

Bishop Stopford School

faith | justice | responsibility | truth | compassion

CURRICULUM OUTLINE

YEAR 10

2021 - 2022

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Students and Parents

Year 10 is a critical stage in education – the start of the two year GCSE programme. In order to build on our home-school partnership, we are providing you with this outline of the Year 10 curriculum. It gives the framework to the formal teaching programme, which should lead to enjoyable and meaningful learning. Students, of course, learn more than can ever be listed in a booklet. Social skills and positive attitudes to life-long learning form an important part of what we aim to develop at Bishop Stopford. A wide range of extra-curricular activities also complements the planned timetable of lessons.

Homework is a vital extension of the curriculum offered at school, and is never more important than in Year 10. It is designed to nurture self-discipline and self-reliance in learning, and consolidates or extends topics covered in the classroom. Success in GCSE is reliant upon the effective and systematic completion of homework and revision. To that end, a Key Stage 4 Homework Club will run in school throughout the week. Students can be helped with their work by a member of staff, and we would encourage them to attend. More information regarding homework can be found via this link: <https://bishopstopford.fireflycloud.net/parent-information/homework>

Given the challenges of the new curriculum, students will be expected to revise and consolidate their learning throughout their courses. Year 10 end of year examinations in all subjects are very important in reviewing the progress of students in all aspects of their learning. These take place after the GCSE exam period.

We will be pleased to respond to any concerns that you may have about teaching, learning and life in Year 10. In this way we hope to work in partnership to ensure that all students fulfil their unique potential.

Yours sincerely

Miss J Silverthorne
Headteacher

Year 10 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	English	Food	Geography	HSC
Art								
Computer Science							Environment issues with technology	Digital wellbeing
Design		Optional Programming Activities						Inclusivity
Drama	Drama stimuli				The Crucible			
English	Visual representation of texts			An Inspector Calls - stagecraft				
Food								
Geography								
HSC				Role Plays				
History								
iMedia	Photography	Sound & visual representations	Project design					
Maths	Enlargement						Maps, Scales & Bearings	
MFL				Role Play Scenarios			Spanish/French speaking countries	Healthy Living
Music								
PE								Anatomy and Physiology
RE								
Science								

Subject where the topic is taught

Year 10 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	History	iMedia	Maths	MFL	Music	PE	RE	Science
Art								
Computer Science		File types					Ethical & cultural issues in Computing	
Design		CAD	Geometry & Trigonometry					
Drama	The Salem witch trials						Puritanism	
Subject where the topic is taught	English	Capitalism & Socialism Edwardians						
	Food					Nutrition for health		Conducting a scientific investigation
	Geography			Map Skills Graphical analysis		Rio Olympics		Physical Landscapes of the UK Hazards
	HSC	History of the NHS		Infancy Growth Charts		Diet and Exercise		Human Lifespan & Development
	History						Holocaust	Medicine Through Time
	iMedia					Sound		
	Maths							Metric Measures
	MFL							
	Music							
	PE			Interpreting Data				
RE								
Science	History of the Periodic Table					Breathing		

Important Dates Year 10

Month	Item	Date
September	School opens School photos	3 rd September 2021 9 th September 2021
October		
November		
December	Report issued	3 rd December 2021
January		
February		
March	Report issued Progress Review	25 th March 2022 31 st March 2022
April		
May		
June		
July		

Parents have the right to withdraw their son/daughter from Sex and Relationships Education, Religious Education and Worship.

Please contact Mr G Kirke (Assistant Head Curriculum) if you wish to discuss this further.



Faculty: Expressive Arts

Department: Art

Faculty Introduction:

Students are encouraged to become independent learners. At GCSE, students will build upon the skills developed at Key Stage 3 by initially focusing on increasing the accuracy and control of their drawing through direct observational studies, before exploring a wide range of media and techniques. Ideas will then be developed along with influences from artists towards a final outcome that concludes the project.

Topics/Modules covered:

From September – March, students will complete their first coursework unit. This will focus on a variety of skills and be based on a given theme.

Students will be expected to meet all the assessment criteria as below:

- Investigation into the formal elements – line, tone, texture, colour, composition
- Critical artist research
- Experimentation of media/scale
- Development of ideas
- Final outcome

Students will sit a timed mock exam in July to conclude the second coursework unit.

Assessment:

- AQA specification
- Coursework - controlled assessment period
- Attainment descriptors in accordance with GCSE guidelines.
- Targets identified throughout the two year course and recorded in individual student assessment booklets.

Homework:

A minimum of 60 minutes homework is set each week. Homework involves finishing and improving GCSE coursework, and is essential to the successful completion of course. Independent learning is encouraged with students setting their own learning objectives in consultation with the teacher.

Enhancement Activities:

- Opportunity to work across disciplines, materials such as oil paint can be introduced to students working at a higher level
- Gallery visit
- Open access to the art rooms at lunchtime
- The opportunity to have work displayed around the school and in local exhibitions

Texts to be issued and arrangements for return:

Books can be borrowed overnight from the department, in agreement with members of staff. Equipment may be borrowed over longer periods of time. We recommend the purchase of the GCSE guidebook, and all students will need to purchase a sketch book, putty rubber and a set of B drawing pencils.



Faculty: Technologies

Subject: GCSE Computer Science

Faculty Introduction:

Computer Science GCSE is an incredible mix of maths, science and engineering. It explores the principles on which the digital technology of the modern world (computers/mobile phones/the internet) is based, with computer programming at the heart of the course.

Topics/Modules to be covered in the year:

- Computer Systems (exam)
- Computational thinking, algorithms and programming (exam)

Assessment:

- The two exam units will be sat in the summer of Year 11. Both exams are 1½ hours long and are each worth 50% of the final mark.

Homework:

50 – 60 minutes homework is set per week. Due to the nature of the course, this may vary from week to week. Students will have access to the ICT suites at school to help them complete any homework tasks that need the use of computers.

Enhancement Activities:

- Lunchtime computer and Internet access.
- Cyber First competition.
- Raspberry pi projects
- Cyber Discovery program.
- Cyber Centurion competition.
- Outside speakers
- Internet Safety week

Texts to be issued and arrangements for return:

Students will be issued with a textbook. All other resources can be accessed on the school network and from home via the school VLE.



Faculty: Technologies

Subject: Creative iMedia Year 10

Faculty Introduction:

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs. This qualification is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it's done.

<p>Topics/Modules to be covered in the year:</p> <ul style="list-style-type: none"> • R081 – Pre-production skills - This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. • R082 – Creating Digital Graphics - The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation 	<p>Assessment:</p> <ul style="list-style-type: none"> • R081: Pre-production skills – Written paper, OCR set and marked (1hr 15mins) • R082: Creating digital graphics – Centre assessed Tasks • The course is graded in the following way (an <u>approximate</u> GCSE equivalence in brackets) • Pass • Merit • Distinction(7) • Distinction* (8/9)
--	--

Homework:

50 – 60 minutes homework is set per fortnight. Due to the nature of the course, this may vary from week to week. Students will have access to the ICT suites at school to help them complete any homework tasks that need the use of computers.

Enhancement Activities:

Lunchtime computer and Internet access.

Texts to be issued and arrangements for return:

Textbooks are issued in year 10 are expected to be returned (unless purchased themselves) in year 11.

All resources can be accessed on the school network and from home via the school VL



Faculty: Technologies
Subject: Design Technology
(Product Design, Fashion and Textiles)

Faculty Introduction:

The course follows a full 'design and make' exercise based on a theme and is assessed through a controlled assessment task. There is also written examination which covers all aspects of the course including material specific knowledge and understanding and core design principles.

Topics covered:

- Core Design Theory
- Introductory projects prepare students for the controlled assessment task.
- Non Examined Assessment design portfolio.
- Realisation of product(s) and evaluation completed to deadline.
- Exam preparation and revision exercises

Assessment

- AQA specification
- Non Examined Assessment – 50% of the final subject grade.
- Written examination – 50% of the final subject grade.
- Group feedback is provided following Non Examined Assessment rules.

Homework:

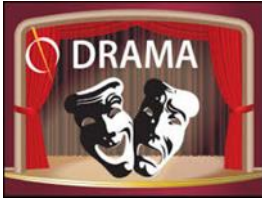
30 minutes of homework is set each week. The nature and style of homework is largely dependent on the class activity being undertaken but will generally focus on design skills and / or theoretical knowledge. During the Non Examined Assessment, homework will focus on preparation, research and product testing.

Enhancement Activities:

- Rotary Young Designer
- Rotary Technology Challenge

Texts to be issued and arrangements for return:

Text books are loaned to students when necessary for theory work and/or revision purposes.



Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Students follow the Edexcel GCSE Drama Course. The Drama GCSE course looks at a range of theatre practitioners, styles and approaches. Students perform scripted pieces as well as using what they have learnt to devise their own performance work. Students are encouraged to take risks and challenge their creativity. They are taught to be critical thinkers as they evaluate and analyse their own work and the work of others.

Drama teaches fundamental skills such as confidence, team work and the art of presenting. In year 10 students focus upon Component 1 and Component 3.

Topics/Modules to be covered:

- Component 1: Devising
- Component 2: Performance from text
- Component 3: Theatre makers in practice

Assessment:

- Component 1: Devising 40% - students create and develop a devised performance from a stimulus. Students also submit responses to a series of questions in which they reflect upon the devising and performing process.
- Component 2: Performance from text 20% - students take part in the performance or design of two scripted extracts.
- Component 3: Theatre Makers in Practice 40% — students answer a series of examination questions in response to their practical exploration of a performance text and evaluation of a live theatrical performance.

Homework:

45 - 60 minutes of homework is set per week, focusing on all three modules. Students are also encouraged to rehearse at lunchtimes and after school for examination work.

Enhancement:

- Theatre visits
- Involvement in Drama Club and School Production

Texts to be issued and arrangements for return:

Plays are available for students to borrow in preparation for their scripted performance and to broaden their knowledge of theatre. Students are required to purchase their own copy of the Component 3 text.

Faculty: English

Subjects: GCSE English Language and GCSE Literature

Faculty Introduction:

Students follow the AQA Specification courses in English Language (8700) and English Literature (8702). The courses are designed to be studied together but lead to certification in two separate GCSEs.

Topics/Modules to be covered:

All of the GCSE English and English Literature courses are examined at the end of Year 11. Units undertaken in Year 10 are in preparation for these examinations. In Year 10 the focus is on the following:

- Modern texts (a novel or play).
- A Shakespeare play.
- Poetry anthology.
- Reading response to a literary text.
- Writing descriptively and narratively.
- Writing to express a viewpoint.

Assessment :

- AQA specification

The GCSE examinations are as follows:

- English Language Paper 1: 1 hour 45 mins – Reading (fiction) and Writing (narrative/descriptive)
- English Language Paper 2: 1 hour 45 mins – Reading (non-fiction) and Writing (viewpoint).
- English Literature Paper 1: 1 hour 45 mins – Shakespeare and the 19th Century novel.
- English Literature Paper 2: 2 hours 15 mins – Modern Texts, Poetry Anthology and Unseen Poetry
- All elements of the course are assessed throughout the year, usually under timed conditions.
- These assessments receive 'What Works Well/Even Better If' comments and require a 'My Response Is' response from the student.
- Assessments are also graded according to GCSE criteria.
- Spoken Language is also assessed and awarded a separate endorsement that does not form part of the GCSE grade.

Homework:

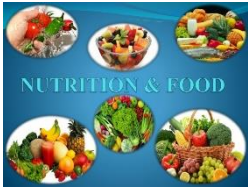
An average of one hour per week will be set. Homework tasks include reading and annotation, essay planning and writing, research and revision.

Enhancement Activities:

Visit to theatrical performance (where relevant productions are available).
Range of competitions.

Texts to be issued and arrangements for return:

AQA Anthology will be issued free. Set texts will also be issued and may **NOT** be annotated. If students lose or annotate copies of texts, they will be liable for the replacement cost. Students are recommended to buy set texts to allow for annotation. Study guides are also recommended.



Faculty: Technologies

Food Preparation and Nutrition

Faculty Introduction:

The course is accredited by OCR. It is assessed by two pieces of non-examined assessment; one a scientific investigation and one a food preparation task. There is also a terminal exam which covers nutrition and health, food science, food safety, food choice and provenance.

Topics covered:

- Food preparation, cooking and presentation
- Food provenance
- Food safety
- Food choice
- Cultural origins of food
- Food Science

Assessment:

- 15% - Non examined assessment – scientific exploration
- 35% - Non examined assessment – plan, prepare and present 3 dishes
- 50% - Written examination

Homework:

One homework of approximately 30 minutes will be set each week. Due to the practical nature of the subject students will be expected to bring their own ingredients and some homework time should be spent preparing for or evaluating practical work.

Enhancement Activities:

- Rotary Chef Competition

Texts to be issued and arrangements for return:

Text books will be issued to students for classroom work. A list of suitable revision booklets will also be issued to students during the course.



Faculty: Modern Languages

Subject: GCSE French

Faculty Introduction:

Students study 6 of the GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals
- Home town, neighbourhood and region

Assessment:

- AQA specification
- There will be an assessment at the end of each module in one of the skill areas and an end of year exam.
- At the end of Year 11, the students will sit four exams in Speaking/Listening/Reading and Writing.

Homework:

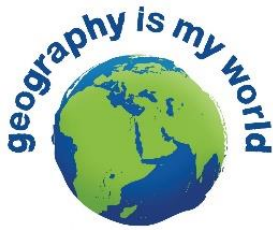
45 minutes homework is set once per week, which could be vocabulary learning, a written task or work set on thisislanguage.com

Texts to be issued and arrangements for return:

Students are issued with a text book. These are returned to the class teacher during the last lesson in Year 11.

Students will also need to bring their own bilingual dictionaries to lessons.

Students will be encouraged to continue with their thisislanguage.com subscription.



Faculty: Humanities

Subject: Geography

Faculty Introduction:

“Geography provokes and answers questions about the natural and human worlds, and views issues from different perspectives. Geography makes us aware that we must think globally.” Students follow the AQA GCSE syllabus. The course covers contemporary topics which explore today’s most significant issues and students will consider different viewpoints and learn how they can contribute towards a positive geographical future.

Topics to be covered over Years 10 and 11:

Unit 1: Living with the physical environment.

- The Challenge of Natural Hazards
- Physical Landscapes of the UK
- The Living World

Unit 2: Challenges in the human environment.

- Urban Challenges
- The Changing Economic World
- The Challenge of Resource Management

Unit 3: Geographical applications:

- Issue evaluation
- Fieldwork – Human and Physical

Assessment:

- Knowledge tests on a regular basis
- End of topic tests
- Exam questions
- End of year 10 exam
- Mock paper in Year 11

Three exam papers at end of Year 11:

Unit 1 worth 35% of GCSE

Unit 2 worth 35% of GCSE

Unit 3 worth 30% of GCSE

Homework:

45-60 minutes per week.

Enhancement Activities:

- Fieldwork in local area and beyond.
- Geography Society – fortnightly lunchtime meeting co-ordinated by A level Geographers.

Textbooks: The following will be the core student textbook: AQA GCSE (9-1) Geography (Hodder Education) ISBN: 9781471859922 in addition with the AQA GCSE Geography (Oxford University Press) ISBN 9780198366614 This will be stored and utilised whilst in school. There is an electronic copy both textbooks on the school shared area for use at home.

The following revision guide is recommended: for our course GCSE AQA Geography Complete Revision & Practice (CGP) ISBN: 97817829461



Faculty: Physical Education

Subject: Health & Social Care

(Pearson BTEC Level 2 Award)

Faculty Introduction:

This course has been developed to provide an engaging introduction to the health and social care sector. It will give students:

- The opportunity to gain a broad understanding and knowledge of the sector.
- The chance to develop a range of personal skills and techniques that are essential for successful performance in working life.
- The chance to achieve a nationally recognised Level 2 health and social care qualification.
- Progression opportunities into a specialised Level 3 vocational or academic course, or apprenticeship.

Topics/Modules to be covered:

- Component 1: Human lifespan development. Aims to understand how we grow and develop throughout our lives.
- Component 2: Health and Social Care Services and Values. Aims to get to know how the Health and Social Care sector works and the care values that underpin it.
- Component 3: Health and Wellbeing. Aims to help improve someone's health and wellbeing.

Assessment:

- Component 1: Internally assessed assignments.
- Component 2: Internally assessed assignments.
- Component 3: External supervised task in which students have to complete a 60 mark paper.

Homework:

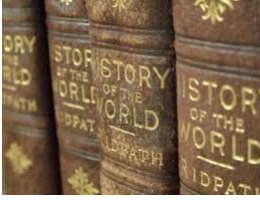
The nature and style of homework that is set is dependent on the class activity being undertaken, but will generally focus on research or consolidation of the taught content of the lesson which will ensure all deadlines are met for the internal assessed pieces of work.

Enhancement Activities:

- First Aid at work qualification
- External speakers with virtual Q and A opportunities.
- Workshops such as interactive baby sessions and sensory practicals.

Texts to be issued and arrangements for return:

Textbooks are loaned to students when necessary for theory work and/or revision purposes. They are also provided with work booklets and guides for all classwork and their internal assessments.



Faculty: Humanities

Subject: History

Faculty Introduction:

The course followed is the Edexcel GCSE (9-1). It covers a range of topics from the history of medicine in Britain and life in early Elizabethan England, through to more modern topics focusing on Weimar and Nazi Germany and the Cold War in the twentieth century. History classes are mixed ability and all students sit the same final examinations – there are no tiered papers.

Modules covered:

- Medicine Through Time, c.1250-present (Year 10)
- Weimar and Nazi Germany, 1918-39 (Year 10)
- Superpower Relations and the Cold War, 1941-91 (Year 11)
- Early Elizabethan England, 1558-1588 (Year 11)

Assessment:

- Based on new 9-1 GCSE assessment system.
- Targets for improvement identified
- Mock examination at the end of Year 10
- 3 exams at the end of Year 11 – no coursework.

Homework:

- Activities include note making, essay planning, essay writing, revision for tests and completion of exam questions.

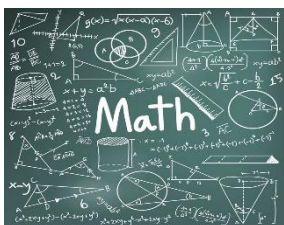
Enhancement Activities:

- Holocaust Awareness Day
- Belgian Battlefields Visit
(Note: these activities may not be possible as a result of the Covid pandemic)

Texts to be issued and arrangements for return:

Relevant textbooks will be distributed to all students.

Books to be returned to the library at the end of the course.



Faculty: Mathematics

Subject: Mathematics (1)

Foundation Tier

Faculty Introduction:

Year 10 students will follow the KS4 framework for Maths. The emphasis on problem solving and longer, less structured questions, will be greater than in previous specifications.

Students will follow different pathways to help them achieve the best possible result.

Sets 7, 8 and 9

Students take a Foundation GCSE in Year 11.

One third will be assessed by a non-calculator paper

Two thirds will be assessed by the calculator papers

Grades available 5 – 1

Topics/Modules to be covered:

- Number work without a calculator
- Ratio, Proportion and Rates of Change
- Algebra
- Shape
- Data handling
- Measures
- Investigation and Problem Solving

Homework:

- 45 minutes' homework is set up to twice a week.
- MathsWatch is an online programme which may be used for consolidation.
- Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.40.
- Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library
- Some students may be issued with a homework book. If issued, homework books must be returned after their final exam in Year 11.

Students will follow different pathways to help them achieve the best possible results.

Specification: Edexcel

Set 7 and 8 Assessment:

Students will take their Foundation GCSE in Year 11.

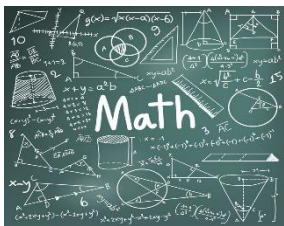
Some Set 7 students may move sets and sit the Higher exam at the end of Year 11 as an alternative pathway if their progress indicates a grade 6 will be achievable.

Set 9 Assessment:

Students will take their Foundation GCSE in Year 11. This will be a small set with a designated Teaching Assistant to work alongside the teacher.

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress.

There is no coursework



Faculty: Mathematics

Subject: Mathematics (2)

Higher Tier

Faculty Introduction:

Year 10 students will follow the KS4 framework for Maths. The emphasis on problem solving and longer, less structured questions, will be greater than in previous specifications.

Students take a Higher GCSE in Year 11.

One third will be assessed by a non-calculator paper

Two thirds will be assessed by the calculator papers

Grades available 9-3

Topics/Modules to be covered:

- Number work without a calculator
- Ratio, Proportion and Rates of Change
- Algebra
- Shape
- Data handling
- Measures
- Investigation and Problem Solving

Students will follow different pathways to help them achieve the best possible results.

Specification: Edexcel

Set 1-6 Assessment:

The majority of students, if not all will sit a GCSE Higher exam, which is a linear exam in June of Year 11:

The focus for sets 1 and 2 is to achieve a grade 8 or 9 by the end of Year 11.

For Sets 3 and 4: a grade 7, with some 8s and possibly 9s.

For Sets 5 and 6 it is to achieve a grade 5 or 6, or possibly 7.

Some Set 5 or 6 students may sit the Foundation exam in Year 11, as an alternative pathway, if it is appropriate. The Grades available at Foundation are 5 to 1.

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress. There is no coursework.

Homework:

45 minutes' homework is set up to twice a week.

MathsWatch is an online programme which may be used for consolidation

Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.40
- Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library
- Some students may be issued with a homework book. If issued, homework books must be returned after their final exam in Year 11.



Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

The emphasis at GCSE is on listening and the analysis of set works. Students submit coursework in composition and performance.

Topics/Modules to be covered:

- Composition: students undertake a variety of composition exercises and complete one for coursework.
- Performance: two performances are to be prepared for coursework; one to be a solo performance and one to be an ensemble performance. At least 1 minute each, Four minutes in total, Grade 4 standard. Ensemble is prepared for through a concert performance (May 2022).
- Understanding: development of aural, dictation and analysis skills through listening and study of specific areas of music and musical examples called “set works”. These include world music, classical music, popular music and music for film and stage.
- Applying knowledge to unfamiliar extracts

Assessment:

Actual listening examination in summer of Year 11 assessed by Edexcel.

- Compositions and performances assessed using GCSE criteria from Edexcel.
- Listening and vocabulary tests throughout the year.
- Composition tasks throughout the year in preparation for the timed-coursework assessment.
- Mock Listening Exam.
- Practice solo
- Ensemble mock exam

Homework:

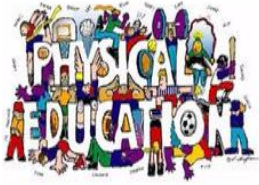
Homework includes performance rehearsal of chosen instruments, work on composition and revision for appraisal questions.

Enhancement Activities

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Termly concerts.
- Carol service
- Composition workshop
- A visit to a musical event, eg concert or show, may be organised during the course of the year subject to availability.

Texts to be issued and arrangements for return:

None



Faculty: Physical Education

Subject: Core Physical Education

Faculty Introduction:

PE helps students to develop positive associations with physical activity, acquire skills and apply tactics, evaluate and improve performance, gain knowledge, understand about fitness and health and develop their personal qualities.

Activities to be covered:

Winter

- Hockey, football, rugby, netball
- Badminton, basketball, volleyball, health-related fitness, table tennis, dodgeball and handball
- Cheerleading and dance

Summer

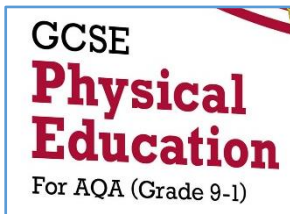
- Rounders, cricket, athletics, tennis and softball

Assessment:

- Assessment in line with GCSE PE practical guidelines, where appropriate.

Extra-Curricular Opportunities:

- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school where required.
- The school enters teams in the district cross country and athletic championships.
- Talented students are put forward for selection at district/county level.
- Sports Day
- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities.



Faculty: Physical Education

Subject: GCSE Physical Education

Faculty Introduction:

Students follow the AQA 9-1 Syllabus. GCSE PE helps students to develop deeper knowledge about physical activity, including Anatomy and Physiology, Physical Training, Health and Well Being, Sport Psychology and Socio-cultural issues.

They also have the opportunity to develop their skills and application of skills in certain sports.

Activities to be covered:

Paper 1; The Human Body and Movement in Physical Activity and Sport (30%)

Paper 2; Socio-cultural Influences and Well-Being in Physical Activity and Sport (30%)

Practical Performance in Physical Activity and Sport (three practical activities offered, must be a combination of individual and team activities) plus written 'Analysis and Evaluation' coursework (40%)

Assessment:

- Shorter knowledge tests, self or peer assessed
- End of Unit tests and mocks assessed by teacher with feedback
- Practical activities assessed in line with AQA practical criteria guidelines
- Written coursework assessed by teacher

Homework:

Consolidation of classwork, revision of key concepts and students are expected to spend time outside of practical lessons on their likely practical activity submissions.

Extra-Curricular Opportunities:

- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school
- The school enters teams in the District cross-country and athletics championships, students will need to nominate themselves at KS4.
- Talented students are nominated for selection at District/County level.
- Inter-house competitions Level 3 School Games (Winter and Summer) in some activities.



Faculty: Humanities

Subject: GCSE Religious Studies

Faculty Introduction:

Students undertake the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices.

Content:

Component 1: The study of beliefs, teachings and practices from two religions- **Christianity and Buddhism.**

Students consider different beliefs and attitudes to religious and non-religious issues in modern British society.

Component 2: The Study of **four** religious, philosophical and ethical studies themes from below-

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.
- Sex and relationships education.

Assessment:

AQA specification.

After every topic covered there will be a practice test based on the GCSE exam paper.

Each question tests:

- i) Knowledge
- ii) Understanding
- iii) Evaluation

End of year test.

How it's assessed in May/June of Year 11

Two written exams, each lasting 1 hour 45 minutes

Homework:

45-60 minutes homework is set per week. Tasks include researching moral issues, answering evaluative questions which give different perspectives on moral issues and answering shorter questions from a textbook.

Enhancement Activities:

- Visiting speakers and visits may be possible to places of worship.
- Excellent use made of revision sites on the Internet.
- Holocaust Day

Texts to be issued and arrangements for return:

A range of textbooks are available for use in lessons but are not taken home.

Main textbooks available through Kerboodle.



Faculty: Science

Subject: Separate Sciences

Faculty Introduction:

Students are taught Biology, Chemistry and Physics as separate GCSEs, by three subject specialists. They will cover topics to a greater depth than students following the Trilogy course. This qualification is equivalent to three GCSEs. Foundation and Higher tier papers are available. Specification: Biology 8461, Chemistry 8462 and Physics 8463

Biology

- B1. Cell Biology
- B2. Organisation.
- B3. Infection and disease
- B4. Bioenergetics
- B5. Homeostasis and response
- B6. Inheritance, variation and evolution
- B7. Ecology
- B8. Key ideas

Completion of **8** required practical activities

Chemistry:

- C1. Atomic structure and the periodic table
- C2. Bonding, structure, and the properties of matter
- C3. Quantitative chemistry
- C4. Chemical changes
- C5. Energy changes
- C6. The rate and extent of chemical change
- C7. Organic analysis
- C8. Chemical analysis
- C9. Chemistry of the atmosphere
- C10. Using resources
- C11. Key ideas

Completion of **8** required practical activities

Physics:

- P1. Energy
- P2. Electricity
- P3. Particle model of matter
- P4. Atomic structure
- P5. Forces
- P6. Waves
- P7. Magnetism and electromagnetism
- P8. Space physics
- P9. Key ideas

Completion of **8** required practical activities

Assessment:

AQA specification

Terminal examination

Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 45 minutes duration.

A minimum of 10% of marks will test maths.

15% of marks will assess practical skills.

Homework:

45-60 minutes' homework is set once per week (one homework for each teacher). Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement activities:

- Enhancement activities will be available on the Science VLE.
- Science, Technology, Engineering and Maths (STEM) Activities

Texts:

Students will receive a digital copy of their science text books along with resource bank through Kerboodle. Revision guides and workbooks (including level 8-9) will be available for the students to purchase.



Faculty: Science

Subject: Trilogy

Faculty Introduction:

Students will study the GCSE Combined Science course (Trilogy); this will be a combination of Biology, Chemistry and Physics topics. This qualification is equivalent to two GCSEs (Double Science) and will be taught by two teachers. Two tiers are available, Foundation and Higher.

Biology:

B1. Cell Biology
B2. Organisation.
B3. Infection and disease
B4. Bioenergetics
B5. Homeostasis and response
B6. Inheritance, variation and evolution
B7. Ecology
B8. Key ideas

Completion of 7 required practical activities.

Chemistry:

C1. Atomic structure and the periodic table
C2. Bonding, structure, and the properties of matter
C3. Quantitative chemistry
C4. Chemical changes
C5. Energy changes
C6. The rate and extent of chemical change
C7. Organic analysis
C8. Chemical analysis
C9. Chemistry of the atmosphere
C10. Using resources
C11. Key ideas

Completion of 6 required practical activities.

Physics:

P1. Energy
P2. Electricity
P3. Particle model of matter
P4. Atomic structure
P5. Forces
P6. Waves
P7. Magnetism and electromagnetism
P8. Key ideas

Completion of 7 required practical activities.

Assessment:

AQA specification 8464

Terminal examination

Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 15 minutes duration.

A minimum of 10% of marks will test maths.

15% of marks will assess practical skills.

Homework:

45-60 minutes' homework is set once per week (one homework for each teacher). Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement Activities:

- Enhancement activities will be available on the Science VLE and delivered in class
- Science, Technology, Engineering and Maths (STEM) Activities

Texts:

Students receive syllabuses; have access to an online log in to 'Kerboodle' a virtual text book and resource bank (VLE). Revision guides and workbooks (including level 8-9) are available to purchase.



Faculty: Modern Languages

Subject: GCSE Spanish Year 10 Option

Faculty Introduction:

Students study 6 of the GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures

Topics/Modules to be covered:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals
- Home town, neighbourhood and region

Assessment:

- AQA specification
- There will be an assessment at the end of each module in one of the skill areas and an end of year exam.
- At the end of Year 11, the students will sit four exams in Speaking/Listening/Reading and Writing.

Homework:

45 minutes homework is set once per week, which could be vocabulary learning, a written task or work set on thisislanguage.com

Texts to be issued and arrangements for return:

Students are issued with an appropriate text book. These are returned to the class teacher during the last lesson in Year 11.

Students will also need to bring their own bilingual dictionaries to lessons.

Students will be encouraged to continue with their thisislanguage.com subscription.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 10 is delivered by study skills tutors. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Careers, Employability and Enterprise framework.

Topics:

The programme in Year 10 is designed to provide students with information, advice and guidance on the options open to them after Year 11, progression routes and career opportunities from these options.

- **Self-Awareness** - exploring personal values and goals, and how they might change over time.
- **Labour Market Information** - a review of how jobs are changing, the factors influencing the changes and the impact this has on career planning.
- **Decision Making** - how to make a well informed and realistic decision about the future.
- **Work Skills** – identifying that making good career choices is based on self - awareness.
- **Options Post Year 11** - understanding the opportunities for progression to further learning afforded by each course/pathway, including to higher education. Linking personal progress to options. Planning and researching options.

Enrichment activities:

- **Year 10 Enterprise Day - Young Enterprise Masterclass** – Young Enterprise Company, Masterclass. Students work with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser.
- **Careers Talks and Societies** – Year 10 students are welcome to attend any of the lunchtime Careers Café, career talks and school societies arranged at lunchtimes across the school year.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard

Subject: Study Skills

Introduction:

The most successful students are those who can study well using a variety of resources, have a clear understanding of how they are progressing, and know how to make effective personal choices about the present and the future.

The fortnightly Study Skills programme strengthens students' progress through work in each of these areas.

Topics to be covered in the year will include:

- Study Skills
- Careers Education and Guidance

Homework:

None

Enhancement Activities:

- Visits from outside speakers

Texts to be issued and arrangements for return:

- Study skills booklets will be issued at the start of year 10. These will be used throughout the year as resources to accompany the course.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes