

Year 10	Summative One	Summative Two	Summative Three																																	
English	In half term two, students will complete an essay response on 'Macbeth'. This will require students to demonstrate their full knowledge of the whole text.	In half term three, students will complete a Component One paper from the English Language Paper 1 which will require them to read and infer information based on a 20 th Century piece of prose.	In half term five, students will complete a Component Two paper from the English Language Paper 1 which will require them to compose a piece of prose based on a choice of prescribed titles.																																	
Maths	In half term two, foundation tier students will be assessed on their knowledge of data handling and representation. Whilst higher tier students will focus on "higher only" topics such as circle theorems and surds.	In half term four, foundation tier students are assessed on their problem-solving skills involving ratio and proportion, as well as measures and accuracy. Higher tier students focus heavily on algebra skills involving quadratic and simultaneous equations.	In half term five, students will complete two exams, one calculator based and the other without a calculator. Non-calculator focusing on number and algebra work, whereas the calculator paper will emphasise shape and space work such as trigonometry.																																	
Science	Half-term 2: Students will sit an assessment on P2 and C4. This will be a mixture of short and longer GCSE questions.	Half-term 3: Students will sit an assessment on B4, B3, C5 and P4. It will also revisit the P2 and C4 topics. This will be a mixture of short and longer GCSE questions.	Half-term 5: Students will sit 3 full GCSE papers at Foundation or Higher level. Biology 1: B1 to B4 Chemistry 1: C1 to C5 Physics 1: P1 to P4																																	
<table border="1"> <thead> <tr> <th colspan="3">GCSE Topics – Year 9, 10 and 11</th> </tr> </thead> <tbody> <tr> <td>B1: Cell Biology</td> <td>C1: Atomic Structure & Periodic Table</td> <td>P1: Energy</td> </tr> <tr> <td>B2: Organisation</td> <td>C2: Bonding</td> <td>P2: Electricity</td> </tr> <tr> <td>B3: Disease</td> <td>C3: Quantitative Chemistry</td> <td>P3: Particles</td> </tr> <tr> <td>B4: Bioenergetics</td> <td>C4: Chemical Changes</td> <td>P4: Atoms & Radiation</td> </tr> <tr> <td>B5: Homeostasis</td> <td>C5: Energy Changes</td> <td>P5a: Motion</td> </tr> <tr> <td>B6: Inheritance</td> <td>C6: Rate & Extent of Change</td> <td>P5b: Forces</td> </tr> <tr> <td>B7: Ecology</td> <td>C7: Organic Chemistry</td> <td>P6: Waves</td> </tr> <tr> <td></td> <td>C8: Chemical Analysis</td> <td>P7: Magnets</td> </tr> <tr> <td></td> <td>C9: Chemistry of the Atmosphere</td> <td>P8: Space (separates only)</td> </tr> <tr> <td></td> <td>C10: Using Resources</td> <td></td> </tr> </tbody> </table>				GCSE Topics – Year 9, 10 and 11			B1: Cell Biology	C1: Atomic Structure & Periodic Table	P1: Energy	B2: Organisation	C2: Bonding	P2: Electricity	B3: Disease	C3: Quantitative Chemistry	P3: Particles	B4: Bioenergetics	C4: Chemical Changes	P4: Atoms & Radiation	B5: Homeostasis	C5: Energy Changes	P5a: Motion	B6: Inheritance	C6: Rate & Extent of Change	P5b: Forces	B7: Ecology	C7: Organic Chemistry	P6: Waves		C8: Chemical Analysis	P7: Magnets		C9: Chemistry of the Atmosphere	P8: Space (separates only)		C10: Using Resources	
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RE	In half term 1 & 2, students move onto the second component of the GCSE: Foundational Catholic Theology. Again, this is split into two units; Origins and Meaning then followed by Good and Evil. They will have studied some of the content as it is featured in the Y9 Judaism unit but in Y10 they get a greater understanding of the Catholic perspective on these areas. For the summative assessment the students will display their knowledge and understanding about Stewardship and the use and significance of the Bible.	In half term 3 & 4, the focus will still be on the Origins and Meaning unit. For the summative assessment this term, students will complete half of a GCSE paper and all the questions will be focused on the Origins and Meaning unit. Students will need to be able to define the term 'inspiration'. Describe St Augustine's theory on creation. Explain Catholic and Jewish views on the subject of abortion. To conclude they will create an extended piece of writing on the religious and non-religious views surrounding Creation. They will need to evaluate the different views on these areas.	In half term 5 & 6, we delve into the Good and Evil unit content. This is the final section needed for Foundational Catholic Theology. For the summative assessment, the paper will have questions from both Origins and Meaning and Good and Evil units. The students will need to be able to define the terms 'immanent' and 'Trinity'. They will need to describe the importance of Interfaith dialogue including to reference 'Nostra Aetate' and how the incarnation helps solve the problem of evil. They will explain the importance of artwork like Michelangelo's 'Creation of																																	

			Adam' and explain Christian beliefs on the relevance of Jesus. To conclude, students will create an extended piece of writing on if it is a Christian's duty to help the poor and needy and whether suffering proves there is no God. They will need to evaluate the different views on these areas.
Geography	In half term two, students will be tested on their knowledge of Urbanisation, Global Cities, Rivers and Coasts through 54-marks worth of GCSE-style questions.	In half term 4, students will be tested on their knowledge of Development, Coasts and Climate Change through 32-marks worth of GCSE-style questions.	In half term five, students will be tested on their knowledge of Rivers, Coasts and Climate Change through 50-marks worth of GCSE-style questions.
History	In half term one, students will complete an assessment worth 32 marks. This will require students to answer a 'describe 2 features of' (4 marks) and 'how useful' (8 marks) question on the British sector of the Western Front 1914-18 (Medicine through time). They will answer a 'how far do you agree' (16 marks) for key topic 2 of Early Elizabethan England, 1558-1588. Finally, they will answer an inference question (4 marks) focussed on key topic 1 of Weimar and Nazi Germany.	In half term three students will complete an assessment worth 32 marks. This will require students to answer a 'describe 2 features of' (4 marks) about Early Elizabethan England, key topic 2 (1569-88). They will answer a 'how useful' (8 marks), 'how do the interpretations differ' (4 marks), and 'why do the interpretations differ' (4 marks) about Germany key topic 1, the Weimar Republic. Finally, they will answer an 'explain why' (12 marks) about key topic 3 of Early Elizabethan England, 1558-88.	In half term five, students will complete an assessment worth 32 marks. This will require students to answer an 'explain why' (12 marks) about Industrial and Modern medicine, 1700-present. They will answer 'how could you follow up source A' (4 marks), from the British sector on the Western Front, 1914-18. Finally, they will answer an extended interpretations question (16 marks), about key topic 2 of Weimar and Nazi Germany, 1918-39.
Languages: French	In half term one, students are assessed on their extended writing skills by responding to an exam style 90 or 150 word task on the topic of free time. They should use accurate grammar, syntax and spelling as well as include higher level language for the higher marks.	In half term four, students are assessed on their translation skills by translating French to English and English to French in an exam style question. They demonstrate retrieval and practice of core GCSE vocabulary which they must apply accurately in sentences.	In half term 5 students are assessed using a full suite of exam papers to include reading, listening and a writing paper. They demonstrate their ability to understand and respond to different types of spoken and written language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary French to English on a regular basis is essential preparation for these papers. In the writing paper, they demonstrate the skill of using accurate grammar, syntax and spelling as well as high level language.
Language: German	In half term one students are assessed on their extended writing skills by responding to an exam style 90 or 150 word task on the topic of free time. They should use accurate grammar, syntax and spelling as well as include higher level language for the higher marks.	In half term four, students are assessed on their translation skills by translating German to English and English to German in an exam style question. They demonstrate retrieval and practice of core GCSE vocabulary which they must apply accurately in sentences.	In half term 5 students, are assessed using a full suite of exam papers to include reading, listening and a writing paper. They demonstrate their ability to understand and respond to different types of spoken and written language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary German to English on a regular basis is essential preparation for these papers. In the writing paper, they demonstrate the skill of using accurate grammar, syntax and spelling as well as high level language.

<p>Art</p>	<p>During half term 1A, pupils produce a set of artist research pages on the artist Mary O'Malley, where pupils produce a design for a vessel demonstrating influences from O'Malley's series of work "Bottom feeders". Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, use of a pencil to shade and show three dimensionally.</p> <p>During half term 1B Pupils produce a set of artist research pages on the artist Kate Malone where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students need to demonstrate the ability to take a starting point and develop their own fully resolved idea for a ceramic piece which is themed around the sea. As well as their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, understanding of form and shape and its importance in three-dimensional art.</p> <p>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 2A, pupils produce a set of artist research pages on the artist Gabrielle Bacielle where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Using her work as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around coral formations. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their mark making drawing and recording skills with a particular focus on surface texture and pattern.</p> <p>During half term 2B, pupils produce a set of artist research pages on the artist Ewa Kwong where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Using her work as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around sea themed surface patterns. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their understanding of composition and its importance within function and ceramics.</p> <p>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 3A, pupils produce a pinch pot fish, a coil pot anemone and finally a slab-built tile. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their ability to confidently manipulate clay into a final sculptured outcome.</p> <p>During half term 3B, pupils will sit a 5 Hour practical exam where pupils are expected to construct a final fully realised sculptured clay outcome around the theme of "the sea". All work produced so far from this academic year as well as Y9 known as coursework will also be used to inform the overall holistic predicted grade expected to be achieved.</p> <p>Note Coursework accounts for 60% of the final GCSE Art and Design grade.</p>
<p>Music</p>	<p>During term 1, students will be marked on a solo or ensemble performance using the Eduqas performance criteria.</p>	<p>During term 2, students will be marked on their "free composition" using the Eduqas composition criteria.</p>	<p>During term 3, students will sit an exam board paper which will test their knowledge on AOS 1 (musical forms and devices) AOS 2 (Music for Ensemble) and AOS3 (Film Music).</p>
<p>Drama</p>	<p>During Term 1, students will be assessed on their devised performances. This will be a combination of their written log and performance.</p>	<p>During Term 2, students will be assessed on the further progress made to their devised performances. This will be a combination of their written log and performance.</p>	<p>During term 3, students will be assessed using a full examination paper. Students will be answering questions on all 3 sections of the paper.</p>
<p>Product Design</p>	<p>In half term one, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p>	<p>At the beginning of half term four, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p>	<p>In half term five, the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p>

(Resistant Materials and Textiles)	<p>Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10 so far) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p>	<p>Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10 so far) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p>	<p>Section A – 10 marks (taught in Y9) Section B- 15 marks (Taught in Y10) Section C- 25 marks (Taught throughout Y9 and Y10.) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p>
Revision List	<p>Section A S1.19 - Material properties S1.8 - Production techniques and systems- Technology push / pull S1.9 -How the critical evaluation of new and emerging technologies informs design decisions- Planned obsolescence S1.13- Different types of movement S1.16- Metals and Alloys S1.11- Smart materials S1.8- Production techniques and systems- JIT Section B S2.2- Forces and stresses S2.3 Ecological and social footprint S2.4- The 6R's S2.1- Selection of materials or components S2.5- Social issues in the design and manufacture of products Section C S3.5- The work of others S3.10- Selection of materials and components- Product analysis S3.8- Communication of design ideas – 2D/ 3D drawings / CAD / Scale drawings/ Orthographic Maths – finding %</p>	<p>Section A 1.3 Environmental issues 1.2 Enterprise 1.11 Smart 1.16 Alloys 1.9 Planned Obsolescence Section B 2.6 Materials and Stock forms 2.8 Modification of properties 2.11 Scale of production 2.4 6R's Section C 3.10 Product Analysis – safety features / anthropometrics 3.8 Two-point perspective Maths – calculating areas/ percentage wastage 3.1 Advantages Primary research – existing products 3.1 Ergonomics 3.2 Specifications ACCESSFM</p>	<p>Section A 1.11 Technical Textiles 1.10 Renewable Energy 1.13 Changing magnitude and direction of force - Pulleys, Gears and Linkages 1.11 Smart Materials 1.11 Composite Materials 1.15 Manufactured Boards 1.12 Microcontrollers Section B 2.6 Stock Forms 2.9 How to shape and form using cutting, abrasion and addition processes 2.11 Scales of production 2.3- 3.5 Product life cycle analysis Section C 3.6 Modelling and prototyping 3.8 Orthographic projection/ Isometric drawing Maths- calculating volumes 2.14 Tolerances 3.2 Specifications ACCESSFM 3.10 Product Analysis – Function – Environmental impact</p>
GCSE PE	<p>In Half term two, students will complete a 60-mark paper, testing their knowledge recall and practical application of Anatomy and Physiology in sport. Additionally, students will be assessed in their practical performance for one of their second sports.</p>	<p>In half term four, students will be assessed on a 60-mark exam, including the psychology of sport and participation trends in society.</p>	<p>In half term five, students will be assessed on a 60-mark exam, including the psychology of sport and participation trends in society, factors affecting participation, diet and nutrition. Additionally, students will be assessed in their practical performance for one of their second sports.</p>

BTEC PE	In term one, students will produce a written report, in response to a scenario that explores provision of sport and physical activity for different types of participant, including barriers to participation. Furthermore, on half term two, students will examine equipment and technology required for participants to use when taking part in sport and physical activities. This will be presented through a PowerPoint presentation.	In half term 3, students will examine equipment and technology required for participants to use when taking part in sport and physical. This will be presented through a PowerPoint presentation. Furthermore, students will be assessed in their ability to design a structured warm-up, and lead others effectively.	In half term 6, students will be assessed on component 3, through an interleaving knowledge exam of 60 marks which involves the following topics, fitness testing, components of fitness, exercise intensities and the principles of training.
Computing	In half term one, students will complete an assessment that includes writing algorithms and completing shorter questions on paper 1 computer systems.	In half term three, students will sit an assessment with equal weighting of questioning from paper 1 computer systems and paper 2 algorithms/programming.	In the final term, students will complete an assessment with a mix of small and bigger 6-mark questions that cover previous topics as well as system security, ASCII code, and writing code in a high-level programming language.
IMedia	In half term one, students will complete an assessment made up mainly of shorter questions but also have some 6 and 9 mark questions. Topics to be covered include: - media sectors, job roles, style, content and layout and also preproduction planning.	In half term three, students will sit an assessment mainly of shorter questions but also have a few 6- and 9-mark questions. Questions will be on client requirements, target audience research methods, preproduction planning and previous topics.	In the final term, students will sit an assessment following similar format to summative 2 and include questions on production phases, style content and layout, laws and legislation, preproduction planning and previous topics.
Business	In half term 1 student will complete section B of a past full GCSE exam paper 1, Investigating a business. This section can include questions from Enterprise and entrepreneurship (1.1) Spotting a business opportunity (1.2), Putting a business into practice (1.3), Making a business effective (1.4) Understanding external influences (1.5). All questions will be case study based and will contain 1,2,6 and 9 mark questions.	In half term 3 students will complete a series of exam questions that are either knowledge or case study based. These questions can include multiple choice, 1, 2, 3 ,6, 9 and 12 mark questions. Exam questions will be based on the topics; Putting a business idea into practice (1.3), Understanding external influences (1.5) and Growing the business (2.1).	In half term 5 students will complete a series of exam questions that are either knowledge or case study based. These questions can include multiple choice, 1, 2, 3 ,6, 9 and 12 mark questions. Exam questions will be based on theme 2 topics building a business and potentially will include, Growing a business (2.1), Making marketing decision (2.2), Making operational decision (2.3).
Health and Social Care	<p>During term one, students will complete work on their Non examined assessment (NEA). Students will complete Task 1 and Task 2a for unit RO33 (supporting individuals through life events). For this, students will describe development across the life stages. They will apply knowledge of life events and factors which can impact development to their chosen case study. Students will also be required to consider the needs of the individual whilst evaluating sources of support available following the life event. These tasks will require students to complete an interview on a chosen individual.</p> <p>Please note that the NEA will contribute towards the student's final grade.</p>	<p>During term two students will complete work on their non examined assessment (NEA). Students will complete Task 2b for unit RO33 (supporting individuals through life events). For this, students will be required to research, recommend and apply sources of support specific to the case studies individual needs. Students will be required to justify the decisions they have made.</p> <p>Please note that the NEA will contribute towards the student's final grade.</p>	<p>During term 3 students will sit a complete Health and Social Care exam paper (R032) which is focused on the principles of care in health and social care settings. This will include a range of questions on all 4 taught topics:</p> <ul style="list-style-type: none"> • Rights of the service users • Person-centred values • Effective communication • Protecting service users and services providers <p>The questions will test students recall and application of knowledge. Extended questions will require students to recall and evaluate knowledge.</p>

