



THORNTON

**CURRICULUM  
INFORMATION  
2021 / 2022**

**YEAR 10 & 11**

## CURRICULUM INFORMATION

*This booklet is designed to familiarise you with the content and assessment procedures of each course offered to your daughter in years 10 and 11. Every subject is covered in detail; we have specified termly content in many subjects, so that parents can have a better understanding of the topics being studied at a particular time. However this should be treated only as a guide, as length of terms varies, as does the pace of lessons.*

*Students at this level should be completing approximately two hours of homework each evening. This will enable your daughter to consolidate her knowledge, to practise skills and cover the requirement of the curriculum.*

*Your daughter should record the homework set for each subject and when it is due. Please ensure that you check and sign the homework diary each week. We hope that the homework diary can be an immediate medium of communication between home and school for parents, teaching staff and form tutors.*

*During Year 10 and 11 the girls complete a considerable amount of coursework and specific deadlines will be given to your daughter during her course.*

*We hope that you will find this booklet useful.*

# Curriculum Information

## Year 10 / 11

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### Year 10

**Subject:** Art, Craft & Design GCSE

**Board:** Edexcel (2016 Specification)

**Syllabus code:** Art, Craft & Design (1AD0)  
Photography (1PY0)

The department offers students the facility to study for a GCSE in Art, Craft & Design or to specialise in one of these endorsed titles: GCSE Art Textiles or GCSE Photography.

The aims of these specifications are to encourage candidates to:

- Actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds. **Written annotation is a requirement in GCSE Art and Design and should be purposeful**, showing analytical and critical understanding of the student's work and the work of others.
- Develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts. Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques. **Drawing in different ways is key to the Syllabus.**
- Develop competence, with increasing independence, in refining and developing ideas and proposals, and personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, media and technologies in historical and contemporary contexts, societies and cultures. Also, develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

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These specifications further provide opportunities for candidates to gain:

- A personal interest in why art and design matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- Experience of working within real and relevant frameworks;
- Experience of the work practices of individuals, organizations and creative and cultural industries;
- Understanding of art, craft and design processes and associated equipment and safe working practices.

The Art GCSE consists of 2 units. (Art, Craft & Design, Photography, Sculpture and Art Textiles require the student to follow the same pathway but engage in different specialist content.)

### **Component 1: Personal Portfolio.**

For this unit the student needs to produce a portfolio of work showing their personal response to a starting point. This controlled assessment allows approximately 45 hours in which to produce the portfolio.

***Component 1 is worth 60% of the total GCSE Art & Design marks***

### **Component 2: (ESA) Externally Set Assignment**

The question paper will be issued on January 2<sup>nd</sup> of Year 11 and will provide candidates with a range of written and visual starting points. From these one must be selected upon which to base their personal response. The 10 hour supervised ESA; set task will follow a preparatory period of approximately 10 weeks.

***Component 2 is worth 40% of the GCSE Art & Design final mark.***

There are now six levels of performance rather than five: extra levels of performance allows one to differentiate between students of different abilities more easily.

**Work in both units is assessed using the following criteria:**

#### **AO1 Develop**

Develop ideas through investigations, demonstrating critical understanding of sources. One of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.

#### **AO2 Experiment**

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

#### **AO3 Record**

Record ideas, observations and insights relevant to intentions as work progresses there is a new emphasis on recording as a continual process, which should take place throughout the creative journey.

### **AO4 Present**

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The student should make use of the formal elements and imagery to communicate visually.

### **Presenting the personal response:**

- Students are expected to evidence all of the assessment objectives when producing work for both units. They should select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.
- Students must observe certain procedures in the production of their personal response for the externally-set task.
- Any source material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.

### **Art, Craft & Design**

Thematic exploration of experimental drawing and painting techniques takes place at the start of the course. Students are expected to visit galleries and museums independently alongside organised school visits. They are taught how to analyse a work of art and then independently research artists, movements and themes that are relevant to their intentions. Media covered includes graphite, pen & ink, watercolour, acrylic and oil. Once ideas have resulted in to a final outcome, students then look at various forms of printmaking such as drypoint, monoprint, collography and reduction linoprinting. The course is fluid as the department believes that if a student wishes to investigate another way of working, then that option will also be considered. The department is always celebrated for its diversity of outcomes and individual personalised learning plans. This means that if a student leans towards textiles or sculpture or photography then they can also try out those mediums as the Art, craft and design course is not endorsed in anyone discipline. A student must show their strength in at least two areas across the two years

### **Photography**

Students will be introduced to, and gain knowledge predominantly of digital photography. This will entail various photographic techniques and understanding of how to maximise both digital compact and DSLR camera settings. Students will experience using a 35mm film camera, and gain a theoretical understanding of the film development process. Students study various forms of photography focusing on selected themes, which later can be developed in their own direction.

In depth knowledge and critical analysis of historical and contemporary photographers will be undertaken. Students will be expected to complete several projects within a sketchbook and produce 1-4 final images for each phase. There will also be the expectation that students are to build a digital portfolio of their work.

The course concludes at the end of Year 11 with an Externally Set Assignment 10 hour examination identical to Art & Design. Students who have taken more than one endorsed subject must ensure no duplication occurs during either coursework or the ESA.

### Year 11

**Subject:** Art, Craft & Design GCSE

**Board:** Edexcel (2016 Specification)

**Syllabus code:** Art, Craft & Design (1AD0)  
Photography (1PY0)

The department offers students the facility to study for a GCSE in Art & Design or to specialise in GCSE Art Textiles & GCSE Art Photography.

The aims of these specifications are to encourage candidates to:

- Actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds.
- Develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts. Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop competence, with increasing independence, in refining and developing ideas and proposals, and personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, media and technologies in historical and contemporary contexts, societies and cultures. Also, develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

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These specifications further provide opportunities for candidates to gain:

- A personal interest in why art and design matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- Experience of working within real and relevant frameworks;
- Experience of the work practices of individuals, organizations and creative and cultural industries;
- Understanding of art, craft and design processes and associated equipment and safe working practices.

The Art GCSE consists of 2 units. (ALL TITLES REQUIRE THE STUDENT TO FOLLOW THE SAME PATHWAY BUT ENGAGE IN DIFFERENT SPECIALIST CONTENT.)

### **Unit 1: Portfolio.**

For this unit the student needs to produce a portfolio of work showing their personal response to a starting point. This controlled assessment allows approximately 45 hours in which to produce the portfolio.

***Unit 1 is worth 60% of the total GCSE Art & Design marks***

### **Unit 2: (ESA) Externally Set Assignment**

The early release question paper will be issued in January of year 11 and will provide candidates with a range of written and visual starting points. From these one must be selected upon which to base their personal response. The 10 hour supervised ESA; set task will follow a preparatory period of approximately 10 weeks.

***Unit 2 is worth 40% of the GCSE Art & Design final mark.***

Due to Covid, the exam board has made a slight revision to the course structure for students in Year 11 for the 2020-2021 academic year, in line with the Ofqual exam consultation. The coursework component now accounts for 100% of the grade. The outline course structure at Thornton will remain similar to previous years, however now the final portfolio project theme will no longer be set by the exam board. Instead it will be set internally. Any externally set themes/exams will no longer take place, however will be replaced with *internally* set periods of sustained focus. Work produced in this time will be combined into the students coursework portfolio. Portfolios will be digitised and submitted to the board for electronic moderation.

**Work in both units is assessed using the following criteria:**

#### **AO1 Develop**

Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

#### **AO2 Experiment**

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

### **AO3 Record**

Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

### **AO4 Present**

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realizing intentions and, where appropriate, making connections between visual, written, oral or other elements.

### **Presenting the personal response:**

- Students are expected to evidence all of the assessment objectives when producing work for both units. They should select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.
- Students must observe certain procedures in the production of their personal response for the externally-set task.
- Any source material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.

### **Art, Craft & Design**

The autumn term presents students with the challenge of finalising their portfolios and outcomes before they are given the ESA (Externally Set Assignment) in January. This is a time for the student to recognise their strengths to present independent ideas in preparation for their exhibition in the summer term. Students may still use this term as an opportunity to develop existing or new techniques and processes in preparation for the ten hours examination, alongside consolidating coursework portfolios. In depth analysis is continued at this stage to secure knowledge and demonstrate understanding to the moderator. Students are encouraged to work to any scale so long as they make relevant connections to their chosen artists and meet their intentions.

### **Photography**

Students continue to develop their portfolio to, deliver evidence, predominantly of digital photography. They will convey an understanding of various photographic techniques and show a theoretical understanding of the film development process. Students continue to study various forms of photography focusing on selected themes, which are then developed in their own direction. In depth knowledge and critical analysis of historical and contemporary photographers will be continued. Students will be expected to finalise their projects within a sketchbook and produce final images for each. Individual websites additionally act as a digital portfolio for their work.

The course concludes with an Externally Set Assignment 10 hour examination identical to Art & Design and Textiles.

### Year 10 and Year 11

**Subject:** Business

**Board:** AQA

**Syllabus Code:** 8132

The **aims and objectives** of this two-year Business course are to give students the knowledge and skills needed to start a small business and to gain an insight into how existing businesses operate. Students will acquire an in-depth understanding of the following:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

This is a linear, two-year course, assessed by two written exams.

#### **The course:**

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making including:

- The interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making.
- how different business contexts affect business decisions
- The use and limitation of quantitative and qualitative data in making business decisions.

The specification requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### **Paper 1: Influences of operations and HRM on business activity**

What's assessed?

- Business in the real world
- Influences on business
- Business operations
- Human resources

How it's assessed

Written exam:

- 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks

### **Paper 2: Influences of marketing and finance on business activity**

What's assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

### Years 10 & 11

**Subject:** Computer Science

**Board:** AQA

**Syllabus Code:** 8525

This specification has been created to get students working with real-world problem solving and computational thinking. Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Each unit is taught within these three capacities, demonstrate knowledge and understanding, apply knowledge and understanding and Analysing problems from a computational perspective.

**AO1:** Demonstrate knowledge and understanding of the key concepts and principles of computer science.

**AO2:** Apply knowledge and understanding of key concepts and principles of computer science.

**AO3:** Analyse problems in computational terms:

- to make reasoned judgements
- to design, program, evaluate and refine solutions.

### Subject content

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

<b>Paper 1</b>	<b>Assessment</b>	<b>Paper 2</b>
✓ Computational Thinking & programming skills	✓ Computing Concepts	✓ Computing Concepts
✓ 50% of GCSE	✓ 50% of GCSE	✓ 50% of GCSE
✓ Written	✓ Written	✓ Written
✓ 90 Marks	✓ 90 Marks	✓ 90 Marks
✓ 120 minutes	✓ 105 minutes	✓ 105 minutes
✓ Multi choice, short answer, longer answers, assessing programming, problem-solving and computational thinking skills.	✓ A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge. One 9-mark question	

### **Paper 1: Computational thinking and programming skills (programming paper)**

#### **What's assessed**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

#### **How it's assessed**

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

#### **Questions**

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

### **Paper 2: Computing concepts (non-programming paper)**

#### **What's assessed**

The content for this assessment will be drawn from subject content above.

#### **How it's assessed**

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

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### Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

<b>Non-programming paper</b>	<b>AQA</b>
AO1 Knowledge & Understanding	25.6%
AO2 Application	20%
AO3 Problem solving	4.4%

<b>Programming paper</b>	<b>AQA</b>
AO1 Knowledge & Understanding	4.4 %
AO2 Application	20%
AO3 Problem solving	25.6%

Students in class do a combination of practical and theoretical work, including practicing past papers. We utilise online ongoing revision tools specially designed for CS AQA. Each student is expected to complete 50 questions per week from this revision tool, SMART REVISE. Progress and usage is monitored on a weekly basis.

### Years 10 / 11

**Subject:** GCSE Dance

**Board:** AQA

**Syllabus Code:** 8236

### Specification

This course enables students to focus on the qualities of dance as a medium of expression and communication. They will do this by looking in depth at their own performance skills, their ability to create choreography and their appreciation of the prescribed works. It is highly recommended that candidates have previous dance experience.

### Aims:

Candidates will be encouraged to:

- Develop their knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances.
- Be able to respond creatively to a set stimulus to create stylised choreography. This will be developed using a range of choreographic skills and devices.
- Be able to respond positively to feedback and reflect upon their progress.
- Develop life skills and attitudes including decision-making, critical and creative thinking and the ability to co-operate with others.
- Demonstrate their knowledge and understanding of performance and choreographic skills by responding to short answer questions.
- Develop their appreciation of a range of professional dance works and will be able to describe, analyse, interpret, evaluate and reflect on the works.

### Course Content

Dance GCSE has two components

#### **Component 1: Performance and Choreography – 60% weighting overall**

This component is internally marked and externally moderated.

### Performance – 30% of GCSE

- Candidates will perform two contemporary set phrases as a solo (approximately a minute and a half each). These are choreographed by the exam board and students are assessed on their physical, technical, expressive and mental skills.
- Candidates will perform in a duet/trio (three and a half minutes) that is choreographed using material from the exam board. They will be assessed on their physical, technical, expressive and mental skills.

### Choreography – 30% of GCSE

- Candidates will select a stimuli from an externally published list from AQA. This will be published in the September of Year 11. Candidates will create a solo (two to two and a half minutes long) or a group dance for two to five dancers (three to three and a half minutes long).

### Component 2: Dance appreciation - 40% weighting overall

This component is assessed through a written exam lasting 1 hour 30 minutes (marked out of 80).

Candidates will be assessed on their knowledge and understanding of:

- Choreographic processes and performing skills.
- Critical appreciation of their own work.
- Critical appreciation of the professional works.

Students will be required to answer a range of short and long answer questions.

### Assessment

Component 1 will be internally marked and externally moderated. Component 2 (the written exam) will be set by AQA and marked externally.

### Co-curricular Commitments

Homework will be both written and practical. Students will be expected to attend co-curricular rehearsal sessions during one lunchtime and one after school session (4.15pm-5.15pm) each week. The scheduled rehearsal sessions are crucial in ensuring candidates have the opportunity to develop their ideas and choreography in a supervised and safe environment. Their attendance is imperative to ensure they achieve their maximum potential.

### Years 10 / 11

**Subject:** Design and Technology GCSE (9-1)

**Board:** AQA

**Syllabus Code:** 8552 – (full course)

#### Aims and learning outcomes

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop an experienced understanding of an iterative design process and the relevance of these to industry practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in Design and Technology
- use key Design and Technology terminology including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics
- engage learners with routes that are open to them when progressing to a GCE qualification, apprenticeship or in a future career in the field.

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### Non-exam assessment content – Iterative Design Challenge

Approx. 35 hours work 100 marks (*Coursework*)

#### *Strand 1 – Explore*

- Investigations of the context - to identify challenging problems/opportunities for further consideration.
- Formulation of a Brief identifying primary user and other stakeholders.
- Investigation through questionnaire, market survey and evaluation of user and stakeholder needs and wants, outlining of stakeholder requirements.
- Presentation and analysis of results.
- Investigations of existing products and design practices.
- Exploration of materials and possible technical requirements.
- Technical specification.

#### *Strand 2 – Create: Design thinking*

- Generation of initial ideas reflecting requirements.
- Design developments - evaluation, selection and identifying further development.
- Evaluation of primary and secondary Sources used to inform the design process.
- Development of final design solution(s), all requirements met/fit for purpose.
- Critical thinking, responses to all identified problems. Evidence of innovation.

#### *Strand 3 – Create: Design Communication*

- Quality of chronological progression, iterations supported by real-time evidence – *photos, video, etc.*
- Quality of initial ideas using graphical and modelling skills.
- Quality of design developments.
- Quality of final design solution(s) – Appearance, Size, Safety, Materials, Components, Finish, Features.
- Isometric presentation drawing.
- Orthographic presentation drawing.
- Exploded presentation drawing.
- Cutting list and pricing.

#### *Strand 4 – Create: Final Prototype*

- Stage-table plan of processes to be used.
- Mass Production Strategy.
- Realisation of prototype to a high-quality standard (to include use of CAD/CAM)
- Manufacture/Assembly of product – Real-time Photographic evidence.
- Iterative process documented throughout Manufacture of product.

#### *Strand 5 – Evaluate*

- Analysis and evaluation of primary and secondary sources to inform the design process.
- Ongoing evaluation to manage design progression.
- Evaluation and testing of the final prototype – strengths/weaknesses, suggestions for modification/possible design optimisation presented.

### The Principals of Design and Technology

#### 2 hour - Theory written examination 100 marks

- Health and safety.
- Ergonomics.
- Impact of new and emerging technologies on design solutions/production techniques.
- Use of appropriate sources of energy in manufacture.
- Working properties of materials.
- General classification and categories of materials available to designers.
- Physical and working properties of materials.
- Selection of appropriate materials.
- Awareness of developments in modern and smart materials.
- Origins and sources of materials.
- Ecological, social and ethical issues associated with processing materials.
- Recycling, reuse and disposal of specific materials.
- Available forms of specific materials and components.
- Structural integrity.
- Material finishes.
- Movement and types of motion.
- Forces.
- Mechanisms.
- Levers and linkages.
- Gears and pulleys.
- Function of electronic systems.
- Marking out methods.
- Wastage (cutting, drilling etc.)
- Deforming and reforming (casting, moulding)
- Joining methods (addition).
- Obtaining a good surface finish.
- Quality control and accuracy.
- Industrial manufacture and use of digital design tools.
- Scales of production.
- Processes used in larger scale industrial manufacture.
- Costing of materials and/or system components.

### Assessment Procedures

#### Coursework Requirements & Deadlines

Internal Assessment will consist of one project where candidates will be expected to design and make a quality Product. The Coursework themes are released in June of Year 10 and the Design folder and Manufactured product are to be completed by April of Year 11. The Coursework carries 50% of the total marks.

#### One Written Paper – Principals of Design and Technology

- 50% of the total marks.
- 2 hours, one tier of entry.
- A mixture of multiple choice and compulsory questions, to include the technical aspects of designing and making and sustainable design.

### Year 10 and Year 11

**Subject:** GCSE Drama

**Exam board:** EDUQAS (Part of WJEC)

#### **Aims and objectives:**

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Throughout this course, students have the option to work practically as performers and/or designers in Components 1 and 2. Design options include lighting and set and costume design.

Students will investigate various practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to write and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Students will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, students are encouraged to study their chosen text practically as a performer, designer and director.

### Course overview:

#### Component 1: Devising Theatre

Internally assessed and externally moderated  
40% of qualification

Students can be assessed as either actors or designers:

- Creating and performing/designing a piece of devised theatre, based on stimuli provided by the exam board. The piece must be developed using **either** the techniques of a theatre practitioner **or** the dramatic characteristics of a specific genre of the student's choice.

Students must also produce:

- A portfolio of supporting evidence (can be made up of different mediums such as writing, photographs, annotated script extracts, video recordings, voice recordings, sketches and diagrams).
- A written evaluation of the final performance/design.

Groups of between 2 and 5 performers.

#### Component 2: Performing from a Text

Externally assessed by a visiting examiner  
20% of qualification

Students can be assessed as either actors or designers:

- Performance based on **two** 10 minute extracts from the **same** performance text of their own choice.

Groups of between 2 and 4 performers

#### Component 3: Interpreting Theatre

Written examination: 1 hr 30 mins  
40% of qualification

Section A – Set Text

- A series of questions on **one** set text explored as an actor, designer or director from a choice of five. This will be studied in class as part of the course.

Section B – Live Theatre Review

- **One** question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.

## Year 10 and Year 11

### The Core Curriculum

**Subject:** English Language

**Board:** Pearson Edexcel

### Syllabus Code: GCSE (9–1) in English Language (1ENO)

The **aims and objectives** of this two-year English Language course are to enable students to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively

This is a linear, two-year course, with one single tier of entry; it consists of two components, which are assessed by two externally set and marked examination papers, and one endorsement for Spoken Language.

### Component 1: Fiction and Imaginative Writing

Students will study selections from a range of prose fiction and develop skills to analyse and evaluate 19th-century fiction extracts. They will also develop and extend their imaginative writing skills in order to engage the reader, and will need to use spelling, punctuation and grammar accurately.

**Paper 1** (1¾ hours) will assess 40% of the total English Language qualification and is divided into Reading and Writing sections.

**Section A** (1 hour): Reading  
Questions on an unseen 19th-century fiction extract

**Section B** (45mins): Writing  
A choice of two writing tasks which are linked by theme to the reading extract

The total number of marks available is 64.

### Component 2: Non-Fiction and Transactional Writing

Students will study a range of 20<sup>th</sup> and 21<sup>st</sup>-century non-fiction texts, including literary non-fiction, and develop skills to analyse, evaluate and compare non-fiction extracts. They will also develop transactional writing\* skills for a variety of forms, purposes and audiences and will need to use spelling, punctuation and grammar accurately.

[\* writing accurately and effectively for different purposes and audiences; writing to inform, argue, persuade, analyse, narrate, explain, instruct, describe]

**Paper 2** (2 hours 5 mins) will assess 60% of the total English Language qualification and is divided into Reading and Writing sections.

**Section A** (1 hour 20 mins): Reading  
Questions on two thematically linked, unseen non-fiction extracts.

**Section B** (45 mins): Writing  
A choice of two writing tasks which are linked by theme to the reading extracts.

The total number of marks available is 96.

### Assessment of Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade (Pass, Merit or Distinction), alongside the overall grade issued. Performance will be assessed against common assessment criteria issued by the examination boards. The criteria will address the following assessment objectives:

- A07 – Demonstrate presentation skills in a formal setting
- A08 – Listen and respond appropriately to spoken language, including questions and feedback to presentations
- A09 – Use spoken Standard English effectively in speeches and presentations.

**Subject:** English Literature

**Board:** Pearson Edexcel

**Syllabus Code:** GCSE (9–1) in English Literature (1ET0)

The **aims and objectives** of this two-year English Literature course are to enable students to:

- read a wide range of classic literature fluently, and with good understanding, and make connections across their reading
- read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read

This is a linear, two-year course, with one single tier of entry; it consists of two components, which are assessed by two externally set and marked examination papers.

### **Component 1: Shakespeare and Post-1914 Literature**

Students will study a Shakespeare play (*Macbeth*) and a post-1914 British play or novel (*An Inspector Calls*) and develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.

**Paper 1** (1¾ hours) will assess 50% of the total English Literature qualification and is divided into two sections. This is a closed book examination (texts are not allowed in the examination).

**Section A** (55 mins): Shakespeare (*Macbeth*): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.

**Section B** (50 mins): Play or Novel (*An Inspector Calls*): a choice of two writing tasks [includes up to 8 marks for VSPAG – vocabulary, spelling, punctuation and grammar]

The total number of marks available is 80.

### Component 2: 19th-Century Novel and Poetry since 1789

Students will study a 19th-century novel (*The Strange Case of Dr Jekyll and Mr Hyde*) and a collection of 15 poems from the *Pearson Poetry Anthology* and develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response, as well as develop their comparison skills.

**Paper 2** (2¼ hours) will assess 50% of the total English Literature qualification and is divided into two sections. This is a closed book examination (texts are not allowed in the examination).

Section A (55 mins): 19th-Century Novel (*The Strange Case of Dr Jekyll and Mr Hyde*)

A two-part question, with the first task focused on an extract of approximately 400 words. The second task is an essay question exploring the whole text.

Section B (80 mins): Poetry Anthology (*Pearson Poetry Anthology*)

Part 1 (35 mins): one question comparing a named poem from the anthology to another poem from the collection. The named poem will be shown on the question paper.

Part 2 (45 mins): one question comparing two unseen contemporary poems.

The total number of marks available is 80.

### **Subject: English for Speakers of Other Languages**

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls come from Spain and Mexico for one year. They follow the normal school curriculum corresponding to their age and have their studies convalidated for re-entry into their appropriate schools. For several years girls from Hong Kong have joined this School at various ages and continued up to, and including, Year 11, thus taking GCSE examinations in a variety of subjects. In addition to these groups of Spanish and Cantonese speaking students we welcome students from China, France, Germany, Greece, Japan, Russia, South Korea, Nepal and Thailand.

### **Aims:**

The aims of this department at Thornton College are:-

- to help the students from overseas to develop their ability to communicate in English both orally and in writing;
- to encourage an awareness of other cultures and customs and to respect the differences;
- to support the students within the curriculum.

### **Course Content:**

Most girls, for whom English is a second language, come for a short Induction Course prior to the beginning of the Academic Year. During this time they are given a Placement Test. This gives the staff an indication of their level of English.

In Year 10 & 11 ESOL is the option in place of foreign languages for those girls for whom it is appropriate. These girls have four, forty minute lessons per week. During these lessons girls follow an appropriate Cambridge English examination course.

ESOL lessons are delivered at four different levels; KET, PET, FCE and CAE. The lessons are differentiated and aimed at individual ability.

The girls follow the Cambridge ESOL courses according to their ability. Some may take the "Preliminary English Test", while the majority take the "First Certificate in English" and more able students can take the "Certificate in Advanced English".

## Year 10 / 11

**Subject:** Geography

**Board:** AQA

**Syllabus Code:** GCSE Geography (8035)

### **Paper 1: Living with the Physical Environment** **35% of the full GCSE**

External examination at the end of Year 11

Summary of Content:

#### **Section A**

- The challenge of natural hazards

#### **Section B**

- The living world

#### **Section C**

- Physical landscapes in the UK

#### **Style of Assessment**

1 hour 30 minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

### **Paper 2: Challenges in the Human Environment** **35% of the full GCSE**

Summary of content

#### **Section A**

- Urban issues and challenges

#### **Section B**

- The changing economic world

#### **Section C**

- The Challenge of resource management

#### **Style of Assessment**

1 hour 30 minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

**Paper 3: Geographical Applications**  
**30% of the full GCSE**

Summary of content

**Section A**

- Issue Evaluation (based on a pre-release resources booklet available 12 weeks before the exam).

**Section B**

- Fieldwork

**Section C**

- Geographical skills

**Style of Assessment**

1 hour 15 minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

- External examination at the end of Year 11.

### Year 10 / 11

#### **Subject: Higher Project Qualification**

*This qualification is offered to students alongside their GCSE programme of study, in addition to their option choices.*

The higher project qualification (HPQ) allows students to discover the joys of independent learning, take responsibility for their own study and develop new life and study skills. It enables students to embark on a largely self-directed project, to study an aspect of one of their courses in greater depth, or to choose a wider topic which is of interest, possibly something which might be useful for the future.

The HPQ provides the opportunity for students to learn how to conduct effective research, deal with data, review literature, how to construct a piece of academic writing including referencing, ethics and professional codes of practice in research, analysis and presentation of data, how to evaluate sources, ICT and presentation skills, and how to become a reflective learner. Students will work with a supervisor over the course of a year to guide them at each stage of the project, and will attend taught sessions on aspects of the course.

#### **Course details**

Students will complete their project over the course of Year 10. The responsibility for managing the project lies with the student, but they will attend weekly taught sessions and regular supervisor meetings will be held to guide the students throughout the year.

#### **Assessment details**

Students may decide to produce either:

- A 2000-word research based written report.
- A performance (e.g. dance/drama/music) or a community/charity project. This will require a shorter 500 report alongside.
- An artefact (piece of art/product, business venture, computer software). This will require a shorter 500 report alongside.

The process and end product are both assessed via a production log (diary of progress), and students present their finished product to a small audience, as part of the assessment process.

The HPQ is internally assessed by supervisors and the centre co-ordinator, and externally moderated. The qualification is graded A\*-C\*.

*\*The grade achieved does not count towards GCSE points score. The value of the qualification lies in the skills developed by the students.*

### Year 10 and 11

**Subject: History**

**Board: AQA**

**Syllabus Code: 8145**

**“Instead of making history, we are made by history.” Martin Luther King.**

To understand the world today, we need an appreciation of the world yesterday. Studying History allows our students a better understanding of Politics, economics, religion, and the skills to negotiate current affairs in the age of 24 hour news and fake news.

History develops knowledge, but also skills and concepts that are essential to a student’s growth. Our chosen syllabus and scheme of work allows our students to widen their skills by encouraging the assessment, analysis and interpretation of information. These analytical skills, as well as the necessity to write clear and concisely, are attributes relevant to many careers. Through studying History at GCSE, our students are given the tools to ask the right questions, express their own opinions and to look beyond the headlines.

**Paper 1: Understanding the modern world**

**Section A: Period study**

**AB- Germany 1890 – 1945**

**Democracy and Dictatorship**

This period focuses on the rise of the Nazi Party and Hitler’s dictatorship. The period sees the rise of German democracy post World War One, but sees it collapse as the Depression takes hold and extreme Parties, who aimed to destroy democracy, were elected. Students will study the political, economic and social factors that led to the change, as well as the role of key individuals who shaped Nazi Germany.

**Section B: BC – Conflict and tension between East and West, 1945 – 1972**

This wider world depth study enables students to understand the dramatic and tense years of the Cold War. It focuses on the origins of this Superpower struggle, emerging in the closing years of the Second World War and assesses how the conflict evolved to the Cuban Missile Crisis, where the world almost sunk to Nuclear War. Students will have the chance to study why tensions grew and how politics, subterfuge, technological developments and individual shaped the nature of international relations.

Part one: The Origins of the Cold War

Part two: The Development of the Cold War, 1949 – 1960

Part three: Transformation of the Cold War

### **Paper 2: Shaping the nation**

#### **Section A: Thematic study**

##### **2A Britain: Health and the people: c1000 to the present day**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will study the importance of the following factors:

- War
- Superstition and religion
- Chance
- Government
- Communication
- Science and technology

#### **Section B: British depth study including the historic environment Elizabethan England, c1568 – 1603**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Part one: Elizabeth's court and Parliament

Part two: Life in Elizabethan times

Part three: Troubles at home and abroad

Part four: The historic environment of Elizabethan England

### Assessment

**Paper 1: Understanding the Modern World**

Written paper 2 hours (worth 50% of GCSE 84 marks)

**Section A** – six compulsory questions (25% of GCSE 40 marks)

**Section B** – four compulsory questions (25% of GCSE 40 marks)  
Plus four marks for spelling, punctuation and grammar

**Paper 2: Shaping the Nation**

Written paper 2 hours (worth 50% of GCSE 84 marks)

**Section A** - four compulsory questions (25% of GCSE 40 marks)

**Section B** – four compulsory questions (25% of GCSE 40 marks)  
Plus four marks for spelling, punctuation and grammar

### Learning Development

The Learning Development Department offers continuing support for individual students either on a regular or occasional basis as the need arises. The Learning Coordinator works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning
- Help with time management and organisation
- Referral to outside agencies and specialist support where necessary
- Screening to identify specific difficulties where applicable
- Gathering information in preparation for GCSE Access Arrangements to ensure there is evidence to apply for the appropriate provision of examination access arrangements.
- Exam Access Arrangement testing is conducted and applications are carried out in line with the regulations set out by the awarding bodies. This can happen no sooner than at the end of Year 9.

Mrs A Woodruff

### Year 10 & 11

**Subject:** Mathematics

**Board:** Edexcel

**Syllabus Code:** 1MA1

#### Aims:

The department aims to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

#### Course Content

All students are entered for GCSE Mathematics at either Foundation or Higher level. The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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### Assessment:

Mock examinations in January and three externally marked written examination papers to be sat in May/June at the end of Year 11.

There are two tiers of entry.

Higher (Grades 9-4)

Foundation (Grades 5-1)

The scheme of assessment comprises three separate papers.

Each paper is:

- 1 hour 30 minutes written examination
- 33.3% of the qualification
- 80 marks

Paper 1 - Written Paper (Non-calculator)

Paper 2 - Written Paper (Calculator)

Paper 3 - Written Paper (Calculator)

All three papers must be at the same tier of entry and must be completed in the same examination series.

Each paper will cover all assessment objectives.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Students must answer all questions.

## Modern Foreign Languages

### Year 10

**Subject:** French

**Board:** Edexcel

**Specification Code:** 1FRO

### Aims

- To develop an understanding of spoken and written French
- To develop the ability to communicate effectively in speech and writing, using a range of vocabulary and structures
- To develop an understanding of French grammar and the ability to apply it
- To develop a knowledge and understanding of countries where French is spoken.

### Michaelmas Term

#### Topic Area

#### Identity & Culture

Revising family and describing people  
Revising places in town and activities  
Family relationships  
Going out  
Past events  
Life in the past  
Role models

#### Grammar

Irregular verbs in the present tense  
Reflexive verbs in the present tense  
Near future tense  
Perfect tense  
Imperfect tense

### Lent Term

#### Topic Area

#### Identity & Culture

Revising sport and music  
Revising technology, films and TV  
Books and reading

#### Grammar

“Depuis” + present tense  
Comparatives  
Using direct object pronouns  
Superlatives

### Trinity Term

#### Topic Area

#### Local area, holiday and travel

Food and meals

Shopping for clothes

Celebrations

Festivals and traditions

Describing a region

Your town, village or district

Things to see and do

Plans

Weather

Community projects

#### Grammar

'y' + 'pouvoir' + 'devoir'

'en'

'tu' and 'vous'

'venir de' + infinitive

Negatives

Questions with 'quel/quelle / quels/quell

Future tense

Pluperfect tense

### Assessment

#### Internal

- Vocabulary and grammar tests.
- Continuous assessments of 4 skills: Reading, Writing, Speaking and Listening.
- Year 10: Formal exams in Reading, Listening and Writing.

#### External

- Summer 2023

### Year 11

**Subject:** French

**Board:** Edexcel

**Syllabus Code:** 1FRO

### Aims

- To develop an understanding of spoken and written French;
- To develop the ability to communicate effectively in speech and writing, using a range of vocabulary and structures;
- To develop an understanding of French grammar and the ability to apply it;
- To develop a knowledge and understanding of countries where French is spoken.

### Michaelmas

#### Topic Area

#### Local area, holiday and travel

Describing a region, your town, village or district

Things to see and do

Holidays

Ideal holiday

Booking and reviewing hotels

Ordering in a restaurant

Travelling

Buying Souvenirs

Holiday disasters

#### Grammar

'y'

Negatives

'quel/quelle/quels/quelles'

Future tense

Present, perfect and future tenses

Conditional tense

Reflexive verbs in the perfect tense

'en' + present participle

'avant de' + infinitive

Demonstrate adjectives and pronouns

Pluperfect tense

#### School

School

Comparing Schools

School Rules

School Life

School exchange

#### Grammar

'il' and 'elle'

'ils' and 'elles'

'il faut' and 'il est interdit de'

Imperative

Past, present and future time frames

### Lent

#### Topic Area

##### Future aspirations, study and work

Career choices

Plans, hopes and wishes

Importance of languages

Applying for jobs

Case studies

#### Grammar

Comparatives and superlatives

Subjunctive

Adverbs

Direct object pronouns in the perfect tense

Verbs followed by “a” or “de”

##### International and global dimensions

Problems facing the world

Protecting the environment

Ethical shopping

Volunteering

Big events

#### Grammar

Word Types

Modal verbs in the conditional passive

Indirect object pronouns

### Trinity

#### Exam preparation

Within each topic area, the amount of grammar covered varies with the needs of the individual, and the demands of Foundation or Higher level entry.

### Assessment

#### Internal

- Vocabulary and grammar tests;
- Year 11: Mock exams in Reading, Listening, Writing and Speaking.

#### External

- GCSE Exams in Reading worth 25% of GCSE, and Listening worth 25% of GCSE, Writing worth 25% of GCSE and Speaking worth 25% of GCSE in May 2022

### Year 10

**Subject:** Spanish

**Board:** Edexcel

**Specification Code:** 1SPO

#### Aims:

To give the candidates the opportunity to:

- Develop understanding of spoken & written Spanish;
- Develop the ability to communicate effectively in speech and writing, using a range of vocabulary and structures;
- Develop an understanding of Spanish grammar and the ability to apply it;
- Develop a knowledge and understanding of countries where Spanish is spoken.

#### Course Content:

##### Michaelmas Term

###### Local Area, Holiday and Travel

###### Topics and Vocabulary:

Revision of weather  
Holiday activities  
Opinions  
Past holidays  
Accommodation  
Holidays

###### Grammar:

present tense  
verbs of opinion  
preterite tense  
imperfect tense  
negatives  
verbs with “usted”

##### Lent Term

###### School

###### Topics and Vocabulary:

Revision of school subjects  
School uniform  
School day  
Describing your teachers and school  
School rules and plan  
School trips  
School clubs

###### Grammar:

“Interesar”  
Adjectival endings  
comparative & superlatives  
negative phrases + infinitive  
near future tense  
“desde hace” + present tense  
direct object pronouns

### Trinity Term

#### Identity & Culture

##### Topics and Vocabulary:

Socialising, family & friends  
Describing people  
Social networks  
Making arrangements  
Reading

#### Grammar:

possessive adjectives  
stem changing verbs  
“para” + infinitives  
present continuous tense  
“ser” & “estar”  
personal “a”

#### Identity and Culture

##### Topics and Vocabulary:

Free-time  
TV programmes & films  
Sports

#### Grammar:

“jugar”  
definite & infinitive articles  
“solar” + infinitive  
direct object pronouns  
“ya” & “todavía” + present tense and perfect tense

### Assessment

#### Internal

- Vocabulary and grammar tests
- Continuous assessments of 4 skills: Reading, Writing, Speaking and Listening
- Year 10: Formal exams in Reading, Listening and Writing.

#### External

- Summer 2023

### Year 11

**Subject:** Spanish

**Board:** OCR

**Syllabus Code:** 1SPO

#### Aims:

To give the candidates the opportunity to:

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study;
- Develop understanding of the Spanish language in a variety of contexts;
- Develop knowledge of Spanish language and learning skills;
- Develop the ability to communicate effectively in Spanish;
- Develop awareness and understanding of countries and communities where Spanish is spoken;
- Recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual society and also provide them with a suitable basis for further study and practical use of the language.

#### Michaelmas

##### Local Area, Holiday & Travel

###### Topics and Vocabulary:

Entertainment

Role models

Revising where you live

Shops

Directions

Souvenirs

Clothes & presents shopping

Problems in a town

A past visit

###### Grammar:

Negatives

“se puede/pueden

“si” + present & future

demonstrative adjectives

conditional tense

##### Identity and Culture

###### Topics and Vocabulary:

Mealtimes

Daily Routine

Illnesses & Injuries

Pharmacy

Typical Foods

Comparing Festivals

A special Day

Ordering in a restaurant

A musical Festival

###### Grammar:

Passive

Question Words

Reflexive verbs in the pretente

Superlatives

Irregular verbs in the preterite

Expressions followed by the infinitive

### Lent

#### Future aspirations, study and work

##### Topics and Vocabulary:

Jobs  
Part-time Work  
Work Experience  
The importance of learning languages  
Applying for jobs  
Gap years  
Plans for the future

##### Grammar:

“Soler” in the imperfect  
Verbs in different forms  
Preterite and imperfect together  
Present and present continuous  
“saber” and “conocer”  
Indirect object pronouns  
Revising the conditional  
Subjective with “cuando”

##### Topics and Vocabulary:

International and global dimension  
Types of houses  
The environment  
Healthy Eating  
Diet-related problems  
Global issues  
Local actions  
Healthy lifestyles  
International sporting events  
Natural disasters

##### Grammar:

Present Subjunctive  
Subjunctive in commands  
Different tenses  
pluperfect  
imperfect continuous

### Assessment

#### Internal

- Vocabulary and grammar tests, continuous assessments of 4 skills: Reading, Writing, Speaking and Listening;
- Year 11: Mock exams in Reading, Writing, Listening and Speaking

#### GCSE examinations: Reading, Writing, Speaking and Listening in May 2021

**Listening:** 25% of the total GCSE marks. Externally assessed.

**Speaking:** 25% of the total GCSE marks. Externally assessed.

**Reading:** 25% of the total GCSE marks. Externally assessed.

**Writing:** 25% of the total GCSE marks. Externally assessed.

### Year 10 & 11

**Subject: Music**

**Board: AQA**

**Syllabus Code: 8271**

#### **Aims:**

Music GCSE is an enjoyable and exciting way to consolidate and advance a thorough understanding of a wide range of musical styles and cultures.

It is a creative course that is designed to suit all young musicians no matter how eclectic their taste. GCSE Music students need skills on an instrument or voice. They need to have attained around a Grade 5 standard by the end of the GCSE course. Any instrument and style of playing is appropriate.

The course allows candidates to develop their ability in performance, composing as well as their listening and appraising skills.

#### **Unit 1: Understanding Music (40%)**

What's assessed:

- Listening – aurally identifying the musical elements, musical devices, tonalities and structures that make up a piece of music.
- Contextual Understanding - The contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

How it is assessed:

- 1 hour 30 minute exam paper with listening exercises using excerpts of music
- Section A: Listening
- Section B: Contextual Understanding

There are four Areas of Study:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910

### **Unit 2: Performing (30%)**

What's assessed:

- Music Performance

How is it assessed:

- As an instrumentalist or vocalist
- Performance 1: Solo performance
- Performance 2: Ensemble performance
- Each performance should last approximately 3 mins

### **Unit 3 Composing Music (30%)**

What's assessed:

- Composition

How it's assessed:

- Composition 1: Composition to a brief
- Composition 2: Free Composition
- Each composition should be about 2-3mins long

Unit 1: 40% Externally moderated

Unit 2: 30% Internally assessed, externally moderated

Unit 3: 30% Internally assessed, externally moderated

Coursework 60%; Exam 40%

Students are assessed verbally and through written response throughout the GCSE course when the teacher will give feedback and positive criticism of their performances or compositions. The compositions are completed in lesson time but can be developed at home. The Listening and Understanding exam is the final summative assessment at the end of Year 11. Students work towards this exam by completing practice exercises that are marked together and the answers reflected upon by the group.

Students regularly perform in front of the class and are given written comments consistent with the GCSE mark scheme.

Compositions are performed, annotated and recorded throughout the course to ensure each student has a record of progress made. Again, students are given feedback that is taken from the Assessment Guide developed by the exam board.

### Years 10 & 11

#### **Subject: PHSEE**

The PHSEE course in Year 10/11 is centred on the following specific areas of study:

- Self Awareness
- Health
- SRE (Sex and Relationships Education)
- Social/Moral
- Environment
- Economic
- Skills
- Careers (see additional information)

In addition, we incorporate the Thornton Key Skills Award, which offers accreditation for evidence of skills other than the purely academic. We believe that students should receive recognition for their efforts, talents, abilities and service in all spheres of life.

#### **Thornton Key Skills Award**

This scheme starts from the position that all young people need to succeed to sustain their self-belief and self-image. We also believe that everyone can succeed at their own appropriate level, not in everything, but in many areas of human activity and that by capturing the opportunity for young people to succeed, we can continue to motivate them and “switch them on” to further learning and achievement. This programme sees the need to be generous in the interpretation of what it is to be able and intelligent and to recognise in the method of approach to teaching and learning, a wide variety of learning styles and the need to respond appropriately as teachers. This Award tests ability in the wider key skills – Working with Others, Problem Solving and Improving Own Learning and leads to a Certificate of Personal Effectiveness, which is completed in Year 10.

The Key Skills challenges are built into the Programme of Study by the tutor. There is no exam in PHSEE but each student is expected to keep an organised folder of information sheets on the aforementioned topics, and this will be checked on a regular basis.

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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In Year 10 students complete the Key Skills Award. To achieve this, they must complete a range of challenges. Evidence of completion of the challenges may be in the form of written reports, maps, plans, diagrams, photos and tickets, as in previous years. Challenges for this Award encourage students to become more skilled at:

- Improving own learning and performance
- Working with others
- Communication
- Problem solving
- Research
- IT
- Discussion

### **Aims:**

The following are the general aims which we hope to achieve through PHSEE:

- to promote an understanding of society and the way in which it is governed and organised
- to encourage a responsible attitude to money and personal possessions
- to promote a healthy lifestyle and an awareness of safe and responsible behaviour
- to encourage best use of time and abilities in relation to schoolwork and future career
- to examine environmental and conservation issues and personal strategies for responsible involvement
- to help students develop meaningful relationships with others based on mutual respect and understanding
- to enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility
- to introduce students to the responsibilities involved in family relationships, marriage and parenting
- to develop community links, where possible, and to develop interest in economic and industrial affairs
- to encourage the development of successful study skills
- to provide an opportunity for people of the same age to share common experience and to learn from each other
- to provide an opportunity for people of the same age to share common experience and to learn from each other

# Curriculum Information for Parents: Years 10 & 11 2021 / 2022

## Year 10

Key Stage 4: Year 10			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
<b>Health and Wellbeing</b>	<p><b>My identity and skills Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to evaluate the extent to which their self-- confidence and self--esteem are affected by the judgments of others</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</li> </ul>	<p><b>Emotional and Mental Health Healthy and safe Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) <b>sg</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- begin to develop strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support <b>sg</b></li> </ul>	<p><b>Healthy Lifestyle Healthy and safe Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about sexually transmitted infections (STIs), including HIV/AIDS</li> <li>- that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</li> <li>- about the options open to people who are not able to conceive</li> <li>- how lifestyle choice affect a foetus</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- take increased responsibility for monitoring their own health (including testicular and breast self--examination)</li> <li>- know how to protect themselves and others from infection and how to respond if they feel they or others are at risk</li> <li>- know where and how to obtain health information, advice and support (including sexual health services) <b>sg</b></li> </ul>
<b>Relationships</b>	<p><b>Safety in Relationships Anti--bullying Healthy and safe Emotional Health Citizenship/British Values Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- strategies to manage strong emotions and feelings</li> <li>- about parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</li> <li>- about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 <b>sg</b></li> <li>- about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3</li> </ul>	<p><b>Trauma and Crises Healthy and safe Emotional Health Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about impact of domestic abuse (including sources of help and support)</li> <li>- about the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</li> <li>- about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement <b>sg</b></li> </ul>	<p><b>Consent, Respect and Sex Healthy and safe Emotional Health Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>- how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity</li> </ul>

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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Key Stage 4: Year 10			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
	<p>Students should:</p> <ul style="list-style-type: none"> <li>- understand the characteristics and benefits of positive, strong, supportive, equal relationships</li> <li>- understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> <li>- recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help managing changes in personal relationships including the ending of relationships</li> <li>- develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by Online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs, and how to respond <b>SG</b></li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>- be able to access such organisations and other sources of information, advice and support</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>- consider how to seek consent to engage in different degrees of sexual activity <b>sg</b></li> <li>- ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity <b>sg</b></li> <li>- recognise when others are using manipulation, persuasion or coercion and how to respond <b>sg</b></li> <li>- understand and respect others' faith and cultural expectations concerning relationships and sexual activity <b>sg</b></li> <li>- be able to assess readiness for sex</li> </ul>

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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Key Stage 4: Year 10			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Living in the Wider World	<p><b>The World of Work</b>  <b>Citizenship/British Values – rights and responsibilities</b>  <b>Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the unacceptability of all forms of discrimination, and the need to challenge in the wider community including the workplace</li> <li>- about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) <b>SG</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- evaluate their own personal strengths and areas for development and to use this to inform goal setting</li> <li>- take full advantage of any opportunities for work experience that are available</li> </ul>	<p><b>The World of Work</b>  <b>Citizenship/British Values - aspirations</b>  <b>Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the information, advice and guidance available to them and how to access it</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- recognise how their strengths, interests, skills and qualities are changing and how to relate to future employability</li> <li>- further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)</li> </ul>	<p><b>The World of Work</b>  <b>Citizenship/British Values – rights and responsibilities</b>  <b>Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about confidentiality in the workplace, when it should be kept and when it might need to be broken</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- examine attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protectin corporate or brand image’)</li> <li>- endeavour to develop their career identity, including how to maximize their chances when applying for education or employment opportunities</li> </ul>

# Curriculum Information for Parents: Years 10 & 11 2021 / 2022

## Year 11

Key Stage 4: Year 11			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
<b>Health and Wellbeing</b>	<p><b>My identity and skills</b>  <b>Emotional Health</b> <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes</li> <li>- about checking themselves for cancer and other illnesses, including knowing what to do if you're feeling unwell and checking for signs of illness</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- be aware of health risks and issues related to this, including cosmetic procedures</li> </ul>	<p><b>Personal Safety</b> <b>Emotional Health</b>  <b>Healthy and safe</b> Students will learn:</p> <ul style="list-style-type: none"> <li>- about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) <b>sg</b></li> <li>- the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke <b>sg</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> <li>- consider the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle <b>sg</b></li> </ul>	<p><b>Safety Procedures; Help and Support</b>  <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- how to recognise and follow health and safety procedures</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts <b>sg</b></li> <li>- know how to overcome worries about seeking help and being an assertive user of the NHS</li> </ul>
<b>Relationships</b>	<p><b>Unintended pregnancy and teenage parenthood</b> <b>Healthy and safe</b> <b>Emotional Health</b>  <b>Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) <b>sg</b></li> <li>- the reasons why parents choose to adopt or to place children for adoption</li> <li>- about abortion, including the current legal position and the range of beliefs, opinions and myths about it</li> </ul>	<p><b>Media Pressure, Sex and Peer Support</b> <b>Healthy and safe</b> <b>Emotional Health Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) <b>sg</b></li> <li>- to recognise the impact of drugs and alcohol on choices and sexual behaviour <b>sg</b></li> </ul>	<p><b>Me and Other people</b>  <b>Healthy and safe</b> <b>Emotional Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the value of assertive behaviours and practice the skills needed</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking) <b>sg</b></li> </ul>

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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Key Stage 4: Year 11			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
	<ul style="list-style-type: none"> <li>- that fertility decreases with age</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- consider the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support <span style="color: red;">sg</span></li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>- recognise the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) <span style="color: red;">sg</span></li> <li>- understand the pernicious influence of gender double standards and victim blaming</li> </ul>	
<b>Living in the Wider World</b>	<p><b>Keeping safe</b></p> <p style="color: red;"><b>Healthy and safe Emotional Health</b></p> <p style="color: green;"><b>Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about harassment and how to manage this (including the workplace) <span style="color: red;">sg</span></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- think critically about extremism and intolerance in whatever forms they take (including the concept of “shame” and honour based violence) <span style="color: red;">sg</span></li> <li>- recognise the shared responsibility to protect the community from violent extremism and how to respond to</li> <li>- anything that causes anxiety or concern <span style="color: red;">sg</span></li> </ul>	<p><b>Me and My Future</b></p> <p style="color: red;"><b>Emotional Health</b></p> <p style="color: green;"><b>Citizenship/British Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about the range of opportunities available to them for career progression, including in education, training and employment</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills.</li> <li>- consider changing patterns of employment (local, national, European and global)</li> </ul>	<p><b>Me as a Consumer</b></p> <p style="color: green;"><b>Citizenship/British Values – rights and responsibilities</b></p> <p style="color: orange;"><b>Values</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</li> <li>- their consumer rights and how to seek redress</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>- be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices</li> </ul>

### Trinity Term

#### GCSE Exams

The order in which these topics are taught may vary and the topics themselves may change slightly from term to term. However, all sections will be covered. Assessments take place before, during and after each topic. These may take the form of verbal, student, peer, or teacher assessments, depending on the topic.

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

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Online Safety Talk: Students will have a clear understanding of how to change internet settings on electronic devices, specifically how to set security settings on social networking sites.

### **SRE**

If you would like more information about the content of the SRE course, please feel free to contact Mrs Lewis or check the school website. This curriculum content complies with statutory requirements and is in keeping with best practice outlined by the PSHE Association and the recommendations of the Catholic Diocese of Northampton.

### Year 10

#### **Subject:           Careers**

The Careers lessons encourage students to understand themselves, know where to look for useful information and plan for the future. It is felt that self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in Careers, learning and the world of work.

- C.V. Writing – application skills, why it is important
- World of work – legal limits, rights and responsibilities at work. Prejudice and discrimination in the work place
- Be Real Game – students assume life/work roles as adults. Develop a firm grasp of the links between education, income and job satisfaction. Learning outcomes include an understanding of the importance of budgeting, work-life-education balance, self-assessment, goal setting and career decision making
- Peter Jones Foundation Tycoon in Schools
- Personal Statements
- Companies – Core Values

### Year 11

#### **Subject: Careers**

- Presentation on Options post 16 and post 18 – to include A levels/vocational courses/apprenticeships and qualification levels
- Interview techniques and making applications – interview preparation and mock interviews
- Kudos careers online – post 16 subjects useful/essential for success in a chosen career
- Skills and interests – student's complete self-assessments based on skills, achievements, roles and responsibilities and prepare a 'Personal Statement' linked to these areas
- Exam revision and memory boosting – managing time effectively
- Work experience – guidance towards securing Work Experience placements in the Trinity term after GCSEs. Students are given examples of previous placements and assistance in securing work. They receive a booklet in which to record their experience and a report, written by the member of staff who visits them
- Careers Interview – support and guidance given in preparation for post 16 education
- Peter Jones Foundation Tycoon in Schools

**Subject: Physical Education**

**Aims:**

- To improve the fitness and co-ordination level of each student
- To encourage a feeling of physical well-being and confidence in oneself
- To further develop team building skills
- To present the lessons in a spirit of fun and enjoyment
- To introduce the older girls to a variety of different Sporting Activities, so they may find a recreational or competitive outlet that they would wish to follow once they have left school
- To be able to adapt strategies in a variety of situations
- To further develop their leadership skills.

**Year 10**

**Michaelmas Term**

Sports Leadership  
Hockey

**Lent Term**

Option  
Athletics  
Netball

**Trinity Term**

Athletics  
Sports Leadership  
Cricket

**Games Afternoon**

All games will be taught on a Tuesday afternoon in conjunction with Year 9. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. For 7 a side hockey, netball and rounders/cricket there will be A & B Teams. For 11 a side hockey there will be an A Team.

*Covid-19: Following government guidelines for matches, we are currently not participating in fixtures.*

### Year 11

**Subject:** Physical Education

**Aims:**

- To improve the fitness and co-ordination level of each student
- To encourage a feeling of physical well-being and confidence in oneself
- To further develop team building skills
- To present the lessons in a spirit of fun and enjoyment
- To introduce the older girls to a variety of different Sporting Activities, so they may find a recreational or competitive outlet that they would wish to follow once they have left school
- To be able to adapt strategies in a variety of situations
- To further develop their leadership skills.

**Michaelmas Term**

Sports Leadership  
Hockey

**Lent Term**

Option  
Athletics  
Netball

**Trinity Term**

Tennis  
Rounders/Cricket  
Athletics Officiating

**Games Afternoon**

All games will be taught on a Thursday afternoon in conjunction with Year 12+13. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. Some teams will be U16 only and others will be combined with sixth form.

*Covid-19: Following government guidelines for matches, we are currently not participating in fixtures.*

**Subject: GCSE PE**

**Board: AQA**

### **Subject Content**

1. Applied Anatomy and Physiology
2. Movement Analysis
3. Physical Training
4. Use of Data
5. Sports Psychology
6. Socio-cultural Influences
7. Health, Fitness and Well-being

### **Assessments**

#### **Paper 1: The human body and movement in physical activity and sport**

##### **What's assessed?**

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

##### **How it's assessed**

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

#### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

##### **What's assessed?**

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

#### **Non-exam assessment: Practical performance in physical activity and sport**

### **What's assessed?**

Practical performance in three different physical activities in the role of player/performer (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.

### **How it's assessed**

Assessed by teachers

Moderated by AQA

100 marks

40% of GCSE

### **Questions**

For each of their three activities, students 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.

### Year 10 and 11

**Subject:** GCSE Citizenship

**Board:** Edexcel

A GCSE in Citizenship is highly prized by employers and universities. Knowledge of how the political system of a country operates and the philosophies that have shaped it are an indispensable part of the general education of anyone, not least since it enables people to properly fulfil their roles as citizens.

Politics exists because people disagree. They disagree about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. Politics therefore seeks to establish the general rules under which we live and it is those rules that make orderly existence possible. As such, politics is the most basic and necessary of social activities — without orderly existence, society will degenerate into a civil war of each against all.

Who should study politics, and why? The short answer is that everyone should study politics — all members of society should have a better understanding of the general rules under which they live. For these rules to be effective, as many people as possible should actively participate in making them, upholding them and maybe, changing them. This is what is meant by ‘active citizenship’. A healthy society is a society in which many people participate in political activity and do so with insight and understanding.

What makes politics different as an academic subject is its emphasis on debate, discussion and argument. If politics exists because people disagree studying politics must mean studying how, why and when people disagree and taking an interest in these disagreements.

Politics is therefore particularly likely to suit students who:

- have an interest in the world around them — ones who want to know more about the society they live in, how it works and how it could work
- enjoy debate, discussion and argument — ones who are comfortable with the fact that in politics there are no simple ‘rights’ or ‘wrongs’
- like to think for themselves — ones who want to develop their own views, rather than accept the views of others.

The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

### **Theme A: Living together in the UK**

Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights. Opportunities for developing citizenship skills include: to debate and explore identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice.

Key questions explored:

- How have communities developed in the UK?
- What is identity?
- What are democratic values and where do they come from?
- How does local democracy work?

### **Theme B: Democracy at work in the UK**

Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. They will also consider the role of parliament in making and shaping law; the government's role in managing public money; and how power is organised across the constituent parts of the UK.

Opportunities for developing citizenship skills and taking action include: participation in decision making forums and 'mock' or real school elections, researching and debating the effectiveness of democracy in the UK, the extension of voting rights to 16 and 17 year olds or further devolution of power versus independence for Scotland, Northern Ireland and Wales.

Key questions explored:

- Who runs the country?
- How does Parliament work?
- How is power shared between Westminster and the devolved administrations?
- How does government manage public money?

### **Theme C: Law and justice**

Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society. Opportunities for developing citizenship skills and taking action include: investigating different legal cases, participation in ‘mock’ trials and sentencing decision-making activities, debating whether it is ever right to break the law or whether the justice system treats everyone fairly. Students could undertake citizenship action or campaigns to address inequality or an injustice.

Key questions explored:

- What is the law for and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

### **Theme D: Power and influence**

In this section students revisit key ideas about democracy, rights and responsibilities in themes A–C as they explore ideas about power. In particular, they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. They contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens. Opportunities to develop citizenship skills include: examining ways in which citizens co-operate to try and improve society and democracy through different kinds of political and citizen actions; practical experiences of taking citizenship action themselves to address issues; debating the relationship of the UK with Europe; and investigating global issues and problems facing society from the environment to humanitarian and conflict situations.

Key questions explored:

- What power and influence can citizens have?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

### **Theme E: Taking citizenship action**

Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including: research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

### **Taking citizenship action – course requirements**

Students must carry out an in-depth, critical investigation leading to citizenship action as described above. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that students can take that use different methods and citizenship skills. The choice of action will depend on the issue or challenge they are addressing and what they intend their action to achieve.

## Years 10 / 11

### Subject: Psychology GCSE (AQA)



#### What is Psychology?

Most people when they hear the word 'psychology' think of mental disorders and crazy abnormal behaviour. BUT – psychologists are not just interested in such behavioural extremes; many are interested in investigating very ordinary, everyday behaviour such as memory, aggression, thinking, obeying others and sleeping, to name just a few research areas.

**So, psychology is 'the scientific study of human behaviour and experience'.**

It aims to describe and explain behaviour which, in turn, allows us to predict and modify behaviour.

#### What does the course cover?

In the first year of the course, the following topics are studied:

##### Perception

Including monocular and binocular depth cues, visual illusions and constancies, theories of perception and sensation, and the effects of motivation, expectation, emotion and culture on perceptual set.

##### Development

Including early brain development, theories of cognitive and social development, how learning affects development, and the importance of mindset for development.

##### Memory

In this introduction to cognitive psychology, students will learn the structure and processes of memory and information processing, active processes of memory, and the factors affecting accuracy of memory.

##### Research methods

This topic enables students to form a clear understanding of the scientific research procedures involved in psychological research (design, procedure, analysis of results, evaluation) within the context of the core topic areas.

In the second year of the course, the following topics are studied:

##### Social influence

Students will learn about factors affecting conformity, obedience, and bystander behaviour; crowd behaviour, and ways to prevent blind obedience.

### Language, thought and communication

Including the relationship between language and thought, differences between human and animal communication, non-verbal communication and explanations for non-verbal behaviour.

### Psychological problems (mental health issues)

Students will learn about symptoms and diagnosis of depression and addiction, genetic explanations, cognitive theory and learning theory explanations, treatment including drug therapy and cognitive behavioural therapy, and issues and debates surrounding nature and nurture.

### Neuropsychology

Including the structure and function of the brain, hemispheric lateralisation, the role of the central nervous system, the emergence of cognitive neuroscience, and the impact of neurological damage on behaviour.

### How is the course assessed?

Students must demonstrate the following assessment objectives within their writing:

AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures.

AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.

AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

<u><i>Paper 1 (Cognition and Behaviour)</i></u>	<u><i>Paper 2 (Social Context and Behaviour)</i></u>
 <p>1hr 45mins</p> <p>100 marks – 50% of total GCSE</p> <p>Four sections with a combination of multiple choice, short answer and extended answer questions covering:</p> <ol style="list-style-type: none"> <li>1: Memory,</li> <li>2: Perception,</li> <li>3: Development,</li> <li>4: Research Methods.</li> </ol>	<p>1hr 45mins</p> <p>100 marks – 50% of total GCSE</p> <p>Four sections with a combination of multiple choice, short answer and extended answer questions covering:</p> <ol style="list-style-type: none"> <li>1: Social Influence,</li> <li>2: Language, Thought and Communication,</li> <li>3: The Brain and Neuropsychology,</li> <li>4: Psychological Problems</li> </ol>



### Years 10 & 11

**Subject:** RE

**Board:** AQA Specification B

**Syllabus Code:** 8063 Paper 1:3.1  
**Component 1: Catholic Christianity**  
**Component 2: Perspectives on Faith**  
**(Themes and Judaism)**

A course based on this specification should encourage candidates to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;
- consider the influence of the beliefs, values and traditions associated with one or more religions;
- consider religious and other responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religious and human experience, including questions about the meaning and purpose of life;
- develop skills relevant to the study of religion.

NB. This specification does not presuppose faith and is designed to be accessible to persons of any religious persuasion or none. The syllabus can be taught in any order.

The Judaism component (Year 10) includes a visit to the Holocaust Centre in Nottinghamshire. This also links in with the Year 10 visit to Poland (Auschwitz).

The Year 11 work includes a visit to Rome as part of a study in Pilgrimage.

### Year 10

#### Michaelmas Term

#### Component 2: Perspectives on Faith Judaism

Judaism – Beliefs and Teachings:

- Key beliefs, including the nature of God, life after death and the role of the Messiah.
- The Covenant, with key focus on the covenant with Abraham and Moses and their importance and relevance for Jews.
- Free will and Mitzvot – the influence and impact this should have on Jewish behaviours and action.

### Judaism - Practices

- The synagogue and worship – including the importance of the synagogue, its key features and daily services and prayers.
- Family life – focusing on Shabbat as celebrated in the home and at synagogue, worship in the home and the oral and written law.
- Ceremonies – including Brit Milah, Bar and Bat Mitzvah and marriage.
- Customs and laws – focusing on mourning the dead and dietary laws.
- Festivals – examining the importance of Rosh Hashanah, Yom Kippur and Pesach.

### Lent Term

#### **Catholic Christianity: Creation**

- Art – students will examine how different forms of artwork can reflect Christian beliefs about God as creator.
- Genesis – students will examine the structure of the Bible and will review the creation story to know the scriptural basis for Catholic teachings about God and understand how this should influence their actions and behaviours.
- Interpreting the Bible – students will be given the opportunity to look at the different interpretations of the Bible.
- Influence of Catholic teaching – students will review Christian beliefs about the relationship between religion and science, the importance of caring for the environment and the work of CAFOD and sustainability.

#### **Catholic Christianity: Incarnation**

- Incarnation – students will examine the scriptural basis for the incarnation, looking at the annunciation, God's message to Joseph and John's prologue.
- Religious art and symbols – students will examine the use of religious signs, symbols, and artwork, including differing Christian arguments for and against its use.
- Impact of the incarnation – students will review different Christian teachings linked to the incarnation, including the work of St Irenaeus. They will also examine Christian beliefs linked to grace and the importance of the seven sacraments and Christian teachings on abortion.

### Trinity Term

#### **Catholic Christianity: Triune God**

- Liturgy – students will examine the use of music, psalms and acclamations used in the mass.
- Trinity – students will examine the Triune God as depicted in the Bible and will examine how this should influence the beliefs and actions of Christians today, including the rite of Baptism and prayer.
- Tradition – students will examine the Trinity as found in Genesis 1, Nicene Creed, the teachings of Catherine LaCugna. They will also examine the authority of the Magisterium and its views on the Trinity.

### Year 11

#### Michaelmas Term

##### Theme A – Religion, relationships and families

- Humanity – students will examine human beings as sexual, male, and female, and will make links to the Church's teachings on the nature and purpose of marriage, sex before marriage, adultery, and homosexuality. Students will also need to review and understand contrasting arguments to those put forward by the Church.
- Marriage – students will examine a valid marriage in the Catholic Church, the nature and purpose of marriage and the Church's teachings on cohabitation, family planning and contraception. Students will also need to review and understand contrasting arguments to those put forward by the Church.
- The nature and purpose of the family – students will examine what the Catholic Church teaches about the purpose of the family, including roles and responsibilities in the family with focus on equality of men and women and the topic of gender prejudice and discrimination.

##### Theme B – Religion, peace and conflict

- Biblical perspectives on violence – students will be given the opportunity to examine and review key Christian teachings and beliefs surrounding bullying, forgiveness, reconciliation and Justice.
- War – students will examine issues surrounding war, including the just war theory, nuclear war, religious war and the consequences of modern warfare.
- Alternatives – students will examine alternatives to warfare, such as pacifism, the role of religion in conflicts and conflict resolution and peace making.
- Terrorism – students will examine the impact of terrorism, alongside issues surrounding torture, radicalisation and martyrdom.

#### Lent Term

##### Catholic Christianity: Redemption

- Church architecture – students will be given the opportunity to examine Church architecture and the key features of a Catholic Church to examine how they reflect key Catholic teachings.
- Redemption in scripture – students will examine some key scriptural stories, particularly Jesus' death, resurrection and ascension to understand and be able to explain that they are all stages in redemption.
- Mass – students will review different Christian understandings of the Eucharist alongside examining redemption in the Mass.

### **Catholic Christianity: Kingdom of God**

- Pilgrimage and mission – students will have the opportunity to examine the importance of pilgrimage and mission for Christians.
- Sign of the Kingdom of God – students will examine the virtues of justice, peace and reconciliation. They will also examine the teachings of four key council documents, Dei Verbum, Lumen Gentium, Sacrosanctum Concilium and Gaudium et Spes.
- The Church and apostolic succession – students will examine the importance of the Catholic belief in apostolic succession and the important role the Church plays in providing Catholic social teaching.

### **Trinity Term**

#### **Catholic Christianity: Eschatology**

- Art and memorials – students will examine and ‘Last Judgement’ and what it teaches Christians about beliefs in life after death.
- Life after death – students will examine Christian beliefs about what happens when you die, including the four last things, purgatory and biblical passages, including the parable of the Rich Man to back up Christian beliefs.
- End of life issues – students will also examine key issues concerning the end of life, including the Sacrament of the last rites, the funeral rite and the care of the dying and euthanasia.

#### **Exam Preparation:**

- Revision
- Test papers
- Tests
- Revision sheets
- Discussions and debates
- Timed questions in exam conditions

### **Assessment Procedures**

#### **Paper 1**

Written exam: 1 hour 45 minutes

96 marks (plus 3 marks for spelling, punctuation and grammar)

50% of GCSE

#### **Catholic Christianity**

Questions:

- In each exam series, questions will be set on any four of the topics taught
- Students must answer all the questions
- Each topic is marked out of 24 marks
- There will be one five-part question per topic, 1,2,4,5 and 12 marks
- The 12 mark questions will require extended writing and test analysis and evaluation.

### **Paper 2**

Written exam: 1 hour 45 minutes

96 marks (plus 3 marks for spelling, punctuation and grammar)

50% of GCSE

### **Section A: Judaism**

There will be two five-part questions

### **Section B: Themes**

- One question will be set on each theme
- There will be five parts to each question
- In both Section A and B, each five-part question will be marked out of 24
- There will be one five-part question per topic, 1,2,4,5 and 12 marks
- The 12 mark questions will require extended writing and test analysis and evaluation.

### Current Year 10 and Year 11

**Subject:** Combined Science or Separate Sciences

**Board:** AQA

**Trilogy Syllabus Code:** 8464

**Biology Syllabus Code:** 8461

**Chemistry Syllabus Code:** 8462

**Physics Syllabus Code :** 8463

In Year 10 and Year 11 students will either be following the AQA “Trilogy Combined Science” course:

(<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>)

which is worth 2 GCSE’s or will be following the AQA GCSE specification in Biology Chemistry, and Physics :

(<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>,

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

and <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>)

At the heart of the combined Science course and the separate Science courses is practical work. Girls will be expected to complete a set of required practicals for each course. These are all related to the course content and so will aid learning rather than distract from it.

#### **Aims:**

- To develop students’ interest and enthusiasm for science.
- To develop a critical approach to scientific evidence and methods.
- To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- To acquire scientific skills, knowledge and understanding necessary for progression to further learning.

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

In the table below in each column *Italics shows work covered by students studying Biology, Chemistry and Physics GCSEs only*. Non-italics shows work covered by students studying Biology, Chemistry and Physics GCSEs and those taking the Trilogy combined science course.

Yr	Term	Biology content AQA 8461	Chemistry content AQA 8462	Physics Content AQA 8463
10	Michaelmas	Respiration Organisation and the digestive system Organising plants and animals	Extraction of metals. Review of bonding and conservation of mass. Periodic Table. How Science Works Examinations. <i>Metal corrosion.</i> <i>Alloys. Transition metals.</i>	Electricity waves
10	Lent	Communicable disease Preventing and treating disease	Carbon compounds as fuels and feedstock. <i>Reactions of alkenes and alcohols.</i> <i>Synthetic and natural polymers.</i>	Energy Heating up
10	Trinity	Non-communicable disease	Purity, formulations, chromatography and other separation techniques. Melting point and boiling point as tests for purity. Required practical 6 – chromatography and R <sub>F</sub> values. Life cycle Assessments and recycling. Examinations. <i>Identification of ions by spectroscopic and chemical means.</i>	Atomic Structure

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

11	Michaelmas	The human nervous system'	Energy, reversible reactions and instrumental analysis. Structure and bonding. Rates of reaction. Start of chemical calculations. Controlled assessment. Examinations. <i>Examination on year 10 work at start of term.</i> <i>Titration calculations.</i> <i>Energy calculations.</i> <i>Manufacture of ammonia and equilibria.</i> <i>Mock examination on Chemistry 3 work.</i>	Particle model of matter
11	Lent	To be planned	Finish chemical calculations. Acids and salts. Electrolysis. Redox in terms of electron transfer.	Light and EM waves Magnetism and Electromagnetism
11	Trinity	Revision	Revision	Revision

### Assessment Units

The new GCSE courses are graded from 1 to 9. Grade 5 approximates to an old C grade at GCSE, while a Grade 8 approximates to an A\*. Very few students are expected to achieve a Grade 9.

For each GCSE there are two tiers of assessment. Foundation and Higher Tier A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

## Curriculum Information for Parents: Years 10 & 11 2021 / 2022

Each of the Separate Science GCSE courses will have two papers assessing different aspects of the course, while the Trilogy course will have two papers per Science (assessing similar material as below)

### Biology

Paper 1	+	Paper 2
<b>What's assessed</b> Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.		<b>What's assessed</b> Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>
<b>Questions</b> Multiple choice, structured, closed short answer and open response.		<b>Questions</b> Multiple choice, structured, closed short answer and open response.

### Chemistry

Paper 1:	+	Paper 2:
<b>What's assessed</b> Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.		<b>What's assessed</b> Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>
<b>Questions</b> Multiple choice, structured, closed short answer and open response.		<b>Questions</b> Multiple choice, structured, closed short answer and open response.

### Physics

Paper 1:	Paper 2:
<b>What's assessed</b> Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.	<b>What's assessed</b> Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from <a href="#">Energy</a> (page 17) and <a href="#">Electricity</a> (page 22).
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Multiple choice, structured, closed short answer and open response.</li></ul>	<b>Questions</b> <ul style="list-style-type: none"><li>• Multiple choice, structured, closed short answer and open response.</li></ul>

### **Subject: Support Studies**

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls have different levels of abilities and Support Studies lessons aim to support the needs that girls may have. Girls join Support Studies on the advice and recommendations of the SENCO and this replaces one GCSE option choice.

### **Aims**

The aims of this department at Thornton College are;

- to develop independent study, revision and organisation skills
- provide strategies to overcome difficulties
- to foster resilience
- to support the students within the curriculum.

### **Course Content:**

All students selected for year 10 have SEN and have been invited to do support studies to reinforce the learning in place of one subject option choice and have four sessions of 40 minutes per week.

The lessons cover;

- Revision methods and techniques
- Revision planning methods
- Managing time and prioritising
- Reflection of learning
- English GCSE texts overview
- Identifying techniques for success in English language exam
- Understanding the importance of memory and strategies to improve retention
- How to take effective notes
- Develop independent study skills so the girls are well prepared for post 16 courses
- Use of online resources to support learning