



Chestnut Grove Academy

# Year 10 Assessment Week 6<sup>th</sup>-10th November 2023



## Contents

GCSEPod .....	3
Subject: English.....	2
Subject: Maths .....	4
Subject: Science.....	6
Subject: Triple Science.....	8
Subject: Computer Science.....	10
Subject: History.....	12
Subject: Geography .....	14
Subject: Philosophy, Beliefs & Ethics.....	16
Subject: French.....	18
Subject: Spanish.....	19
Subject: Art & Design.....	20
Subject: Design and Technology.....	22
Subject: Film Studies .....	24
Subject: Sport Science .....	28
Timetable .....	30

## GCSEPod

- ❑ **Retrieval Practice:** is the act of recalling information without having it in front of you
- ❑ **Dual Coding:** is the theory that for successful retrieval of knowledge you need to combine words and visuals for better revision
- ❑ **Interleaving:** is the theory that revising more than one topic in each revision session will help you make better Link between them.
- ❑ **Spaced Practice:** is the theory that short, sharp bursts of learning are more effective than cramming just before the exam



## Optimal Spacing



To log in to GCSE POD, students should use the same log in as they do for Microsoft TEAMS.

[support@chestnutgrove.org.uk](mailto:support@chestnutgrove.org.uk)

## SPACED PRACTICE



## Top Tips to Take Care of Yourself

- ❑ Exercise regularly
- ❑ Eat well
- ❑ Sleep well
- ❑ Relax often
- ❑ Socialise & connect with others
- ❑ Take time out for you
- ❑ It's good to talk: staff, family and friends.

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## Dear Families



Year 10 have had an extremely successful to their GCSEs. As we approach the midway point of the first term, our attention is diverted towards the interim exam week, where students are given the opportunity to demonstrate the progress they have made this year.

These interim exams will take place in classrooms led by subject teachers. These assessments will enable teachers to continue to identify any gaps in knowledge, and in particular to support students to develop their strategies for memory retrieval and retention.

Teachers will prepare students with key revision techniques and strategies for these exams and tutors will also be helping students with their preparation and revision in Health sessions and tutor time.

Subject leaders have compiled details of each exam, along with a list of content that will be assessed and some guidance on how to revise for each subject. Please ensure that you read through the information with your child, and help them to make sure that they know what is expected of them in the Summer Term. Students should “RAG” the topics. This means writing Red, Amber or Green next to each topic based upon their self-assessment and information they have received from teachers. They should then prioritise revising those topics that they are not yet green in and update their own RAG list accordingly. Further resources will be added to *Teams* to support with revision from home.

Interim exam results will be used to identify the next steps to develop knowledge and understanding in each subject, and teachers will provide detailed feedback in lessons. Reports will be available to download from the [My Child At School](#) portal.

The Special Educational Needs department will be contacting the families of students entitled to access arrangements via e-mail in the coming weeks and will confirm the nature of these arrangements.

We would like to take this opportunity to thank you again for your support, and to wish Year 10 the best of luck in their preparations for their interim exams.

Yours faithfully

Richard Cheesbrough  
Deputy Head Teacher

Sam Fraser  
Raising Standards Leader - Year 10

## Subject: English

Exam: **Pearson 1EN0** English Language *GCSE 9-1* and **Pearson 1ET0** English Literature *GCSE 9-1*

Head of Department: E Bracken

### How will you be examined in English?

Students will be examined on aspects of English Language and English Literature.

English Literature (*45 minute written exam in classrooms*) - **Great Expectations** Part A

English Language (*45 minute written exam in classrooms*) **Imaginative Writing**

### What content will be examined? (*\*indicates content covered during lockdown*)

#### English Literature

Students will be examined on Great Expectations for their literature exam.

**Part A: Great Expectations** Extract (*45 minutes / 20 marks*)

Students will be given an extract from the novel and will be asked to analyse the language and structure used to present a character, their relationship to another character, their mood, or feelings. Students will be expected to pick out language and structural techniques and to explain in detail their effect on the reader.

RAG

RAG

#### English Language

**Imaginative Writing** (*45 minutes / 40 marks*)

Students will be asked to write an imaginative fiction story. They will be given a choice of two tasks and only need to pick one. Students will be examined on accuracy, how well structured the writing is and the impact it has on the reader.

## What can I do to revise?

**Writing skills:** paragraphing, spelling, punctuation, ambitious vocabulary, rewriting stories you have written improving them based on the targets given by your teacher, practise writing in timed conditions (1hr)

**Great Expectations:** Revise the techniques Dickens uses, use your exercise book to recognise how we write an analysis paragraph, consider how the effect of the retrospective, first-person narration on the reader

Use the revision sheet given to you by your teacher

Use **GCSEPod** to watch videos on the skills being tested.

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** Language <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

Literature <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

## Subject: Maths

Exam: Pearson 1MA1 Mathematics GCSE 9-1

Head of Department: K Clucas

### How will you be examined in Maths?

Students will sit one **non-calculator** paper lasting 60 minutes

### What content will be examined?

#### Sets 1 – 4

Change between standard units and compound units  
Simplify and manipulate expressions using laws of indices  
Transformations  
Apply four operations  
Order numbers  
Pictograms  
Apply four operations  
Bar charts  
Linear and non-linear sequences of diagrams and numbers  
Apply four operations  
Calculate exactly with fractions  
Probabilities of an exhaustive set of outcomes  
Substitute values into formulae and expressions  
Apply four operations  
Use standard units of measure and related concepts  
Frequency trees  
Solve problems involving direct and inverse proportion  
Percentages and problems involving percentage change  
Solve linear inequalities  
Primes, factors, multiples  
Ratio in real context  
Standard form

#### Sets 5 – 7

Linear and non-linear sequences of diagrams and numbers  
Apply four operations  
Calculate exactly with fractions  
Probabilities of an exhaustive set of outcomes  
Substitute values into formulae and expressions  
Apply four operations  
Use standard units of measure and related concepts  
Frequency trees

Solve problems involving direct and inverse proportion Percentages and problems involving percentage change Solve linear inequalities Primes, factors, multiples Ratio in real context Standard form Measures of central tendency (median, mean, mode and modal class) Surface area and volume of spheres, pyramids, cones and composite solids Theoretical probability; appropriate language; 0-1 probability scale Recurring decimals and their corresponding fractions	
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### What can I do to revise?

Students have access to useful websites:

**GCSEPod**

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

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

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



## Subject: Science

Exam: **AQA 8464** Combined Science Trilogy GCSE 9-1

Head of Department: A Gordon

### How will you be examined in Science?

One 50-minute paper on Biology, Chemistry and Physics topics. Completed in lesson time.

### What content will be examined?

#### Year 9 review content - Cell Biology:

- Animal cells
- Plant Cells
- Prokaryotic Cells
- Microscopy
- Practical: Microscopes
- Chromosomes
- Mitosis and the Cell cycle
- Diffusion
- Osmosis
- Practical: Osmosis
- Active Transport

#### Year 9 review content - Organisation:

- Human Digestive system
- Enzymes
- Heart and blood vessels
- Lungs
- Blood
- CHD
- Health issues
- Cancers
- Lifestyle on non-communicable diseases

### Year 10 content - Infection & response

- Communicable disease
- Introducing disease
- Viral diseases
- Bacterial disease
- Fungal and protist disease
- Human defence systems
- Vaccination
- Antibiotics and painkillers
- Discovery and development of drugs

### Year 10 content - Bioenergetics

- Photosynthesis
- Practical – factors affecting the rate of photosynthesis

### What can I do to revise?

Use the PowerPoints and resources to revisit the topics.

**RAG** your revision list to establish your strengths and weaknesses *(and then focus your revision on the areas you find the most difficult)*.

Create a mind map using your notes / revision guide/websites mentioned below to summarise each topic using scientific language.

Produce Q&A/flashcards to practice defining the keywords in each topic.

Use **GCSEPod**, **BBC Bitesize** and the **Oak Academy** to build on your knowledge.

**Link to past papers:** <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

**Link to specification:** <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

## Subject: Triple Science

Exam: **AQA 8461** Biology GCSE 9-1, **AQA 8462** Chemistry GCSE 9-1 and **AQA 8463** Physics GCSE 9-1

Head of Department: A Gordon

### How will you be examined in Science?

*One 50-minute paper for Chemistry  
One 50-minute paper for Biology  
One 50-minute paper for Physics  
Completed in lesson time.*

### What content will be examined?

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>RAG</b>
<p><b><u>Year 9 review content - Cell Biology:</u></b></p> <ul style="list-style-type: none"> <li>• Animal cells</li> <li>• Plant Cells</li> <li>• Prokaryotic Cells</li> <li>• Microscopy</li> <li>• Practical: Microscopes</li> <li>• Chromosomes</li> <li>• Mitosis and the Cell cycle</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Practical: osmosis</li> <li>• Active Transport</li> </ul>	<p><b><u>Year 9 review content – Atomic structure:</u></b></p> <ul style="list-style-type: none"> <li>• The atom</li> <li>• Electronic structure</li> <li>• Discovery of the atom</li> <li>• Atoms &amp; trends</li> <li>• The Periodic Table</li> </ul>	<p><b><u>Year 9 review content – Particle Model</u></b></p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Change of states</li> <li>• Internal energy</li> <li>• Specific latent heat</li> <li>• Particle Motion</li> <li>• Pressure in gases</li> </ul>	
<p><b><u>Year 9 review content - Organisation:</u></b></p> <ul style="list-style-type: none"> <li>• Human Digestive system</li> <li>• Enzymes</li> <li>• Heart and blood vessels</li> <li>• Lungs</li> <li>• Blood</li> <li>• CHD</li> <li>• Health issues</li> <li>• Cancers</li> <li>• Lifestyle on non-communicable diseases</li> </ul>	<p><b><u>Year 9 review content – Structure &amp; bonding:</u></b></p> <ul style="list-style-type: none"> <li>• Ionic bonding</li> <li>• Properties of ionic compounds</li> <li>• Covalent bonding</li> <li>• Properties of simple and giant covalent compounds</li> <li>• Metallic bonding and properties</li> <li>• Nanoparticles</li> </ul>	<p><b><u>Year 9 review content – Atomic Structure</u></b></p> <ul style="list-style-type: none"> <li>• Structure of the atom</li> <li>• Nuclear radiation</li> <li>• Half-life</li> <li>• Uses of radiation</li> <li>• Dangers of radiation</li> <li>• Nuclear Fission</li> <li>• Nuclear Fusion</li> </ul>	
	<p><b><u>Year 10 content – Organic Chemistry</u></b></p> <ul style="list-style-type: none"> <li>• Crude oil</li> <li>• Alkanes</li> <li>• Fractional distillation</li> <li>• Properties of fractions</li> <li>• Cracking</li> <li>• Alkenes</li> <li>• Polymers</li> <li>• Reactions of Alkenes</li> </ul>	<p><b><u>Year 10 Content - Forces</u></b></p> <ul style="list-style-type: none"> <li>• Vectors and scalars</li> </ul>	

## What can I do to revise?

Use the PowerPoints and resources to revisit the topics

**RAG** your revision list to establish your strengths and weaknesses *(and then focus your revision on the areas you find the most difficult)*

Create a mind map using your notes / revision guide/websites mentioned below to summarise each topic using scientific language

Produce Q&A/flashcards to practice defining the keywords in each topic

Use **GCSEPod**, **BBC Bitesize** and the **Oak Academy** to build on your knowledge

**Link to past papers:** <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

**Link to specification:** Biology <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

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

Physics <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

## Subject: Computer Science

Exam: OCR J277 Computer Science GCSE 9-1

Head of Department: E Solate

### How will you be examined in Computer Science?

You will be examined on the whole of Component 01 (*Computer Systems*) content.

**Written paper:** 45 minutes to be completed in lesson time (*40 marks*).

This is a non-calculator paper and will consist of multiple-choice questions, short response questions and extended response questions.

### What content will be examined?

The list of specific topics that your assessment will cover along with a reference to the specification

- Von Neumann architecture (1.1.1)
- How common characteristics of CPUs affect their performance (1.1.2)
- Embedded systems (1.1.3)
- Common types of storage (1.2.2)
- Characters (1.2.4)
- Binary Shift (1.2.4)
- Images (1.2.4)
- Data capacity and calculation of data capacity requirements (1.2.4)
- Sound (1.2.4)
- Compression (1.2.5)
- Types of networks (1.3.1)
- Network hardware (1.3.1)
- Network topology (1.3.1)
- Cloud Storage (1.3.1)
- System security, forms of attack, threats posed to networks, identifying and preventing vulnerabilities (1.4.1, 1.4.2)
- Operating systems (1.5.1)
- Utility system software (1.5.2)
- Impact of technology based around Ethical, legal, cultural and environmental impact (1.6.1)
- Features of Open Source and Proprietary licence (1.6.1)

**RAG**

## What can I do to revise?

Review lesson presentations / exercises

Review answers and feedback to end of unit quizzes on Teams.

Review your misconceptions in the last in-class test.

Use account details provided to access revision content on [www.teach-ict.com](http://www.teach-ict.com)

Watch relevant CraigDave YouTube videos.

Make use of revision books recommended on Teams

Practice application of mathematics in computing.

Use GCSEPod to build on your knowledge

**Link to past papers:** <https://www.ocr.org.uk/qualifications/past-paper-finder/>

**Link to specification:** <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## Subject: History

Exam: Pearson 1HI0 History GCSE 9-1

Head of Department: Ms F Mathews

### How will you be examined in History?

One exam on **Anglo-Saxons and Normans** 55-minutes

The exam question styles are as follows:

1. Describe two features of.... 4 marks
2. Explain why.... 12 marks
3. Statement and how far do you agree?..... 16 marks. You pick one from a choice of two.

The assessment will be on Thursday 10<sup>th</sup> November for all history classes

### What content will be examined?

1. Anglo Saxon society
  - a. The social system
  - b. Powers of the king
  - c. The Witan and government
  - d. How land was divided
  - e. What the economy was like
  - f. The influence of the church
2. The succession crisis
  - a. The house of Godwin
  - b. Harold's embassy to Normandy where he gave the oath to William
  - c. The uprising against Earl Tostig
  - d. The death of Edward the Confessor
3. The Rival claimants for the throne
  - a. Harold Godwinson's claim
  - b. Edgar Aethling's claim
  - c. Harald Hardrada's claim
  - d. William of Normandy's claim
  - e. Harold Godwinson becomes king
  - f. The battles of Gate Fulford and Stamford Bridge

#### 4. The Norman Invasion

- a. The Battle of Hastings
- b. The reasons for William's victory at the BOH

#### What can I do to revise?

The PowerPoints from all the Anglo Saxon and Norman lessons are *(on Teams)* in your history team.

Use these to recap knowledge and why not have a go at some of the tasks again, including exam practice

Use the **bare bones paragraphs** *(on Teams and in books)* as a starting point.

Use the **bare bones revision strategies** that are in the bare bones lessons *(on Teams)*

*e.g. flash cards, funny/memorable pictures, sensory stories etc*

**Use all of the resources on the Padlet that have been shared by your class teachers in your history team. This is a link that is for all GCSE students, so you only need to use the Anglo Saxon and Norman sections.** <https://padlet.com/ladams134/rrzzfq4aet0urae6>.

Use **GCSEPod** to find the Anglo Saxon and Norman podcasts and quizzes

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



## Subject: Geography

Exam: AQA 8035 Geography GCSE 9-1

Head of Department: Ms R Robinson

### How will you be examined in Geography?

#### In Geography you will sit one paper:

Coastal Landscapes and Urban issues and challenges

Each paper will include a range of 1/2/4/6 mark questions.

### What content will be examined? (\*indicates content covered during lockdown)

#### UK Landscapes:

- Coastal processes – erosion, transportation, deposition
- Coastal landforms of erosion – headlands and bays, wave cut platforms, crack to stack formation
- Coastal landforms of deposition – spits, bars, beaches
- Coastal management – hard and soft engineering strategies
- Coastal management example – The Holderness Coast

#### Urban Issues and Challenges:

- Megacities
- Urbanisation trends
- **Rio**: Importance, opportunities, challenges, urban planning, growth of Favellas
- **London**: importance; opportunities

RAG

Your teacher will give you a checklist with more detail on the content covered for you to **RAG** yourself against to help you focus your revision

## What can I do to revise?

Use the resources uploaded to your Teams pages and look back through old assignments that you completed through remote learning

Use **GCSEPod**. You are able to watch videos, do practice questions and revise.

Use the Bedrock Knowledge checklists provided by your teachers to work through to crack the basics

**RAG** rate yourself against the different content points and then focus your revision on the areas you find most difficult

Use the CGP revision guide or **BBC Bitesize**.

Use the Padlet to access an abundance of revision resources: <https://padlet.com/rrobinson125/CGAYear10Geography>

Practice exam questions to practice applying your knowledge and understanding

**Link to past papers:** <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

**Link to specification:** <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## Subject: Philosophy, Beliefs & Ethics

Exam: AQA 8062 Religious Studies A GCSE 9-1

Head of Department: Ms J Taylor-Campbell

### How will you be examined in PBE?

You will have one exam, in class. This will be worth 51 marks and will be 52-minutes long.

### What content will be examined?

You will cover all content from Year 10: **Religion & Life**

RAG

Theme B: **Religion and Life** (p20-37)

- Explain different religious belief (*conservative vs liberal*) about the origins of the universe
- Explain scientific ideas about how the world began (*Big Bang and evolution*)
- Evaluate the relationship between scientific views, such as the Big Bang theory, and religious views  
*e.g. are science and religion compatible?*
- Explain why theists believe the universe is valuable using the terms *awe and wonder*
- Explain why theists believe humans have a duty to protect the world including religious teachings about stewardship, dominion and responsibility
- Describe the use and abuse of the environment, including the use of natural resources and pollution
- Describe and evaluate religious and non-religious attitudes to the use for animal experimentation
- Describe and evaluate religious and non-religious attitudes to the use of animals for food
- Describe the meaning of sanctity and quality of life and religious teachings about these concepts  
*e.g. why religious people believe human life is sacred*
- Explain and evaluate religious and non-religious attitudes to abortion

## What can I do to revise?

Read through the revision guide and summarise the information e.g. onto flash cards or a Word document.

You could also create charts (for/against) for each topic.

Write a page of the quotes you will learn so you can revise these.

Apply your knowledge: plan the 4, 5 and 12 mark questions using bullet points.

If you struggle with timing, practice writing 12 mark questions first (*this should take you a minute a mark!*)

Use **GCSEPod** to build on your knowledge.

**Link to past papers:** <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

**Link to specification:** <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

## Subject: French

Exam: Pearson 1FR0 French GCSE 9-1

Head of Department: Ms H Holding

### How will you be examined in French?

Year 10 will complete a writing and translation assessment (*Higher & Foundation: 2 questions + translation task*)

### What content will be examined? (\*indicates content covered during lockdown)

- Family relationships
- Free time - hobbies and sport
- Friends and what you like to do with them

RAG

### What can I do to revise?

Ensure you can form and use in your writing the following tense: present, past (preterite) & near future.

Work on extending your writing using linking words and time expressions.

Create a vocabulary map on each of the above topics using [www.linguascope.com](http://www.linguascope.com) (*chestnut/ mflrocks*) in your exercise books, [www.quizlet.com](http://www.quizlet.com) and **BBC Bitesize**.

Practise writing a paragraph on the above topics which use a range of grammatical structures, sophisticated vocabulary and justified opinions.

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

## Subject: Spanish

Exam: Pearson 1SP0 Spanish GCSE 9-1

Head of Department: Ms H Holding

### How will you be examined in Spanish?

Year 10 will complete a writing and translation assessment (*Higher & Foundation: 2 questions + translation task*)

### What content will be examined? (\*indicates content covered during lockdown)

- Description – physical description & personality
- Free time
- Family and friends - relationships

RAG

### What can I do to revise?

Ensure you can form and use in your writing the following tense: present, past (preterite) & near future.

Work on extending your writing using linking words and time expressions.

Create a vocabulary map on each of the above topics using [www.linguascope.com](http://www.linguascope.com) (*chestnut/ mflrocks*) in your exercise books, [www.quizlet.com](http://www.quizlet.com) and **BBC Bitesize**.

Practise writing a paragraph on the above topics which use a range of grammatical structures, sophisticated vocabulary and justified opinions.

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>

## Subject: Art & Design

Exam: Pearson 1FA0 Art: Fine Art GCSE 9-1 and Pearson 1GC0 Art: Graphic Communication GCSE 9-1

Head of Department: Mr J Wildman

### What am I being assessed on in Art?

Although there **will not be an end of year exam** for Visual Art and Digital Art, your end of year **grade will be based on your coursework**. To support your coursework, you must ensure that throughout your sketchbooks you are meeting all of the assessment objectives.

The Assessment objectives that you will be marked on for your coursework are:

#### AO1: Develop

Develop ideas through investigations, demonstrating critical understanding of sources.

**This means:** Looking and researching artists, presenting that research (use the artist analysis guides given to you by your teacher to support) and thinking about **how** you can use this research to create a piece of artwork that uses that artist's ideas / techniques / media. Use primary resources for these responses. If you do a piece of work that doesn't go exactly as planned, put this in your sketchbook and try and improve it, annotate what you have done, how it has worked out differently, has it been more successful? Why?

#### AO2: Refine

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

**This means:** You will try out different media to respond to artists, think about techniques / media you have used – how do they link to the artist you have researched? Even if you create a piece of work that you don't believe to be successful, still include it in your sketchbook to show you have experimented and then see how you can make this better. Make sure you annotate your work as you complete and present it.

#### AO3: Record

Record ideas, observations and insights relevant to intentions as work progresses.

**This means:** You will record your ideas, remember drawing isn't just with a pencil or pen. It is photographing, drawing, painting, watercolour, acrylic, charcoal, sewing, digital media, Photoshop, Illustrator, oil pastels, ink – all of these come under the 'record' Assessment Objective. Annotations are also included – make sure you do these as you go along. Make sure they are relevant, you can write in bullet points, it does not have to be full paragraphs. Use annotation guides provided by your Teachers to help you. If you would like your Teacher to check the guides, please write them on a piece of paper and then present them in your sketchbook.

#### AO4: Present

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**This means:** This is not just your final piece. **'Present'** is across all of the responses you do to your artists. It is also very important that your final piece is relevant to the work that you have produced in your sketchbook. This is about using the same imagery that you have in your sketchbook, what techniques have you used? Don't introduce new techniques. Could you combine the way two artists work into one piece of work? Remember as well, just doing an enormous piece of work will not result in getting more marks, we are looking for relevance and clear links between work completed prior to a final piece.

## What am I being assessed on in Art?

- Also consider, if you have been to art galleries or exhibitions, big or small, include resources you find. Think about how you might be able to use these in your sketchbook. How could they inspire your responses?
- Everything completed in your coursework goes towards your final grade that you will get at the end of Year 11.

**Link to past papers:** <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

**Link to specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

### Virtual tours of galleries and Real Visits:

**Gallery/Museum** <https://www.theupcoming.co.uk/2021/02/01/art-2021-londons-best-virtual-exhibitions-from-home/>

<https://www.countryandtownhouse.co.uk/culture/current-art-exhibitions-london/>

<https://www.nationalgallery.org.uk/events/online>

<https://www.timeout.com/london/news/you-can-do-virtual-tours-of-almost-every-major-london-museum-and-gallery-010621>

<https://lovelondonloveculture.com/2021/03/12/virtual-exhibitions-to-explore-march-2021/>

<https://london-photography-diary.com/exhibitions/current-exhibitions/>

<https://www.eventbrite.co.uk/d/online/free--events/exhibition/>

**Street Art** [https://www.alessandratorrone.com/?gclid=EAlaIqobChMI0urb\\_O3D8AIVoYODbx3g-g2UEAAYASAAEgKsc\\_D\\_BwE](https://www.alessandratorrone.com/?gclid=EAlaIqobChMI0urb_O3D8AIVoYODbx3g-g2UEAAYASAAEgKsc_D_BwE)

<https://inspiringcity.com/2020/07/16/best-places-to-see-street-art-london/>

<https://www.wanderlust.co.uk/content/the-5-best-places-to-see-street-art-in-london/>

**Sculptures/Outdoor Art** <https://www.timeout.com/london/art/top-20-public-sculptures-in-london>

<https://www.sculptureinthecity.org.uk/>

<https://theglossarymagazine.com/arts-culture/london-sculptures-outdoor-art#.YJul87VKiUk>

<https://www.bbc.com/culture/article/20210125-some-of-the-best-outdoor-art-to-see-now>

<https://the-line.org/>



## Subject: Design and Technology

Exam: AQA 8552 Design & Technology GCSE 9-1

Head of Department: Mr J Wildman

### How will you be examined in Design & Technology?

A **one hour** exam during lesson time.

### What content will be examined? *(\*indicates content covered during lockdown)*

Unit 1: **New and emerging technologies (see below)**

Unit 3: **Materials and their working properties (see below)**

#### 3.1.1 New and emerging technologies:

- Industry
- Enterprise
- Sustainability
- People
- Culture
- Society
- Environment
- Production techniques and systems
- How they inform design decisions

#### 3.1.5 Materials and their working properties

- Papers and boards
- Natural and manufactured timbers
- Metals and alloys
- Polymers
- Textiles

Please use your notebook to revise from along with any worksheets you have self-assessed this year. Along with your exam, we will be assessing the practical work completed during lessons to determine your marks. The next unit will be a mock coursework project which will focus on the following:

The coursework is based on four assessment objectives:

**AO1:** Identify, investigate and outline design possibilities to address needs and wants.

**AO2:** Design and make prototypes that are fit for purpose.

**AO3:** Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology.

**AO4:** Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

### What can I do to revise?

Use the resources linked to these units on **GCSEPod**. The videos in each D&T section are particularly useful to revise topics. Click the 'new D&T GCSE' link on [www.technologystudent.com](http://www.technologystudent.com)  
Buy the CGP 'Grade 9-1 GCSE Design and Technology AQA' book. Read over the notes you've made throughout the year in your note books.  
Use **GCSEPod** to build on your knowledge.

**Link to past papers:** <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

**Link to specification:** <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

## Subject: Film Studies

Exam: WJEC Eduqas C670QS

Head of Department: Mr M Nott

### How will you be examined in Film?

45 minute examination in 1 lesson answering a stepped question on *Up*

### What content will be examined? (\*indicates content covered during lockdown)

The exam will assess students' knowledge and understanding of film form and how it is used by filmmakers to create meaning in films. Students have spent the first half term studying this and applying it to a key scene from the film *Up*. The exam will involve them answering a stepped question on how film form is used to create meaning in the key scene they have studied from *Up*.

There will be:

- One stepped question in either three or four parts\*:
- parts (a) and (b) assess AO1
- part (c) and part (d), when set, will assess AO2\*.
- the final part will assess AO1 & AO2 in an extended writing response.

RAG

### What can I do to revise?

- Use your exercise book to revise the micro-elements of film and how they have been used in the key scene we have studied from *Up*
- Flashcard and revise all key terminology learned so far.
- Re- watch the key “storm” scene from up

## **Subject: Drama**

**Exam: WJEC C690QS Drama GCSE 9-1**

**Head of Department: Ms L Merritt**

### **How will you be examined in Drama?**

You will complete a mock of Component 1: Devising Theatre this will include a performance, writing of a portfolio and an evaluation. You will create an original piece in response to a given stimulus, you will demonstrate development and refinement of ideas in your portfolio and will analyse and evaluate your contribution and performance.

### **What can I do to revise?**

You can revise the following theatre practitioners and their ideas and techniques for performance: Constantin Stanislavski, Bertolt Brecht, Antonin Artaud, Steven Berkoff, Katie Mitchell, Emma Rice and genres such as Physical Theatre.

## Subject: Music

Exam: WJEC C660QS Music GCSE 9-1

Head of Department: Ms K Striesow

### How will you be examined in Music?

Students will be examined on all the elements of the course: **Performing; Composing; Listening and Appraising.**

**Performing** Performance week to be held week beginning 6<sup>th</sup> November. This will take place during lesson time.

**Composing - Coursework** A composition to be completed by 3pm on Friday 10<sup>th</sup> November.

**Listening & Appraising** - One 50-minute Listening Exam on Thursday 9<sup>th</sup> November.

### What content will be examined? (\*indicates content covered during lockdown)

#### Component 1: Performance

- A **solo** performance completed during assessment week. This will be performed in front of the class.

#### Component 2: Composition on a written chord sequence

- A composition based on a film scene of their choice. Students need to use orchestral instruments, but all other aspects of the composition can be chosen by them. This can be completed using Logic Pro or Sibelius software

#### Component 3: Listening & Appraising

*AoS 3: Film Music* - pop, rock and pop, bhangra and fusion (of different styles).

*AoS 4: Popular Song* - Popular music styles from 1950 to present day.

RAG

## What can I do to revise?

### Performing

- Ensure you attend any additional instrumental lessons.
- Practice every day for at least 20 minutes.
- Choose one piece to perform and focus your practise on that piece especially any passages you find challenging.
- *YouTube* has a plethora of tutorials and guides for learning to play pieces or work on particular aspects of technique.

### Composing

- Focus on the music in the films you watch thinking about, Dynamics, Rhythm, Melody, Pitch, Harmony, Tonality, Timbre, Instrumentation, Texture and Articulation. Watch films related to the clip you have chosen so that you can be more specific in your analysis in order to help you compose in that style.

### Listening & Appraising

- **RAG** your revision list to establish your strengths and weaknesses (*and then focus your revision on the areas you find the most difficult*)
- Create a mind map using your notes / revision guide/websites mentioned below to summarise each topic using musical language
- Produce Q&A / flashcards to practice defining the keywords in each topic
- *Microsoft Teams* – use the class materials loaded on to the Year 10 Music Team, this includes practice questions.
- *BBC Bitesize* <https://www.bbc.co.uk/bitesize/examspecs/zbmct39> is great for revision and test questions

Use **GCSEPod** to build on your knowledge particularly knowledge of theory.

Link to past papers: <https://www.wjec.co.uk/home/past-papers/>

Link to specification: [https://www.wjec.co.uk/qualifications/music-gcse/#tab\\_overview](https://www.wjec.co.uk/qualifications/music-gcse/#tab_overview)

## Subject: Sport Science

Exam: OCR J828 Sports Science *Cambridge National*

Head of Department: Mr J Tobin **Class Teacher:** Mr J Tobin & Ms H Fenby

### How will you be examined in Sport Studies?

In Yr 10 2 coursework modules are completed and submitted for external marking and set to the examiner in May 2024. To meet this deadline all coursework for both units must be completed by April to allow marking and internal moderation.

All coursework tasks must be completed following the rules and guidance for NEA (non examined assessment) the student guide can be found here. <https://www.ocr.org.uk/Images/620514-student-guide-to-nea-assignments.pdf>

The following assessments are to be submitted in Year 10

**R181:**Applying the principles of training; fitness and how it affects skill – This is a collection of 5 Tasks that must be completed in approximately 16 hours.

**R182:** The body's response to physical activity and how technology informs this. - This is a collection of 3 tasks to be completed in approximately 8-10 hours.

Coursework can only be completed in controlled conditions in given time frame

**Students will have to have completed the coursework for this unit by Wednesday 17<sup>th</sup> April 2024. Work must be submitted and uploaded to *Teams*.**

The final assessment to be completed as the final module of the course with no retake opportunity, in the Summer of Year 11.

**R180:** Written Exam paper – Set by OCR and marked by OCR this is the final unit that is undertaken and is completed in exam conditions in the Summer of 2024

## What content will be examined?

**R181 & R182:** In this assessment window students will continue the learning of the content in preparation for completing the externally set assessment task.

### **R181:**

**Topic area 1: Components of fitness applied in sport**

**Topic area 2: Principles of training in sport**

**Topic area 3: Organising and planning a fitness training programme**

**Topic area 4: Evaluate own performance in planning and delivery of a fitness training programme**

### **R182**

**Topic area 1: The cardio – respiratory system and how to use of technology supports different types of sports and their intensities**

**Topic area 2: The musculo-skeletal and how the use of technology supports different types of sports and their movements**

**Topic area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems**

**Topic area 4: Long term effects of exercises on the cardio-respiratory and musculo –skeletal systems**

## What can I do to revise?

Use the PE simplified revision guide - make flash

cards Use past papers provided in lessons

Use the 100 quick fire questions & answers – get your parents to test you on 5 a

Day.

Research the fitness and training requirements for your two chosen sports.

**Link to past papers:** <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-i828/assessment/>

**Link to specification:** <https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-i828.pdf>



## Timetable

	Mon 6 Nov	Tue 7 Nov	Wed 8 Nov	Thu 9 Nov	Fri 10 Nov
Reg					
P1		<b>Geography</b> (Ms Anderson, Ms Stanford, Ms Henry-Smith)	<b>French</b> (Ms Holding, Mr Silk) <b>Spanish</b> (Ms Sanz) <b>Business Studies</b> ( <b>Wed 15 Nov</b> )	<b>Spanish</b> (Mr Morrissey-Durant)	<b>Maths</b>
BREAK					
P2		<b>Combined Science</b> – all classes <b>Biology</b> – Triple science			
P3			<b>English Literature</b>	<b>Spanish</b> (Mr Silk) <b>Drama</b> <b>History</b> (Ms Mathews, Ms Nicol)	<b>English Language</b>
Lunch					
P4			<b>D&amp;T</b> (Mr Wildman) <b>French</b> (EAG & SW) <b>Physics</b> – Triple science	<b>Chemistry</b> – Triple Science	<b>D&amp;T</b> (Ms O'Shea)
P5		<b>Geography</b> (Ms Robinson, Ms Pho, Mr Chhina)		<b>History</b> (Mr Fraser, Mr Swindells) <b>Computer Science</b> <b>Film Studies</b>	