	Informal Settlement
Involvement	Oxbow Lake	Self Help
Development	Floodplain	Site and Service
Consolidation	Levees	Industrialisation
Stagnation	Discharge	Sanitation
Decline	Drainage basin	Landfill
Rejuvenation	Storm Hydrograph	Recycling
Exchange Rate	Flashy	Air Pollution
Terrorism	Relief	Transnational Corporations
External Factors	Impermeable	Water Pollution
Recession	Porous	Sustainable City
Congestion	Pervious	Greenbelt
Conflict	Urbanisation	Urban Sprawl
Infrastructure	Evaporation	Sustainability
Tropical Tourism	Condensation	Squatter Settlement
Community Tourism	Interception	Electronic Waste
Resort	Percolation	Waste Disposal
Economic Leakage	Infiltration	Standard of Living
Grey Market	Soil Erosion	Redevelopment
Packaged Holiday	Lag Time	
Disposal Income	Hard Engineering	

Carbon Footprint	Soft Engineering		
Antarctica	Dam and Reservoir		
	River Dredging		
	Floodplain zoning		
	Water Stress		
	Water Deficit		
	Water Surplus		
	Water Transfer		

