

Year 10 Curriculum Booklet



St Aloysius' College
2024/2025

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Introduction



Welcome to our Year 10 Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child. The courses studied in KS4 are called GCSEs (General Certificate of Secondary Education), which are studied over the two year period. They are assessed by most importantly, written exams which mainly take place in the summer term of year 11 - at the end of your two years of study and in some subjects by a combination of coursework (albeit only a small amount) and written exams.

GCSEs contribute significantly to a student's future career, and are recognised as the first of the major academic achievements in a student's journey. Final exam results and grades can impact everything from which A Levels your child will study and where; universities can and will also look at GCSE grades during the admissions process; and some companies that your child may apply to work for in the future may even ask for copies of your GCSE certificates as part of the recruitment process.

GCSEs! They're pretty important.

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year, Ms Ingabire.

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Assistant Headteacher – Curriculum & Outcomes



Head of Department: Mr L. Northey

Year 10

The course follows a two-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that 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.

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Introductory Course to GCSE Art 2. Research on Artist 3. Artist study 4. Observational drawing: Pencil 5. Observational drawing: Charcoal 6. Observational drawing: Mixed Media 7. Test/Afl: Peer and Self-Assessment	Week: 1. Research on Artist 2. Artist study 3. Observational drawing: Pencil 4. Observational drawing: Pencil 5. Watercolour painting skills 6. Watercolour painting skills 7. AP1 – Christmas Test
	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Research on Artist 2. Artist study 3. Developing skills in Abstract Art 4. Overlapping illustration 5. Abstract Art 6. Abstract Art	Week: 1. Research on Artist 2. Artist study 3. Observational drawing: Pencil 4. Observational drawing: Pencil 5. Acrylic painting skills 6. Acrylic painting skills
	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Research on Artist 2. Artist study 3. Developing skills in Adobe Photoshop 4. Producing a computer generated design 5. Creating a multi media painting based on your computer work 6. Creating a final piece	Week: 1. Personal Project – Mind map 2. Artist/Designer research 3. Artist/Designer study 4. Artist/Designer study 5. Adobe Photoshop – skills development 6. Artist/Designer research

Business Studies



Head of Department: Mr E. Dixon

Year 10

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? How do they grow? Following on from this, students will learn how more established businesses make decisions, in the following functional areas; Marketing and Human Resources (people).

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	<u>1. Business activity</u> 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	<u>2. Marketing</u> 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix
	Spring 1	Spring 2
Focus/Context for Learning	<u>3. People</u> 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3. Communication in business	<u>3. People</u> 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development
	Summer 1	Summer 2
Focus/Context for Learning	<u>3. People</u> 3.7 Employment law Revision for Mock Exam	<u>Preparation for year 2 Business Studies</u>

Computer Science



Lead Teacher: Mr N. Kakou

Year 10

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

- Computing offers great opportunities for true creativity and innovativeness.
- Computing has space for both collaborative work and individual effort.
- Computing is an essential part of well-rounded academic preparation.
- Future opportunities in computing are without boundaries.
- Enables you to make a positive difference in the world.
- Computing offers many types of lucrative careers.
- Computing jobs are here to stay, regardless of where you are located.
- Expertise in computing helps even if your primary career is something else.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	A. Systems architecture <ul style="list-style-type: none"> • L1 Architecture of the CPU • L2 CPU performance • L3 Memory • L4 Secondary Storage B. Programming Project (Python)	A. Data Representation <ul style="list-style-type: none"> • L1 Storage Units & Binary • L2 Binary • L3 Binary arithmetic • L4 Hexadecimal B. Programming Project (Python)
	Spring 1	Spring 2
Focus/Context for Learning	A. Data Representation <ul style="list-style-type: none"> • L5 ASCII and Unicode • L6 Images • L7 Sound • L8 Compression B. Programming Project(Python) <ul style="list-style-type: none"> • Producing robust programs 	A. Network <ul style="list-style-type: none"> • L1 Wired and wireless networks • L2 Network topologies • L3 protocols and layers B. Programming Project (Python) <ul style="list-style-type: none"> • Producing robust programs
	Summer 1	Summer 2
Focus/Context for Learning	A. System security B. Systems software C. Programming techniques (Python)	A. Ethical, legal, cultural and environmental concerns B. environmental concerns C. Programming techniques (Python) D. Past Papers: Paper 1

Design & Technology



Lead Teacher: Mr A. Mangera

Year 10

The course will focus on producing creative and iterative design work and innovative practical work utilising an increasing use of CAD, workshop tools and equipment and CAM. It will allow students the opportunity to explore and perfect new skills and techniques whilst developing confidence and experience with specialist equipment and materials where possible. Students are required to undertake the iterative design process of exploring, creating and evaluating. The majority of the course will be delivered through theory and practical activities. Retrieval methods and testing for revision will be taught and encouraged.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	Specialist Technical Principle <ul style="list-style-type: none"> • Selection of materials • Forces and stresses • Ecological & social footprint. • Sources & origins of materials • Stock forms: types & sizes • Practical Focus Tasks Assessment: regular test and exam practice questions.	Specialist Technical Principles <ul style="list-style-type: none"> • Scales of production • Specialist techniques & processes • Surface treatments & finishes Mini NEA Project 1 - (TBD) Assessment Objective 1 (AO1) <ul style="list-style-type: none"> • Explore design context • Identify needs and wants • Identifying & investigating design possibilities. End of term exam
	Spring 1	Spring 2
Focus/Context for Learning	Designing & making principles <ul style="list-style-type: none"> • Research and Investigate • Sustainability challenge • Design strategies • Anthropometrics & Ergonomics. Mini NEA Project <ul style="list-style-type: none"> • Generate design Ideas/proposals • Refine and develop Ideas using the iterative design process • Final design idea 	Designing & making principles <ul style="list-style-type: none"> • Prototype development • Tolerances • Manufacturing processes Mini NEA Project - continued AO2 – Design and make prototype that are fit for purpose <ul style="list-style-type: none"> • Production of prototype • Testing and evaluation Assessment: regular test and exam practice questions.
	Summer 1	Summer 2
Focus/Context for Learning	Core technical principles <ul style="list-style-type: none"> • New & emerging technologies • Energy generation and storage • New and modern materials • Mechanical devices Revision for Assessment Point 2 - regular test & exam practice questions and mark schemes.	AQA - NEA Contextual Challenge <ul style="list-style-type: none"> • Introduce NEA contextual challenge from exam board (AQA). Assessment Objective 1 (Summer holiday) <ul style="list-style-type: none"> • Identifying and investigating design possibilities. • Consider a range of design brief • Specification • Design proposals (rough models and annotated sketches).
	End of term exam.	

English



Head of Department: Ms L. Doorly

Year 10

AQA	Autumn 1	Autumn 2
<p>Focus/ Context for Learning</p>	<p><u>Shakespeare’s Romeo and Juliet:</u></p> <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation 	<p><u>Language Paper 1 :</u></p> <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 (1 HOUR 45 MIN EACH)</p>
<p>Focus/ Context for Learning</p>	<p><u>Spring 1</u></p> <p><u>AQA Love and Relationships Cluster of Poems :</u></p> <ul style="list-style-type: none"> • AQA Poetry Anthology – Romantic Poems from the relationships cluster AND • Unseen poetry practice (anthology taught as unseen) • LITERATURE AO1, 2 & 3 	<p><u>Spring 2</u></p> <p><u>Modern Prose – Literature – the play DNA by Dennis Kelly</u></p> <p>Close reading Analysis, Exploration, Evaluation</p>
<p>Focus/ Context for Learning</p>	<p><u>Summer 1</u></p> <p>Language Paper 2: Close reading Analysis, Exploration, Evaluation Creative, Argue, Persuade Writing skills Revision of J&H LITERATURE AO1, 2 & 3</p> <p>EXAMINED: LANGUAGE PAPER 2 (1 HOUR 45 MIN) LITERATURE PAPER 1 (1 HOUR 45 MIN)</p>	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> • Spoken Language Endorsement - Toxic Masculinity SOW AS EXAMPLE • AO7, 8 &9 • AQA Poetry Anthology – relationships cluster (cover any outstanding poems) and unseen practice • LITERATURE AO1, 2 & 3

Geography



Head of Department: Ms A. Krenc

Year 10

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

- Barack Obama

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	UK Physical Landscapes: Coasts <ul style="list-style-type: none"> Coastal processes Landforms of erosion - headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Landforms of deposition - beaches, sand dunes, spits and bars 	UK Physical Landscapes: Coasts <ul style="list-style-type: none"> Case Study: Jurassic Coastline Coastal management – hard and soft engineering strategies Case Study of a coastal management scheme in the UK: Lyme Regis, Dorset
Focus/Context for Learning	Spring 1 Changing Economic World <ul style="list-style-type: none"> Reducing the development gap. Some LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change Case Study NEE: Nigeria 	Spring 2 Changing Economic World <ul style="list-style-type: none"> Major changes in the economy of the UK Changes to employment patterns and regional growth The north-south divide Improvements to transport in the UK
Focus/Context for Learning	Summer 1 The Living World <ul style="list-style-type: none"> Ecosystems - interaction between biotic and abiotic components Tropical rainforests (causes and effects of deforestation, the need for sustainable management) Animal and plant adaptations Case study: Amazon Rainforest 	Summer 2 The Living World <ul style="list-style-type: none"> Hot deserts - opportunities and challenges, causes and effects of desertification Animal and plant adaptation Case study: Western Deserts, USA Desertification - causes, effects and management strategies

Graphics



Head of Department: Mr L. Northey

Year 10

The course follows a two-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of Graphic Design, 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 design techniques. Experimentation is key to the course and students develop their ideas and knowledge of graphic designers through classwork 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 a career in design.

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Introduction to Graphics. 2. Designer research – Ben Frost 3. Adobe Photoshop – skills development 4. Collage design – Ben Frost 5. Collage design - Ben Frost 6. Technique – scaling a drawing 7. Continuation – scaling and drawing 	<ol style="list-style-type: none"> 1. Research – Paula Scher. 2. Adobe Photoshop – skills development 3. Music poster 4. Sports poster design. 5. Adobe Photoshop – skills development 6. Theatre poster design 7. Completion of work. A P1 – Christmas test
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Research – Dan Mountford. 2. Adobe Photoshop – skills development 3. Designs in the style of Dan Mountford B/W 4. Designs in the style of Dan Mountford Colour 5. Adobe Photoshop – skills development 6. Designs inspired by Dan Mountford 	<ol style="list-style-type: none"> 1. Research – David Carson. 2. Adobe Photoshop – skills development 3. Designs in the style of David Carson. 4. Exploring different printing techniques 5. Adobe Photoshop – skills development 6. Designs inspired by David Carson
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Research – Neville Brody. 2. Adobe Photoshop – skills development 3. Designs in the style of Neville Brody. 4. Magazine layout skills and research 5. Adobe Photoshop – skills development 6. Magazine Designs inspired by Neville Brody 	<ol style="list-style-type: none"> 1. Personal Project – Mind map 2. Artist/Designer research 3. Artist/Designer study 4. Artist/Designer study 5. Adobe Photoshop – skills development 6. Artist/Designer research

History



Head of Department: Mr J. Neville

Year 10

In Year 10, you will complete your study of America 1920-1973.

You will then move on to study Power and the People 1215 – 1980. A thematic study of the changing relationship between monarchy and the people, studying the rise and development of Parliament.

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	America 1920-1973 continued <ul style="list-style-type: none"> • The Great Depression and The New Deal • Popular culture in the 1930s. • The impact of the Second World War on the USA • The Rock and Roll generation. • McCarthyism and the Red Scare. • The Civil Rights Movement • The New Frontier and the great Society • The Women’s Movement 	Power and the People Challenging Royal Authority : <ul style="list-style-type: none"> • The Magna Carta • Simon de Montfort • The Peasants Revolt • The Pilgrimage of Grace • The English Revolution • The American Revolution
	Spring 1	Spring 2
Focus/ Context for Learning	Power and the People <ul style="list-style-type: none"> • Reform and Reformers: • The Anti Slavery Campaign, the challenge for voting rights: Peterloo, The Great Reform Act, The chartists and Trade union developments 	Power and the People EQUALITY AND RIGHTS : <ul style="list-style-type: none"> • Women’s Rights and the campaign for the Vote • Workers rights: The General Strike • Minority rights since 1945
	Summer 1	Summer 2
Focus/ Context for Learning	Conflict and Tension in Asia <ul style="list-style-type: none"> • The Korean War, a study in depth • The Cold War, Korea and the Cold War • The United Nations at War • China enters the war, • Stalemate 	Conflict and Tension in Asia <ul style="list-style-type: none"> • The Importance of the Korean War in the development of the Cold War and links to War in Vietnam.

Mathematics



Head of Department: Ms A. Toprak

Year 10

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.	Number Angles Data Transformations Calculations Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. AP1
	Spring 1	Spring 2
Focus/ Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.	Proportion and percentages Transformations Graphs and sequences Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. Progress check.
	Summer 1	Summer 2
Focus/ Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.	Calculations Constructions Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. AP2

MFL: French



Head of Department: Mr M. Kara

Year 10

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>MODULE 7</u> <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Describing town/ village • Asking for directions • Shopping for clothes • Describing ideal home • Visiting another town/city 	<p><u>MODULE 7</u> <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Describing town/ village • Asking for directions • Shopping for clothes • Describing ideal home • Visiting another town/city
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>MODULE 6</u> <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Geography and the climate • Environmental problems • Day-to-day actions to protect the environment • New technologies 	<p><u>MODULE 6</u> <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Geography and the climate • Environmental problems • Day-to-day actions to protect the environment • New technologies
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u>MODULE 5</u> <u>Thematic Context 6</u></p> <ul style="list-style-type: none"> • Holidays and accommodation • Ideal holiday • What you can see and do on holiday • Festivals • Reviewing & booking holiday accommodation • Staycation activities 	<p><u>MODULE 5</u> <u>Thematic Context 6</u></p> <ul style="list-style-type: none"> • Holidays and accommodation • Ideal holiday • What you can see and do on holiday • Festivals • Reviewing & booking holiday accommodation • Staycation activities

MFL: Spanish



Head of Department: Mr M. Kara

Year 10

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p>MODULE 6 <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Describing cities • Describing how a city has changed • Shopping preferences • Preferences about where you live • Local area 	<p>MODULE 6 <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • Describing cities • Describing how a city has changed • Shopping preferences • Preferences about where you live • Local area
	Spring 1	Spring 2
Focus/ Context for Learning	<p>MODULE 7 <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • How to help in your community • Climate change • Actions to help the environment • Solutions • The future 	<p>MODULE 7 <u>Thematic Context 3</u></p> <ul style="list-style-type: none"> • How to help in your community • Climate change • Actions to help the environment • Solutions • The future
	Summer 1	Summer 2
Focus/ Context for Learning	<p>MODULE 2 <u>Thematic Context 6</u></p> <ul style="list-style-type: none"> • Travel plans • Festivals in the Spanish-speaking world • Past holiday • Where you stayed • Holidays using different tenses 	<p>MODULE 2 <u>Thematic Context 6</u></p> <ul style="list-style-type: none"> • Travel plans • Festivals in the Spanish-speaking world • Past holiday • Where you stayed • Holidays using different tenses

PE (GCSE)



Head of Department: Mr K. King

Year 10

In GCSE PE we follow the OCR syllabus which comprises 30% practical and 70% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	<p>2.1a Engagement patterns of different social groups in physical activities and sports</p> <p>1.1a The structure and function of the skeletal system</p>	<p>1.1b The structure and function of the muscular system</p> <p>1.1c Movement analysis</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>1.1d The cardiovascular and respiratory systems</p>	<p>2.1c Ethical and socio-cultural issues in physical activity and sport</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>GCSE Coursework Focus – practical and theory</p>	<p>Recap on previous topics covered throughout the year</p>

Religious Education



Head of Department: Ms A. Conway

Year 10

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>Catholic Practices</u> Students will understand the importance of the Seven Sacraments and the role of grace in their lives. Students will understand the importance of the mass and different Christian denominations' views on liturgical worship. Students will understand the aims of a funeral rite and how they are achieved through the ritualistic practices of a funeral. Students will understand the importance of different types of prayers and different ways of connecting to God through worship.</p> <p><u>Jewish Practices</u> Students will examine the importance of public and private worship for Jews. They will examine the role of the Tenakh and Talmud in the life of the Jews today. They will look importance of the Shema and Amidah.</p>	<p><u>Source of Wisdom and authority</u> Students will examine the role of the Bible in the Church today, they will understand how different Christian communities interpret the Bible. They will understand the importance of scripture, tradition and the magisterium in the life of the Church today. They will examine and evaluate the impact of the changes introduced with the Second Vatican Council.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>Catholic Practices</u> Students will understand different practices of popular piety practiced within the Church. Students will understand where and why Catholics go on pilgrimage. Students will understand the themes of Catholic Social Teaching and how these values influence the lives of Catholics today. Students will understand what is involved in Catholic mission and different Christian views to evangelisation.</p>	<p><u>Jewish Practices</u> Students will exam key festivals in Judaism and understand how it helps Jews link with their ancestors and history. Students will understand rituals practiced by Jews and how they celebrate the Shabbat. Students will be able to describe the significant features of a synagogue.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u>Source of Wisdom and authority</u> Students will understand and be able to explain what it means to be the People of God and the Body of Christ. They will understand the importance of the four marks of the Church. Student will examine and evaluate the importance in which Catholics place on the role of Mary. Students will understand different sources Catholics use for making moral and ethical decisions in their lives today.</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past year; they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>

Science



Head of Department: Ms A. Bude

Year 10

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>Combined Science</u> 1B. Transport 2B. Digestive systems and Enzymes 3B. Bioenergetics</p> <p><u>Separate Science</u> 1B. Transport 2B. Digestive systems and Enzymes 3B. Bioenergetics</p>	<p><u>Combined Science</u> 4C(i). Atomic structure and the periodic table 4P(ii). Atomic structure and radioactive decay 5C. Bonding, structure and the properties of matter</p> <p><u>Separate Science</u> 4C(i). Atomic structure and the periodic table 4P(ii). Atomic structure and radioactive decay 5C. Bonding, structure and the properties of matter</p>
	<p><u>Combined Science</u> 6C. Chemical changes 7C. Energy changes</p> <p><u>Separate Science</u> 6C. Chemical changes 7C. Energy changes</p>	<p><u>Combined Science</u> 8C. The rate and extent of chemical change 10C. Using resources</p> <p><u>Separate Science</u> 8C. The rate and extent of chemical change 10C. Using resources</p>
Focus/ Context for Learning	<p><u>Combined Science</u> 11P. Particle Model of Matter 12P. Electricity</p> <p><u>Separate Science</u> 11P. Particle Model of Matter 12P. Electricity</p>	<p><u>Combined Science</u> 13B. Health and disease</p> <p><u>Separate Science</u> 13B. Health and disease</p>

BTEC Tech Award Travel and Tourism



Head of Department: Ms A. Krenc

Year 10

In Year 10 students will focus on understanding the different travel and tourism organisations and destinations, and the customer needs in travel and tourism. Students will look at the major components of the UK travel and tourism industry and some of those outside the UK and link to the different types of visitor destinations based on visitor profiles. During the year, students will undertake summative assessment 1 which is an externally verified assessment.

Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p>Component 1: Travel and tourism organisations. Learning outcome A.</p> <ul style="list-style-type: none"> The major components of the UK travel and tourism industry. The ownership of travel and tourism organisations and how they work together. Common aims of the UK travel and tourism organisations. Travel and tourism organisations working together. The role of consumer technology in travel and tourism. <p>Component 1: Summative Assessment and internal marking. (September – December)</p>	<p>Component 1: Travel and tourism Organisations. Learning outcome B.</p> <ul style="list-style-type: none"> The different types of visitor destinations. Different types of tourism and tourism activities. Popularity of destinations with different visitor types. Travel options to access tourist destinations. Modes of transport, hubs and routes. <p>Component 1: Summative Assessment and internal marking. (September December)</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p>Component 2: Influences on global travel. Learning Outcome A.</p> <ul style="list-style-type: none"> Types of market research. How travel and tourism organisations may use market research to identify customer needs and preferences. How travel and tourism organisations may use research to identify travel and tourism trends. <p>Component 2: Summative Assessment and internal marking. (January - May)</p>	<p>Component 2: Influences on global travel. Learning Outcome B.</p> <ul style="list-style-type: none"> Customer needs and preferences. How travel and tourism organisations provide different products and services to meet customer needs and preferences. Customer needs and different types of Travel Travel planning to meet customer needs and preferences. <p>Component 2: Summative Assessment and internal marking. (January – May)</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p>Component 3 – Learning outcome A. Factors that influence global travel and tourism.</p> <ul style="list-style-type: none"> Economic and Political factors influencing global travel and tourism Natural, environmental; factors influencing global travel and tourism. 	<p>Component 3 – Learning outcome A. Factors that influence global travel and tourism.</p> <ul style="list-style-type: none"> Media and health factors influencing global travel and tourism Responses to factors

BTEC Tech Award in Sport



Head of Department: Mr K. King

Year 10

In Sport BTEC....

You will study 3 units over the next 2 years.

2 of these units require you to complete coursework either practically based or written.

One unit will consist of an external exam which is on developing fitness to improve other participants performance in sport & physical activity.

A grade will be given for each task and accumulated into an overall grade

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Learning outcome A: Explore types and provision of sport and physical activity for different types of participant.</p> <p>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity.</p>	<p>Learning outcome C: Be able to prepare participants to take part in sport and physical activity.</p> <p>Component 1: Preparing participants to take part in sports and physical activity. Coursework written up.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Learning outcome A: Understand how different components of fitness are used in different physical activities.</p>	<p>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Learning outcome C: Demonstrate ways to improve participants sporting techniques.</p>	<p>Component 2: Taking part and improving other participants sporting performance. Coursework written up.</p>

Media (BTEC Tech Award in Creative Media Production)



Lead Teacher: Miss M. Braja

Pearson/Edexcel

Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Assessment

Learners are required to complete and achieve all three components in the qualification. Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

- Exploring Media Products Internal – externally moderated
- Developing Digital Media Production Skills Internal – externally moderated
- Create a Media Product in Response to a Brief external Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Progression Pathways

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

Careers

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing.

Assessments & Revision



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them. Intervention, revisions classes and study zone sessions are pivotal in securing progress.

Year 10 Assessment Schedule

Year 10 pupils will have completed four mock exams before their final GCSEs in **May 2026**.

In Year 10 their assessment schedule is as follows:-

Mock 1 – 25th - 30th November, 2024

Mock 2 – 2nd – 13th June, 2025

Pupils that underachieved will have to attend a meeting with their parents and a senior member of staff to discuss lack of progress. The pupils may be asked to resit another assessment.

Reports will be available after each assessment point on Go4Schools. Please use the report to discuss your son's progress and the next steps with them.



Using GO 4 Schools, you will be able to view your child’s progress online and access the following information at any time:

- **Timetable** – Your child’s daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

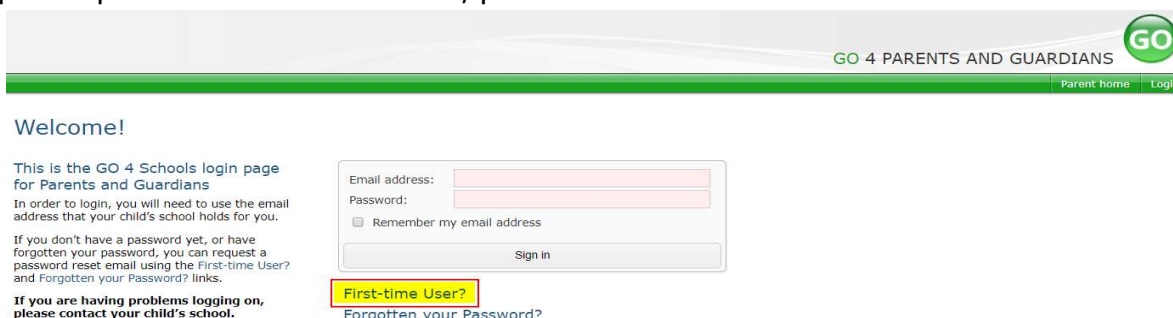
Your child’s page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

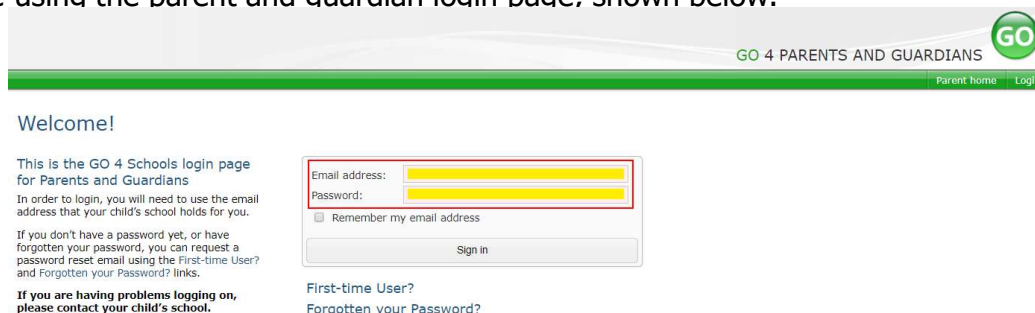
To request a password for GO 4 Schools, please click on the ‘First-time User’ link shown below.



Then enter your email address into the First-time User ‘Email address’ field and click ‘New password’. A randomised password will then be generated and sent to your email address.



You will then be able to log into the site using your email and generated password then view your child’s page using the parent and guardian login page, shown below.





Once logged in, what will you see?

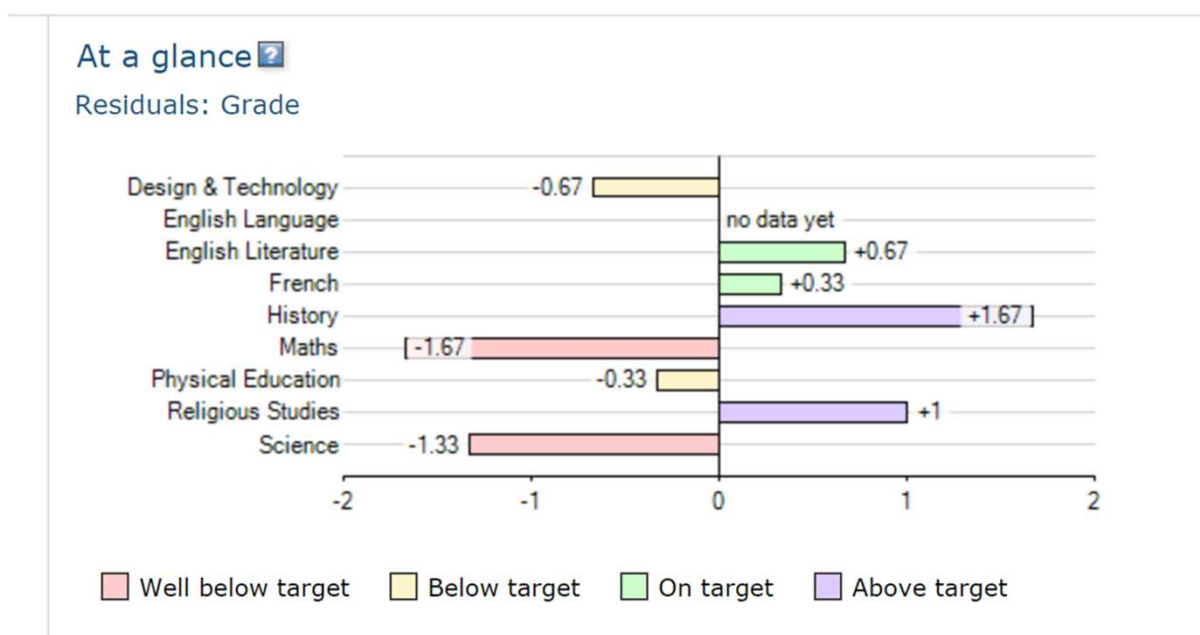
Parent home view

When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target





Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	<ul style="list-style-type: none"> Attendance Authorised absences Unauthorised absences Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	Key 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography S Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gambi	-	-	-	
Maths Ms K Royston	95	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour points.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/Bi Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)



Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

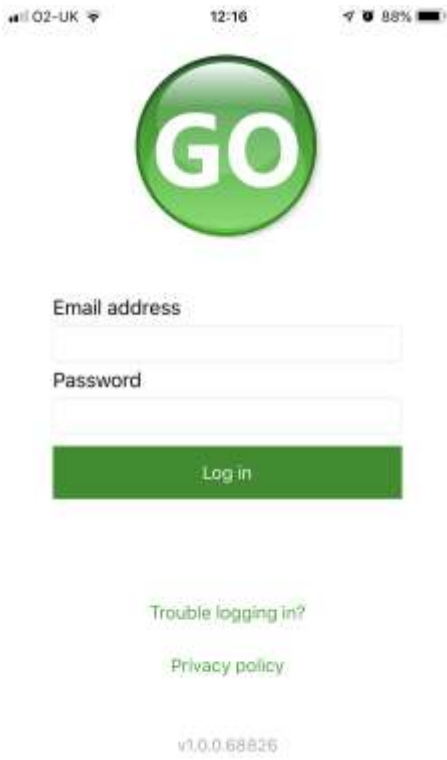
If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

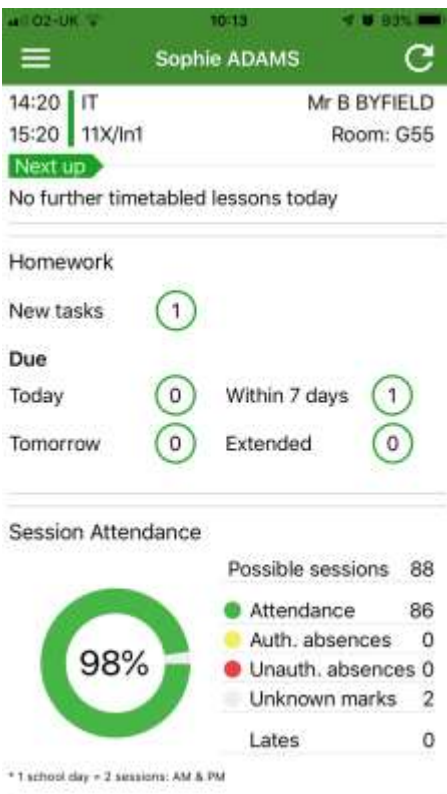
Go4Schools



How to log in to the App



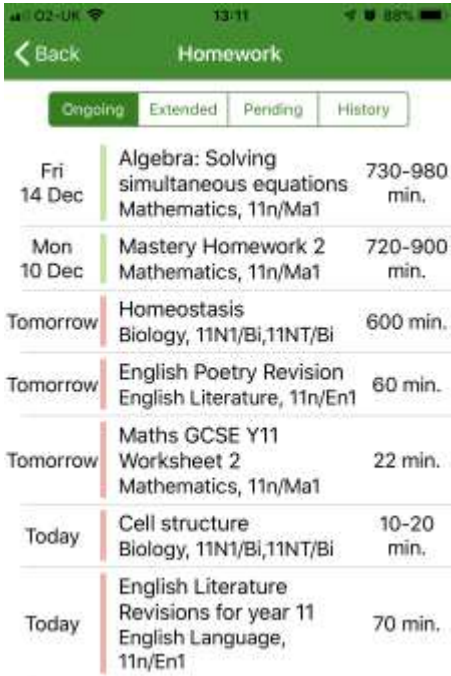
1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



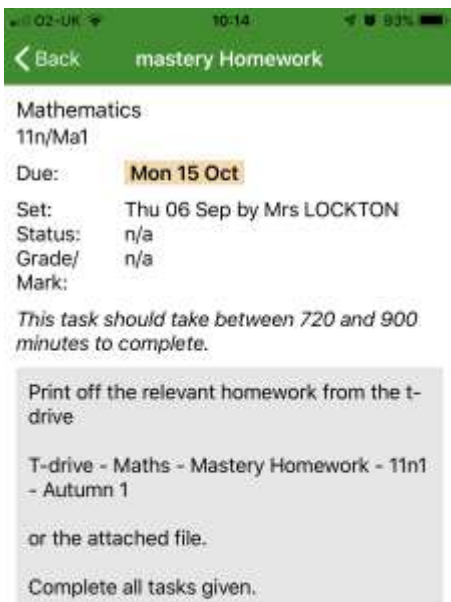
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.



How to view your child's homework



The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.



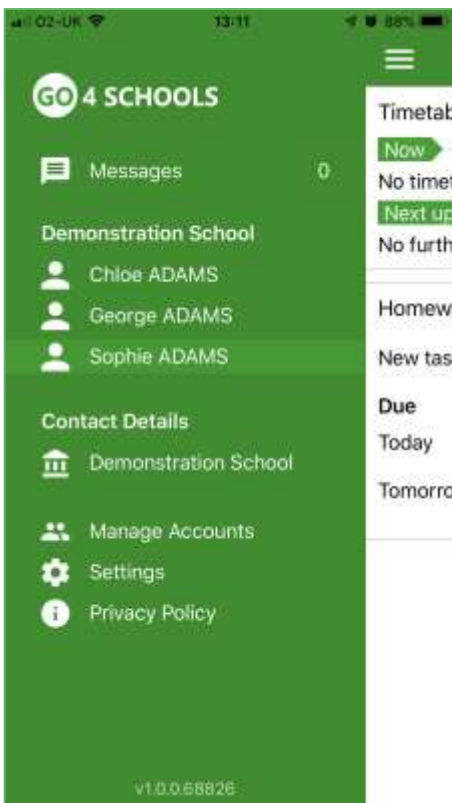
Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.



How to view your messages



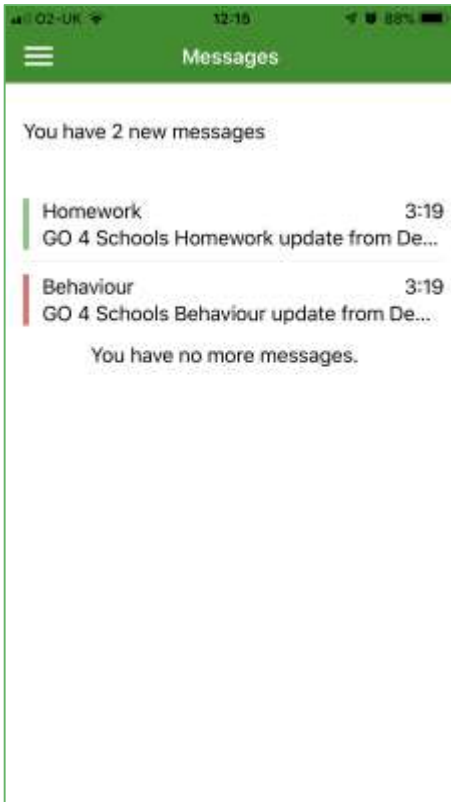
Tap on the menu in the top-left corner to access messages and settings.



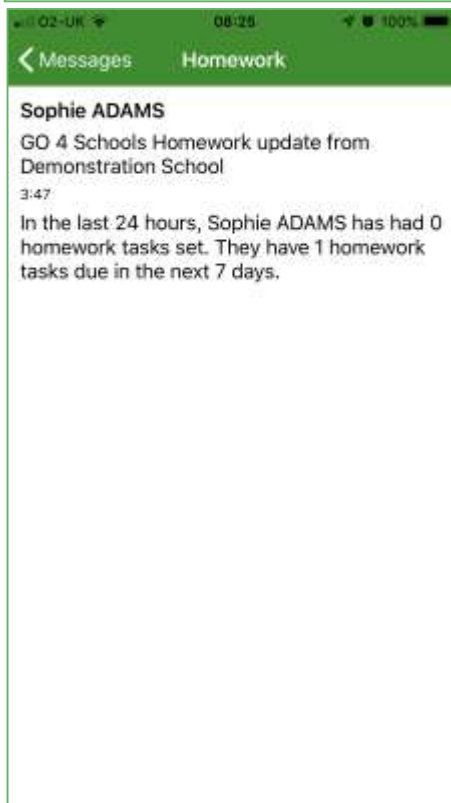
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.



How to view your messages



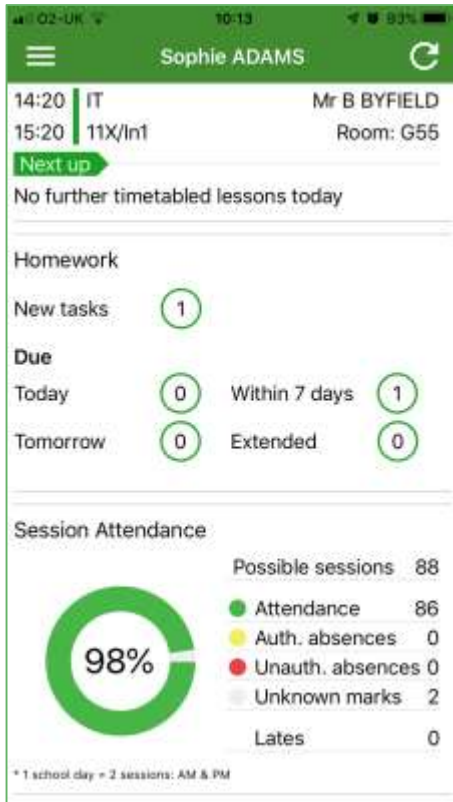
In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.



How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

