



**GLEBELANDS**

**Curriculum  
Information  
Booklet  
For Year 10  
Students  
and Parents**

# **SUBJECT DETAILS IN ALPHABETICAL ORDER**

## **FSMQ Additional Mathematics with GCSE Statistics**

**FSMQ Additional Mathematics** is a level 3 qualification (above GCSE) which provides candidates with an introduction to the mathematics studied in AS and A Level GCE modules such as differentiation and integration. It acts as an excellent bridge between GCSE and “A” Level and will enrich their understanding of many parts of the GCSE course. Pupils taking this course should be expected to achieve a **9 or 8** on the GCSE (9-1) Mathematics course.

**GCSE Statistics** will provide pupils with a critical appreciation of Statistics and its place in everyday life. It encourages pupils to develop enquiring minds and become effective and independent learners. With a focus on handling data and probability, pupils acquire skills in and understanding of statistical concepts and methods. GCSE Statistics helps pupils develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

## **Art and Design**

The work undertaken in Year 10 and Autumn Term of Year 11 is called your ‘Portfolio of Work’ and is worth 60% of the final grade.

In Term 1 and 2, students will visit the Tate Modern and study the theme of Structures by looking at different approaches that artists have taken to producing sculptures. Students will study artists’ work at first hand, generate and develop ideas for 3D practical work.

In Term 2 and 3, students will visit a place of interest and study the theme of Colour. They will look at different approaches artists have taken to produce 2D work. Students will generate and develop ideas for 2D practical work.

All students know they can receive help and work under supervised conditions in the art rooms two evenings a week.

Students also know they are expected to do homework of 2 hours minimum every week.

# Computer Science

Students complete 3 assessed units.

## Unit 01 – Computer Systems

This unit will introduce students to the Central Processing Unit and how it works. It will cover computer memory and storage, wired and wireless networks and different network topologies. Students will become familiar with the impact computer science has had globally by looking at ethical, legal, cultural and environmental issues

## Unit 02 – Computational thinking, algorithms and programming

This unit introduces students to programming. They will learn about algorithms and programming techniques. They will be taught how to build programs that store/ sort and search for data. Students will be taught the process of building programs from the planning stage of PSEUDO code to creating flow charts and also testing their final solutions. Learning about how data is represented is also a key aspect of this unit. This will mean that students will be able to convert binary to decimal, denary to hexadecimal and vice versa and be able to binary codes.

## Unit 03 – Programming Project

This builds on the knowledge and skills students have been taught in Unit 02. Students will have 20 hours of controlled assessment supervision to complete 3 tasks. For each of the 3 tasks they must produce the following:

- Success criteria
- PSEUDO Code
- Flow Chart
- Variable plan
- Test Plan
- Completed annotated program
- Testing table
- Evaluation

Unit 01 is 40% of the total assessment for this GCSE. It is assessed by a 1 hour 30 minute examination paper set by OCR.

Unit 02 is 40% of the total assessment for this GCSE. It is assessed by a 1 hour 30 minute examination paper set by OCR.

Unit 03 is 20% of the total assessment for this GCSE. It is assessed in school under controlled conditions. The brief for the task is provided by OCR and will be allocated 20 hours of supervised time. No Internet is allowed and students must work independently.

# Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing student's practical cookery skills to give them a strong understanding of nutrition.

Students will make a variety of dishes using a wide range of cooking methods and equipment.

The range of ingredients used will reflect a healthy diet and one based on the five main food groups of the Eat Well Plate.

Further details can be found on the AQA examining board website:

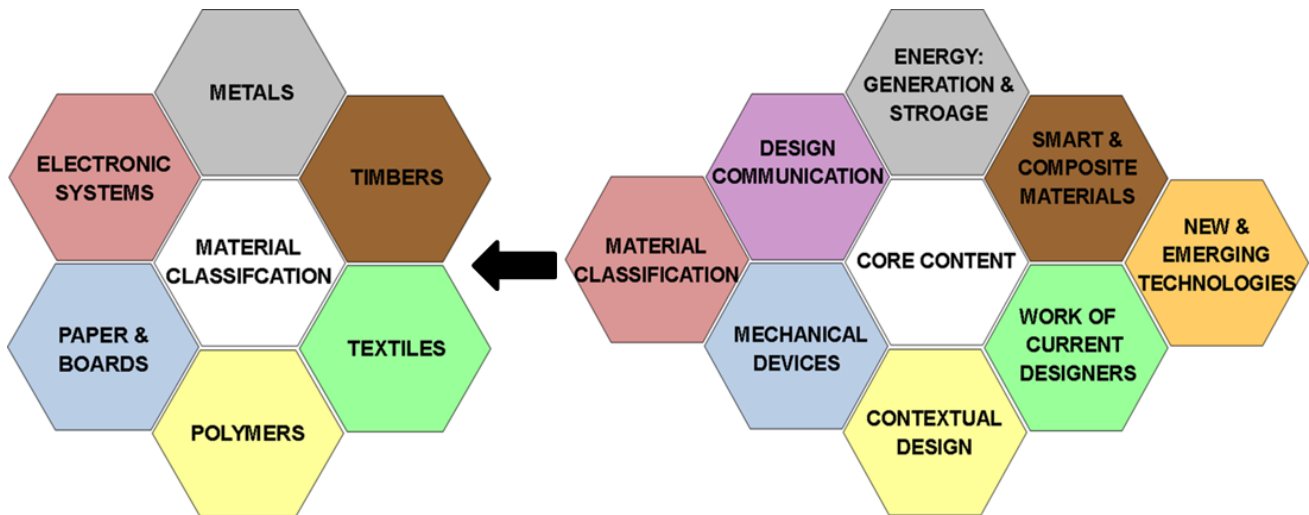
<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

A great deal of the specification will be taught through practical, this ensures a greater understanding of functions and working characteristics of the foods.

Students will be cooking a range of foods each week and will need to provide their own ingredients.

# GCSE Design & Technology

The GCSE in Design & Technology is a combine course which encompasses all of the elements within the Core Content and one area within the Material Classification section. The course will be assessed with both non-exam assessment (NEA) and examinations. They will be evenly split: 50% NEA and 50% exam.



Students will need to choose one Material Classification area to specialise in:

**Paper & Boards:**

This will be offered as the classification area for **Graphic Design**

**Timbers:**

This will be offered as the classification area for **Resistant Materials**

**Textiles:**

This will be offered as the classification area for **Textile Technology**

Students in Year 10 will undertake a series of short design & make tasks to develop practical skills and consolidate theoretical knowledge within their material classification

NEA	Exam
<p><b>What's assessed?</b>                      Practical application of:                      Core technical principles                      Specialist technical principles                      Design and making principles</p>	<p><b>What's assessed?</b>                      Core technical principles                      Specialist technical principles                      Design and making principles</p>
<p><b>How it's assessed?</b>                      30-35 hours                      100marks                      50% of GCSE                      A3 portfolio                      Practical outcomes</p>	<p><b>How it's assessed?</b>                      Written exam: 2 hours                      100marks                      50% of GCSE</p>

**Extra costs and requirements**

The majority of the course costs are covered by the department and school. However a contribution will be requested. This will help us develop and provide a varied and exciting curriculum. *Additional cost may be incurred if students choose to build a product that includes more expensive components.*

## Drama

- Two practical assessments
- Mock examination in December

Written examination in 3 sections:

- Section A: Roles in the theatre
- Section B: Study of a self text
- Section C: Study of a live production seen

The written examination requires careful study and consideration of the 'Process of Drama'. Students complete a Drama Diary throughout each controlled assessment which aids with revision.

There will be at least two theatre visits over the course of the GCSE course. It is **essential** students attend these visits as they will be required to write about a live theatre production in their examination in June of Year 11. Students are also encouraged to attend theatre productions independently.

Students need to complete two practical assessments and will prepare for and take a 'mock' written examination, as well as an examination in June.

The first assessment marks are broken up into two sections: students are awarded marks for their 'devising log, and their individual, final performance within the group.

Examination: 40% - This is externally set and marked at the end of Year 11. Students will take a practice examination in Year 10 and a mock examination in Year 11, as well as completing practice questions throughout the course.

Due to the performance nature of this work, "pressure" points inevitably build up as the date of a performance approaches: students must expect to spend extra time, in the Drama Studio, working as a responsible member of a group at these times. Written records of practical work should be completed at home each week while a performance is being prepared.

### **Parents can help by:**

- Ensuring that their son/daughter misses the absolute minimum number of lessons and rehearsals. Please check after school commitments before making dentist/hair appointments, etc.
- Helping with research/practice tasks. For example, going through lines of their play to aid script learning. Ensure that they always have their scripts to hand when they need them.
- Give encouragement, especially at pressure points. It is quite normal for performers to go through a period of believing that the production will be awful or will simply never happen. Your support makes a huge difference.
- Should you have any concerns or questions, please contact the Drama Department.

# English Language and English Literature

Students are entered for the new version of AQA English Language (8700) and English Literature (8702)

## Assessment of English Language

- 2 final exams account for 100% of final grade

Students will also be required to sit a Spoken Language assessment where they will have to present a short talk and answer questions based on what they have said. Students will be awarded a certificate for this, **but it does not contribute to final English Language grade.**

## Assessment of English Literature

- 2 final exams account for 100% of final grade

## Programme of Study: Year 10

### Autumn

- Set poetry study – AQA poetry anthology
- Descriptive/narrative writing skills and literary fiction exam practice

### Spring

- Complete study of Set Poetry, including unseen poetry practice
- Year 10 exam preparation
- Study of Modern Prose/Drama – An Inspector Calls **OR** DNA

### Summer

- Argumentative writing skills and literary non-fiction exam practice
- Study of a Shakespeare play - Macbeth

# French

The GCSE French course is designed to develop all four skills (listening, speaking, reading and writing) through varied teaching approaches and learning styles.

Students will be set reading, writing and/or listening homework every week and will need to participate actively in all lessons. Vocabulary and grammar points should be learnt and reviewed continually throughout the course, so it is advised that students get into a regular routine of several short practice sessions each week.

Examinations will be taken in all four skills and each element will account for 25% of the overall GCSE grade.

Topics covered will include:

- Identity and culture (Relationships, technology, free-time, customs in French-speaking countries)
- Local, national, international and global area of interest (Home, local region, social and global issues, travel and tourism)
- Current and future study and employment (School life and education post-16, career choices and ambitions)

# Geography

Three exams all sat at the end of year 11. You will need to complete two field trips one human and one physical. You will be assessed on these field trip skills and content during all three of the exams.

## **Our Natural World (1 hour 15 mins)**

Global Hazards  
Changing Climate  
Distinctive Landscapes  
Sustaining Ecosystems

(Field work & Geographical skill questions)

## **People and Society (1 hour 15 mins)**

Urban Futures  
Dynamic Development  
UK in the 21<sup>st</sup> Century  
Resource Reliance

(Field work & Geographical skill questions)

## **Geographical Exploration (1 hr 30 mins)**

Geographical Skill  
Decision Making Exercise

# GCSE History Year 10

## ***What is GCSE History?***

History is the study of past events, people and societies.

GCSE History combines developing your reading and synthesis of sources of information as well as being able to construct critical extended answers which weigh up differing points around a key topic, event or individual.

## ***What skills will I learn?***

You will learn how to apply skills such as analysis and interpretation of sources, evaluating cause and consequence, change and continuity, diversity and significance.

You will be expected to be able to learn knowledge and complete comprehension exercises in class.

Extended writing is very important for improving grades in History

Studying History will develop both your reading, thinking skills and writing and you will learn to understand events from many different perspectives.

## ***Topics of study:***

Paper 1. British thematic study with historic environment.(30% weighting).

Exam 1 hr 15 minutes. Will be taught in Year 11.

Crime and punishment in Britain, c1000 to present. (20%).

Whitechapel, c1870–1900: crime, policing and the inner city. (10%).

Paper 2. Period study and British depth study. (40% weighting).

Exam 1 hr and 45 minutes.

**Year 10 content for 2018/19 Spring Term:**

**The American West, c1835–c1895. (20%).**

Anglo-Saxon and Norman England, c1060–88. (20%). Will be taught in Year 11.

**Year 10 content for 2018/19. Autumn Term:**

**Paper 3. Modern depth study. (30% weighting).**

**Exam 1 hr and 20 minutes.**

**Weimar and Nazi Germany, 1918–39. (30%).**

There will be one GCSE trip to Arundel Castle in Summer Term Year 10 to support the Anglo-Norman topic.

Please note the content will not be taught in paper order.

## ***How will I be assessed?***

At the end of each module you will complete an assessment which will focus on the key historical skills: Using evidence, diversity, change and continuity, cause and consequence, interpretation and significance as well as demonstrating knowledge and understanding. You will also be asked to self and peer assess various pieces of extended writing throughout the course. Homeworks will be set regularly which will be marked against exam specifications.



## **iMedia**

The Cambridge Nationals (BTech) in Creative iMedia lets learners gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation and offers a hands-on approach to learning.

iMedia also provides opportunities to develop useful transferable skills such as research, planning, and reviewing their work. At Glebelands we offer exciting units such as graphics, building websites and creating computer games"

## **Learning for Life**

Learning for Life gives students the knowledge, skills and understanding to play an effective role in society and develop to their full potential.

In Year 10 the students are given information and advice to help them decide the most suitable work experience placement. They will be provided with guidance and support in order to ensure a successful experience. They will also start to prepare for Post 16 options and complete their Record of Achievement.

Other areas that will be covered will include Citizenship, Human Rights and responsibilities, Health issues, Relationships and Sex Education, Politics, Justice System and Economic wellbeing.

## **Mathematics**

Students will sit one non-calculator and two calculator examinations at the end of Year 11, which will determine their GCSE grade (there is no Controlled Assessment).

There are two tiers of entry for GCSE Mathematics—Higher (Grades 4-9) and Foundation (Grades 1-5). Students are expected to bring the correct equipment to each lesson (**including a scientific calculator**). Equipment, Revision Cards and Revision Guides may be ordered from the Print Room. The use of Hegarty Maths website is particularly recommended for revision and working on areas that pupils need to improve.

It is essential that students practise their Mathematical skills regularly and should be completing one hours homework each week. To help them with this the website below provides explanations and online worksheets for all the topics covered throughout Years 10 and 11. If students miss any lessons it is expected that they use this website to catch up.

Useful website:

<https://hegartymaths.com/>

<https://trockstars.com/>

<https://www.onmaths.com/>

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

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

[www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)

Enrichment activities

The student drive ("S" drive) on the school network—accessible from home

<https://hegartymaths.com/>

Examination Board

Edexcel (Linear)

# Physical Education - AQA

## PAPER 1-

The Structure and functions of the musculoskeletal system (Bones, Joints, Skeleton, Muscles)  
The Structure and functions of the Cardio-Respiratory system (Heart, Lungs, Gaseous exchange)  
Anaerobic and Aerobic exercise  
The Short and Long term effects of exercise on the body  
Movement analysis- Levers, types of movements allowed at joints  
Planes and axes of movement  
Physical Training  
The Components of Fitness and Fitness Testing  
The Principles of Training and Types of Training  
How to optimise training and prevent injury  
Effective use of warming up and cooling down  
Use of data- demonstrate how to collect data both qualitative and quantitative  
Presenting and analysing data

## PAPER 2-

Socio-cultural influences and well-being in physical activity and sport.  
Sports psychology.  
Classification of skills (Open/Closed).  
The use of goal setting and targets to improve/optimize performance.  
Information Processing model.  
Guidance and feedback on performance.  
Mental Preparation for performance.  
Engagement patterns with different social groups.  
Commercialisation of physical activity and sport- Sponsorship/media influences.  
Ethical and socio-cultural issues in physical activity and sport- performance enhancing drugs.  
Health, Fitness and well being.  
The consequences of a sedentary lifestyle- somatotypes.  
Energy use, Diet and Nutrition.

## How will I be assessed?

The theory aspect of the course is divided into **two** papers (both worth 30%)

### **Paper 1: The human body and movement in physical activity and sport (30%) 1 hour 15 minutes**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### **Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%) 1 hour and 15 minutes**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

## **The practical aspect of the course is worth 40% (Non-exam assessment)**

Practical performance in **three** different physical activities in the role of player/performer – for a full list of these, please see the PE department.

(One in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity

- Assessed by teachers

will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

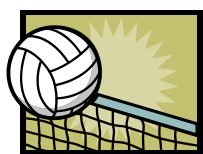
Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in **one** activity.

## PE—Extra Curricular

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the PE Twitter feed, in the PE foyer and on the school website.

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, Twitter and on the school website. Team sheets on display will give all the necessary information about the fixture.

Timings of fixtures vary, but most will finish between 5-6 pm. Details will always be on display on the notice boards in the PE department.



## Religious Education - Core

This will be broadly based around AQA GCSE Short Course specification.

Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study. As the religious traditions of Great Britain are, in the main, diverse. Students will consider different beliefs and attitudes to current issues, both religious and non-religious in contemporary British society.

## Religious Studies - GCSE

**All students study two different global religions. The course is divided into two sections. Section A is focused on the study of beliefs, teachings and practices in Christianity and Islam. Section B is focused on Religious Ethics and how these affect our daily lives.**

Section A:

The study of religions: beliefs, teachings and practices.

Christianity.

Islam.

Section B:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme F: Religion, human rights and social justice.

## Combined Science B - OCR 21st Century Science (J260)

Students not taking Triple Science follow GCSE Combined Science and will achieve a double grade for this GCSE by the end of Year 11. The grade will be on a 17 point scale going from 1-1 to 9-9. The GCSE Combined Science covers aspects from Biology, Chemistry and Physics.

### Examination Assessment:

Biology	Chemistry	Physics
B1: You and your Genes	C1: Air and Water	P1: Radiation and Waves
B2: Keeping Healthy	C2: Chemical Patterns	P2: Sustainable energy
B3: Living Together - food and ecosystems	C3: Chemicals of the natural environment	P3: Electric Circuits
B4: Using food and controlling growth	C4: Material Choices	P4: Explaining Motion
B5: The human body - staying alive	C5: Chemical Analysis	P5: Radioactive Materials
B6: Life on Earth - past, present and future	C6: Making Useful Chemicals	P6: Matter - models and explanations
BCP7: Ideas about Science		

The overall assessment consists of four examinations to be completed at the end of year 11 all containing a combination of structured questions, from short answer to longer response. The final Synoptic paper can cover any topic area, but will have a focus on skills assessment.

Biology	95 mark - 1h 45m - 26.4%
Chemistry	95 mark - 1h 45m - 26.4%
Physics	95 mark - 1h 45m - 26.4%
Synoptic	75 mark - 1h 45m - 20.8%

This is a new GCSE specification so all revision materials must state from 2016.

Pupils can be entered for foundation tier (grades 1-1 to 5-5) or higher tier (grades 4-4 to 9-9) in GCSE Combined Science for any of the examinations.

### Practical Assessment:

Unlike the previous GCSEs in Science, controlled assessment has been removed and replaced with an expectation that pupils will complete a series of practical tasks throughout the course; which could then be assessed via the examinations papers. These are an integral part of the delivery of the course and although we will do all we can to ensure that pupils have a number of opportunities to complete each one, regular attendance is crucial to ensure that no content is missed.

### Progression:

This course will prepare pupils to be able to go on and study the sciences at A level however due to the rigour of the sciences a minimum expectation for entry on to a course is likely to be a grade 6.

# Triple Science - OCR 21st Century Science

These students will study the same curriculum for GCSE Combined Science however it will cover the course in greater breadth and depth preparing students to take the sciences further at A level. Pupils will receive a separate grade for Biology, Chemistry and Physics on a scale from 1-9

## Examination Assessment

Biology	Chemistry	Physics
B1: You and your Genes	C1: Air and Water	P1: Radiation and Waves
B2: Keeping Healthy	C2: Chemical Patterns	P2: Sustainable energy
B3: Living Together - food and ecosystems	C3: Chemicals of the natural environment	P3: Electric Circuits
B4: Using food and controlling growth	C4: Material Choices	P4: Explaining Motion
B5: The human body - staying alive	C5: Chemical Analysis	P5: Radioactive Materials
B6: Life on Earth - past, present and future	C6: Making Useful Chemicals	P6: Matter - models and explanations
BCP7: Ideas about Science		

The overall assessment consists of two synoptic examinations for each area of science. One paper will be a breadth paper covering a larger number of topic areas containing a combination of structured questions, from short answer to longer response. The second examination is a depth paper and will have less topic areas covered but in more detail. This paper is likely to contain more of the practical skills assessment.

### Biology B (J257)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

### Chemistry B (J258)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

### Physics B (J259)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

This is a new GCSE specification so all revision materials must state from 2016.

Pupils can be entered for foundation tier (grades 1-1 to 5-5) or higher tier (grades 4-4 to 9-9) in Triple Science for any of the examinations.

## Practical Assessment:

Controlled assessment has been removed and replaced with an expectation that pupils will complete a series of practical tasks throughout the course; which could then be assessed via the examinations papers. These are an integral part of the delivery of the course and although we will do all we can to ensure that pupils have a number of opportunities to complete each one, regular attendance is crucial to ensure that no content is missed.

## Progression:

This course will prepare pupils to be able to go on and study the sciences at A level however due to the rigour of the sciences a minimum expectation for entry on to a course is likely to be a grade 6.

## Spanish

The GCSE Spanish course is designed to develop all four skills (listening, speaking, reading and writing) through varied teaching approaches and learning styles.

Students will be set reading, writing, grammar and/or listening homework every week and will need to participate actively in all lessons. Vocabulary and grammar points should be learnt and reviewed continually throughout the course, so it is advised that students get into a regular routine of several short practice sessions each week.

Examinations will be taken in all four skills and each element will account for 25% of the overall GCSE grade.

Topics covered will include:

- Identity and culture (Relationships, technology, free-time, customs in French-speaking countries)
- Local, national, international and global area of interest (Home, local region, social and global issues, travel and tourism)
- Current and future study and employment (School life and education post-16, career choices and ambitions)

## Sport Science

The Cambridge Nationals (BTech) in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance.

There are two mandatory units students will follow:

### **Reducing the risk of sports injuries**

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

### **Applying principles of training**

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

To achieve the certificate, students will also study two further units from a further four optional units. The PE department will choose the units from the following options..

## Special Options

Students who chose this option will attend their college placements every Thursday at a designated location throughout Year 10. Students should dress appropriately for their placement; It is suggested that for the first visit students dress smart/casual. Although students are technically off site they are still representing the school and a hard working attitude and good manners are essential.

Assessment in the Special Options courses is practical and students will be kept informed of the module tests where appropriate as they progress through their course. All specialised equipment will be supplied and additional theory time will also be allocated during the school week to enable students to concentrate on making good progress.

On occasion the college attendance dates differ from Glebelands and students should work from home on those days that the colleges are closed to students. Additionally if students are requested to come in for module tests or other official days students should attend school in uniform and bring a change of clothing for going to college later. Any absences from college must be reported to the school **and** college immediately please.