



Parkstone Grammar School

CURRICULUM BOOKLET
YEAR 10
2024 -2025

Name:.....

Tutor Group:



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your child enjoys their learning and thrives at Parkstone Grammar School. Parental involvement is highly valued, and we encourage open and transparent communication between the school and families. We believe that an excellent working relationship between parents, teachers, and students is essential for the success of our students.

A cornerstone of this strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 10.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your child's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read 'David Hallsworth', with a long horizontal flourish extending to the right.

Mr David Hallsworth
Head Teacher

WELCOME TO YEAR 10

Dear Students

Welcome to Year 10 and a new year of both developing what you need for GCSE as well as developing yourself as a young person progressing through school life.

As with any year it is also a time for looking towards the future. You may begin to consider your opportunities beyond your GCSEs; perhaps what to do after Year 11 or in the work environment.

If you feel that you are not coping with any aspect of your course please discuss it with your Teacher, Form Tutor or your Head of Year as soon as possible. Acting quickly allows us to give you the most effective support and often stops small issues turning into bigger concerns.

It is also important that you do not let examinations dominate your lives. There should be time for other activities within, and outside, the school environment. Whether it be sport, drama, music, Cadets, voluntary work or any of the other amazing opportunities available. Remember that those additional things you do outside your school work add to your education and to your own personal development. Developing these skills further will help you to become a more rounded individual with greater ability to face the challenges that life creates for us all. Take the opportunity to expand your horizons; use your initiative, develop your independence and try something innovative.

Above all enjoy your time in Year 10 and make the very best of all of the opportunities you are given.
Yours sincerely



Miss J Clayton
Keystage Leader/Assistant Headteacher

FORM TUTORS

| | | |
|---------------------|---------------------------------|-------|
| Head of Year | ~ Mr M Cleak | |
| Form Tutors | ~ Ms C Hirst PLUS Ms A Wasch | ~ 10P |
| | ~ Mrs H Bradstock | ~ 10A |
| | ~ Mr M Mortell | ~ 10R |
| | ~ Mr Railston-Brown | ~ 10K |
| | ~ Ms T Murphy PLUS Mrs V Falcao | ~ 10S |
| | ~ Miss E Petrus | ~ 10T |

SUBJECT REPORTS

ART & DESIGN - Year 10

GCSE course name and number: Art and Design (Fine Art)
AQA 8202

Departmental Teachers: Miss Sturdy and Miss Nagy

Intent

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. We strive to encourage students to challenge themselves with their ideas and use of materials, to develop an independent approach, resilience, self-motivation and an inquisitive mind. We thoroughly encourage risk-taking and problem-solving, life skills that we hope will help them beyond Parkstone.

Details of Course Mark allocation:

| | |
|---|-----|
| Component 1: Portfolio work (Coursework) | 60% |
| Component 2: Externally set task (Exam) | 40% |

Details of teaching scheme to be followed and timing:

During the second Year of the GCSE course, students will build on the techniques and skills they have already gained and they will begin their major GCSE Coursework Project in earnest. Students will work in a variety of media including: drawing; painting; printmaking; and sculpture and where relevant explore ICT through electronic drawing programmes and Photoshop. Much of the work will be triggered by first hand observation of the world around them and by contextual research conducted into other artists' work or other sources of inspiration.

Skills that students need to acquire:

A painterly, multi-media and experimental approach will be encouraged and students will be expected to interpret set project briefs in a lively, creative and imaginative way. Display sheets will be used to present work. By the end of the Year we hope students will respond to ideas, tasks and visual problems with an inventive independence. Students will practice and develop their research skills, exploring other artists' work and ideas, investigating sources of inspiration to inform a personal and experimental journey. Students must be willing to take risks with ideas and materials and to refine, adapt and develop their own Art practice, creating a portfolio of work that shows evidence of a full and logical journey from initial inspiration through to a final personal and meaningful response.

Notes on homework and assessments:

Completion of homework is an essential part of coursework. Projects cannot be completed successfully unless students are able to work independently and progress on their work at home. Due to the variety and pace of this course all coursework deadlines need to be met.

Assessment will be ongoing throughout the year. The Year 10 assessment will run over a full day off timetable (5 hours). It will not require any preparation or revision but will be a continuation of coursework under timed conditions to allow students to experience, and reflect on, the progress that they can make on their work within a 5 hour period. This is to help prepare them for the 10 hour practical exam in Year 11.

Students are expected to have basic art materials: Set of sketching pencils to include 2H – 4B/6B; black fine liners, erasers; a sharpener; paint brushes; colouring pencils; acrylic paints & watercolour paints; A1/A2 portfolio for transporting work to and from School; glue stick (Pritt Stick recommended); oil pastels; and an ART SHIRT - (a long, sleeved old shirt is recommended) for all lessons.

Hints on how to be successful in the course:

- Listen carefully to instructions and guidance/feedback on progress/action points for improvement, and always ask for clarification if unsure about anything.
- Make sure you action any points for improvement & always search for ways to improve your work
- Be prepared to experiment with new materials and ideas- really challenge yourself!
- Make sure you show evidence for all 4 x Assessment Objectives within your work
- Aim for a high standard in both your artwork and presentation
- Be organised - devise a work schedule and keep on task to meet deadlines
- Plan ahead to arrive well prepared for lessons, so that planning and organisation is not left until the last minute when purchase of materials or printing from computers etc. may be difficult.
- Always keep a backup of all material stored on your home computer AND your School log-in, in case of any problems with software / hardware.
- Take the opportunity to read around the subject/topics covered.
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Keep all artwork secure and clearly named, because this represents 100% of your GCSE coursework

BUSINESS – Year 10

GCSE course name and number: Pearson Edexcel GCSE (9-1) in Business (1BS0)

Departmental Teacher: Mr Wood and Mrs Kelly

Business and Economics Department Statement of Intent:

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

Details of teaching scheme to be followed and timing:

GCSE Business Theme 1: Investigating small business

Topic 1: Enterprise and entrepreneurship

Topic 2: Spotting a business opportunity

Topic 3: Putting a business idea into practice

Topic 4: Making a business effective

Topic 5: Understanding external influences on business

Skills that students need to acquire:

Make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used.

Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.

Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.

Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise.

The course offers opportunities for the development of the full range of key skills.

Resources:

Main Text Book: Edexcel GCSE (9-1) Business by Coupland-Smith et al.

Students will use a range of resources including textbooks, IT packages, videos and presentations as well as being able to access resources through the school's virtual learning environment.

Notes on homework and assessments and end of Year examinations:

Formal assessments/tests are planned for the end of each section and students will be encouraged to produce revision materials to support their learning.

Hints on how to be successful in the course:

Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of the business world through reading the financial section of newspapers e.g. 'Money' Mail; Bournemouth Echo Business Section. They should watch relevant television programmes e.g. Dragons Den; The Apprentice etc and watch/listen to news broadcasts. Students should also make use of the wealth of online resources including the BBC business website and tutor2u.net. Discussion of work-related issues with family and family friends is also very useful.

COMPUTER SCIENCE – Year 10

Departmental Teachers: Mr Mortell and Mr White

Exam Board OCR
Specification J277

Intent

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. It provides insights into both natural and artificial systems. At Parkstone students will learn to analyse problems in computational terms, design solutions and have repeated practical experience of writing computer programs to create and test their solutions. Students will also become digitally literate with ability to use, express themselves and develop their ideas through information and communication technology.

Details of teaching scheme to be following and timing:

AUTUMN TERM

- 1.3.1 Networks and topologies
- 1.3.2 Wired and wireless networks, protocols and layers
- Programming 1: Web development (html, css, Javascript)

SPRING TERM

- 1.4.1 Threats to computer systems and networks
- 1.4.2 Identifying and preventing vulnerabilities
- 2.2.3 Additional programming techniques

SUMMER TERM

- 1.5.1 Operating systems
- 1.5.2 Utility software
- 2.2.3 Additional programming techniques

Skills which we aim to develop include:

- How to understand and apply the fundamental principles of computer science, including abstraction, logic and algorithms
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- The application of design and programming skills to solve a given problem
- Problem solving and debugging skills
- Students will spend the spring term taking apart and putting back together PCs

Resources used:

- Wide variety of on-line materials that will aid students in their learning
- Students will complete work on TEAMS. You can view this work on www.teams.com
- Cornell Notebooks will be given to students to organise their notes
- Several computer programs used all of which can be downloaded for free
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

Assessments and end of year examinations:

- Assessments will be on-going throughout the year with a computer-based end of year examination

Hints on how to be successful in the course:

- A passion for learning how to use and how to get the most from computers and other digital devices
- A desire to learn new skills and apply these to practical programming activities
- Keep up to date on changes in computer science and follow news stories about the subject
- Be prepared to experiment, do not be afraid of failure and embrace challenge
- Use the theory tracker to keep up to date with what you know and where you need support
- Always keep a back-up of work done

Competitions and Challenges:

- Programming Challenges in Python
- Oxford University Bebras Computational Thinking Challenge
- Southampton University "The Empty Vault" Competition
- Manchester University Alan Turing Cryptography Competition

DESIGN AND TECHNOLOGY – Year 10

GCSE Design and Technology AQA

GCSE Food Preparation and Nutrition WJEC/EDUQAS

Departmental Teachers:

Miss Mackonochie, Mrs Burton, Miss Lehman and Miss Morrison

Intent

Design and Technology prepares students to deal with tomorrow's rapidly changing world. It encourages students to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

Through our Technology curriculum, students should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

GCSE Design and Technology

Subject Options AQA 8552

Design and Technology, Textiles and Graphics options allows students to study specialist technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Progressive projects in Year 10 build on skills, development and wider knowledge, to encourage and guide students into nurturing the expertise and confidence to develop their own briefs and specifications through to quality finished products.

Details of teaching scheme to be followed and timing:

In year 10 students will carry out mock non-exam assessment (NEA) task(s) to prepare them for the practical, research-based, development and investigatory work they will carry out in their actual NEA. This will enable students to develop their knowledge and practical expertise, and provide a firm foundation for the non-examined assessment completed in Year 11. The teaching and learning within the topics will cover the requirements of the syllabus to prepare the students to sit the examination in the Summer Term of Year 11.

GCSE Food Preparation and Nutrition

Food Preparation & Nutrition Accredited number 601/8093/6

Details of teaching scheme to be followed and timing:

Students follow a range of topics to cover the requirements of the GCSE syllabus. The work in Year 10 is designed to establish essential skills, knowledge and understanding, and to provide the foundation, areas of expertise and confidence required to complete the NEA assessments, food investigations and food preparation assessment.

Students will work through a programme of resource - based tasks and mini planning and make projects, mini food investigations, prototypes, quality products and practical outcomes. Examples of topic work covered include:

- Food – Food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation

Course details:

4 x 1hr lessons per fortnight, usually with a double lesson to facilitate practical work.

Skills that students need to acquire:

- Identifying a problem or a need within a particular social group and investigating possible solutions
- Combining Design and Make skills with knowledge and understanding to design and make products to a suitable specification
- Integration and application of knowledge particularly including that from Maths and Science, but also from many other curriculum areas such as Art, ICT, Business Studies and Geography. As well as practical capability to design and make quality products and understanding non-examination assessments
- Discerning approach to decision making paying due regard to conflicting considerations
- Matching provision with need
- Disciplined and effective management and organisation of time and resources particularly in producing work within deadlines
- Effective and appropriate communication – graphical, written, verbal etc.

- CAD/CAM/ICT
- Matching materials, processes, equipment to meet the needs of a design specification
- Exploring development of a design proposal using different design strategies
- Investigating, analysing and evaluating the work of past and present designers and companies to inform their own designing

For Food:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Resources (e.g. books, computer programmes used) plus any materials students need to provide):

A range of books, handouts, videos, software packages (see briefing documents for details) will be available to support the programmes of study, together with materials for investigatory/experimental work and product disassembly and evaluation. Students will have access to computers and the Internet.

Students are requested to provide materials for Textile products produced in practical sessions and may occasionally be required to source their own components in Graphics, if 'unusual'.

For Food, students will be provided with a recipe sheet and method and will need to provide ingredients for their practical lessons. The recipes can also be downloaded from Teams. There will be an opportunity to modify and adapt recipes to suit personal preferences and dietary requirements. Student will need a large named container for taking their products home in.

Notes on homework:

Homework is given in line with school policy and details are provided in the topic briefing documents. This may include research, preparation for practical sessions, linked theory work to topics, completion of design folders.

GCSE Design and Technology and Food Preparation and Nutrition Assessments:

There will be an exam in both subjects to be held towards the end of the year. This will be in the style of the final exam to be sat in Year 11 in order to provide familiarity, exam practise and revision of previously covered topics.

Hints on how to be successful in the course:

- Read all documentation carefully to identify what is required to successfully complete the course.
- Note all work expectations and transfer relevant details to your student planner.
- Select design and make tasks, which match your interest and capability, at the same time aiming to develop and improve your knowledge and expertise.
- Make realistic practical choices which can be completed to a high quality standard and finish, within the time constraints.
- Devise work schedules, and keep on task to meet deadlines.
- Be organised. E.g. file notes, reference materials appropriately; keep careful records of results
- Listen carefully to instructions and always ask for clarification if unsure about anything.
- Plan ahead to arrive well prepared for practical sessions, so that planning and organisation is not left until the last minute when purchase of materials etc. may be difficult.
- Take opportunity to read around the topics covered.
- Make full use of ICT for research CAD/CAM and presentation of your work.
- Practice and apply independent working skills
- Regularly check Teams especially if a lesson is missed.

DRAMA – Year 10

GCSE course name and number: Drama GCSE AQA 8261

Departmental Teachers: Ms Peace and Mrs Whelan and Mr Graves

Intent

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

‘Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That’s where creativity comes in; it’s one of the three central pillars to a high-quality education.’

Introduction: On this course students will develop an understanding of both scripted and devised drama. Students will also be expected to attend regular theatre visits and will study a set play text in preparation for a written exam. Success in this course is reliant on full commitment to group work inside and outside lessons

What will I study?

- Component 1 – **Drama: Performance and Response** – 40% of the course.
Section A – Theatre Roles and Terms
Section B – Study of a set play and 4 questions on a given extract
Section C – Live Theatre Production question.
- Component 2 – **Devising Drama** – 40% of the course.
Students explore a given stimuli.
They will work in groups to create their own devised drama based on their exploration. (20 marks).
Students can work either as performers or designers creating a portfolio and final performance. To include a Devising Log (60 marks). Marked by teachers and moderated by AQA
- Component 3 – **Presenting and Performing Texts** – 20% of the course.
Students explore a play text and perform 2 extracts from 1 play to a Visiting Examiner.
Students can work either as performer or designer completing a final performance showcase.

Component 2: Devising Drama

- Students will explore a stimuli on a theme and apply practical skills to devise a Drama derived from the material studied.
- Practical work will be devoted to devising and polishing the devised work using appropriate vocal and physical skills to communicate the theme to an audience.
- Written work will include research into the social context, genre and style of the stimuli.
- Students will undertake careful preparation of the devised work for performance.
- Students will perform their work to an audience and is moderated and teacher externally assessed
- Written work includes evaluation and analysis of work in progress, evaluation of strengths and weaknesses, evaluation of the student’s own progress, evaluation of the demands of working in a group and evaluation of the final performance to create a Devised Log

Please note details of teaching scheme to be followed:

Attendance is vital as students will work in groups on their practical projects. Absence causes disruption to a whole group of students and can impact progress in rehearsal and precision on stage. Students need to be prepared to rehearse at lunchtime and occasionally after school.

Term 1

What is theatre: Short retrieval and development of theatre knowledge. (Section A written paper). Set play workshop to include exploration and written reflection on rehearsal techniques. This will lead to a performance of sections of the set play and a Section B written paper practice. Set play: The Crucible

Theatre Visit 1: An introduction to performance response for Section C of the written paper.

Term 2

Complete study of Section B Set Play. Begin GCSE Assessment 1: Devised project. Students will work in groups on a given stimulus to create, document and perform for assessment. This work will include a final performance and Devised Log which will be internally marked and externally moderated at the end of the course.

Theatre Visit 2: Performance response. Section C written practice.

Term 3

Continue GCSE Assessment 1 preparation to include drafting of written portfolio

Written exam based evaluation of devising process complete Devising Log Section 1 and 2 Draft 3.

Skills that students need to acquire:

Vocal and physical skills in performance, an awareness of audience, an ability to respond to a script or stimulus, interpret and create a character, evaluate their own work and commit to a group.

Resources:

During the course students will be required to attend Drama Department Theatre Visits. The timing of these will depend on local programmes. There is a cost implication as travel and ticket costs need to be met. Please apply to the Head of Department if this presents a problem. Students need to wear PE shorts in lessons. Students will need to bring Drama journals and files every lesson. Their portfolio file will be kept in school at all times.

Notes on homework's and assessments and end of year examinations:

See controlled assessment details above.

Hints on how to be successful in the course:

- Only miss lessons for an emergency
- Be prepared to try out new ideas
- Be prepared to contribute and join in
- Be focused and disciplined at all times in practical work
- Keep a clear and up to date record of practical work
- Persuade your parents and friends to take you to the theatre as often as possible

ECONOMICS – Year 10

GCSE course name and number: OCR Economics J205

Departmental Teacher: Mr Wood and Mr Scopes

Business and Economics Department Statement of Intent:

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

Details of teaching scheme to be followed and timing:

An introduction to economics and the role of markets and money will be taught in Year 10. Topics covered will include:

- 1.1 Main economic groups and factors of production
- 1.2 The basic economic problem
- 2.1 The role of markets
- 2.2 Demand
- 2.3 Supply
- 2.4 Price
- 2.5 Competition
- 2.6 Production
- 2.7 The labour market
- 2.8 The role of money and financial markets

Skills that students need to acquire:

Make effective use of terminology, concepts and methods, and recognise the strengths and limitations of the ideas used.
Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.
Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.
Appreciate perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise.
The course offers opportunities for the development of the full range of key skills.

Resources:

Main Text Book: OCR GCSE Economics 9-1 by Bancroft, Chapman and Kingston.

Students will use a range of resources including other textbooks, IT packages, videos and presentations as well as being able to access resources through the school's virtual learning environment.

Notes on homework and assessments and end of Year examinations:

Formal assessments/tests are planned for the end of each section and students will be encouraged to produce revision materials to support their learning. Students will also be encouraged to keep an Economics diary, recording relevant events from the news. This will assist the application of many key concepts throughout the course.

Hints on how to be successful in the course:

Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of world (particularly economic) events through reading the economics/financial section of local and national newspapers. In addition, websites such as those offered by the BBC and tutor2u.net provide a wealth of current resources. Students should watch relevant television programmes e.g. national news broadcasts and other current affairs programmes. Discussion of economics-related issues with family and family friends is also very useful.

ENGLISH LANGUAGE AND ENGLISH LITERATURE – Year 10

GCSE course name and number: AQA 8700 and 8702
(2 separate GCSE qualifications)
Departmental Teachers: All English Teachers

Intent:

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

Details of teaching scheme to be followed:

The schemes of work are designed to meet the requirements of the Subject Criteria for GCSE English Language and English Literature. The course prepares students for **two** separate subjects at GCSE (**English Language and English Literature**) and takes a skills-based approach to English studies.

The work completed in Year 10 will be a mixture of formal assessments and examination preparation.

Preparation for examination details:

Students will all complete skills-based work in preparation for the **GCSE English Language examination Paper 2**. This Unit will be sat at the end of Y11, but students will complete a 'mock' examination at the end of Year 10 as follows:

- GCSE Language Paper 2 – Section A: Reading
- GCSE Literature – one essay question (Poetry Anthology or Pride and Prejudice)

During Year 10 the students will also study a 19th century novel and a selection of poetry from the 'past and present' AQA anthology in preparation for the GCSE English Literature examination. Students will complete a spoken language presentation as part of their GCSE English Language certificate.

Notes on homework and assessment:

Homework assignments include reading, preparing notes, preparing presentations and different forms of writing including varying types of essays. It should be noted that a double allocation of homework per cycle corresponds to the requirement for two subjects. Work is assessed and students are given regular feedback to support their learning and progress. When marked work is returned, students complete a target sheet enabling them to monitor their own progress and identify specific areas for future improvement or development.

In addition to ongoing assessed work, all students will complete the following formally assessed assignments:

- 19th Century novel response
- Poetry comparison response
- Spoken language presentation – a compulsory module within the GCSE English Language exam.
- Year 10 exam
- GCSE Language Paper 2 – Reading Section

Hints on how to be successful in the course

Students should ensure that they:

- Complete all work and homework set to the best of their ability
- Bring the correct equipment to lessons
- Meet all deadlines
- Contribute to, and be actively involved in, lessons
- Catch up on any work missed through absence, and keep up-to-date with both lesson and homework
- Regularly review notes and keep folder organised
- Spend time reading and researching beyond the texts studied to develop deeper understanding
- Communicate with their teacher if in doubt about any aspect of work
- Read widely, including challenging and non-fiction texts, for pleasure.

FRENCH – Year 10

GCSE course name and number: GCSE French (1FR1)

Departmental Teachers: Ms Brasselet, and Mrs Johnson

Curriculum Intent

To give students:

- much greater breadth of vocabulary in the topics of family, media, technology, local area, festivals and healthy lifestyles
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of possessives, the imperfect tense, direct object pronouns, modal verbs, the simple future tense, the conditional tense, si-clauses and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of French and Francophone cultures
- the ability to express opinions on more complex topics
- the ability to successfully approach the 150-word GCSE writing task

Details of teaching scheme to be followed:

Topics to be covered

- Self, family, friends, role models
- My life at school
- Lifestyle and wellbeing
- Travel and tourism

Events and trips

Trips to France are regularly organised for Key Stage 4 students.

Skills that students need to acquire:

- Speaking: extending range and complexity of phrasing and developing confidence and fluency
- Writing: translating from and into French, free writing.
- Reading: gaining breadth of experience - reading for gist and specific detail
- Listening: gaining breadth of experience - listening for gist and specific detail

Resources :

- Expo GCSE textbook and Pearson GCSE textbook
- Subscription to www.uk.Language-gym.com

Notes on homework and assessments and end of year examinations:

- Extension/consolidation work is given after each lesson to reinforce and extend work in class
- The end of year examination tests listening, reading, speaking and writing.

Hints on how to be successful in the course:

- Participate as much as possible.
- Do not translate word-for-word from the English, avoid Google Translate!
- Learn vocabulary and irregular verbs as thoroughly as possible.
- Speak French at every opportunity. Communication is key, rather than accuracy.

GEOGRAPHY – Year 10

GCSE course name and number: AQA 8035 GCSE Geography

Departmental Teachers: Mr Miller-Jones, Miss Forster, Mrs Moore

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

Details of teaching scheme to be followed and timing:

Natural Hazards
Development Gap
Nigeria
Rivers
Changing UK economy
Fieldwork: Swanage

Controlled Assessment:

Local Fieldwork Investigation write up

A fieldwork based enquiry based on observation and data collection at the Swanage.

Fieldwork takes place in the latter part of the Summer Term. Class time is used to introduce the study in the week before fieldwork and class time for the following weeks are used to complete the study.

Skills that students need to acquire:

- **Reference Skills:** Using a variety of sources of information including fieldwork, maps, books, and statistics, IT and the Internet.
- **Communication Skills:** Presenting information in a clear and appropriate way including graphs, maps, speech and writing.
- **Interpretation Skills:** Working out the meaning of different information sources such as satellite images, weather information, maps and graphs.
- **Information Technology:** To help with research and geographical enquiry.
- **Evaluation, Decision Making and Problem Solving.**

Resources:

- The Key course text is AQA Geography and other materials which are issued to the each student
- This is supplemented in lessons with a variety of reference texts
- The department has also developed a wide range of resources, specifically tailored to the GCSE course and the students at Parkstone.
- The laptop computers are used for a range of activities and geographical information systems.
- The Department also has a stock of fieldwork equipment such as ranging poles and quadrats are also used for the practical element of the course.
- Maps, Satellite photos and other visual stimulation are also provided

Notes on homework and assessments and end of Year examinations:

- Homework is set to follow the same time guidelines as all other option subjects. Teachers aim to set a wide variety of tasks including research, preparation and practical exercises in order to reinforce, apply and enhance classwork.
- Tests at the end of each unit and assessed past questions will help improve technique through the year
- There is an exam at the end of Year 10 to help with exam technique and research projects.

Hints on how to be successful in the course:

- Take an interest in what is going on in the world around you! For example, environmental issues, the weather and different cultures and places.
- Take responsibility for your learning and plan and evaluate your progress.
- Contribute to class discussion and debate.
- Complete class and homework tasks in detail and build up a good personal file.

GERMAN – Year 10

GCSE course name and number: German Edexcel GCSE – Teaching from Sept. 2024

Departmental Teachers: Mrs Coote and Mrs Oldale

Statement of Intent

It is the aim of the German Department that students will gain:

- much greater breadth of vocabulary in the topics of marriage, media, technology, festivals and education
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of the past tense, modal verbs, the future tense, the conditional tense and subjunctive forms in 'wenn' clauses, confidence in handling German word order and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of German speaking cultures
- the ability to express and justify opinions on more complex topics
- the ability to develop ideas using a range of subordinating conjunctions

Details of teaching scheme to be followed:

In the first year of the GCSE course the following units are covered:

Studying & My Future

- School System in UK and Germany
- Timetable
- Uniform & Rules
- Events & School Trips

Media & Technology

- Social Media & Gaming
- Mobile Technology
- Free Time
- Music, TV & Film
- Future Plans



Family Relationships & Friends, marriage and partnerships

Festivals and Traditions

Lifestyle & Wellbeing

- Sport
- Healthy Eating
- Accidents & Illness
- Good & Bad Habits
- Wellbeing

Skills that students need to acquire:

Interaction in the foreign language - extending range & complexity of phrasing and developing confidence and fluency.

Speaking: Familiarity with the requirements of the Read Aloud and Photo Card task.

Strategies for efficient learning of vocabulary and grammar structures.

Developing translation skills to and from German.

Reading: gaining breadth of experience: reading a variety of text and task types, including authentic materials and literary extracts, reading for gist and specific detail, giving non-verbal and verbal responses.

Listening: gaining breadth of experience – understanding & responding to a variety of text and task types, listening for gist and detail, giving non-verbal and verbal responses, developing dictation skills.

Grammar: Extending the content and accuracy of spoken and written work.

Writing: Communicating effectively and accurately for a variety of purposes – understand requirements of the 150-word writing task.

Resources:

- Pearson Edexcel German GCSE Higher course book
- Echo and Logo 4, GCSE Foundation and Higher course books
- GCSE Higher online resource – Active Hub
- Online learning via Microsoft Teams and multimedia resources

- Authentic reading and listening material
- The Internet – www.languagesonline.org.uk and www.uk.language-gym.com
- Computer room – students will have regular lessons in the Computer room. This will often be devoted to developing listening skills, so they may want to bring a personal set of headphones to these lessons
- We use mini whiteboards frequently in class, so students should bring their own whiteboard markers to lessons

Notes on homework and assessments and end of year examinations:

- Homework: 2 x 45 minutes per two weeks
- Assessments: In Year 10 students will complete ongoing formative assessments after each module. These will be based on exam-style questions and inform students about the requirements of the Writing and Speaking examination elements. There is a formative Listening, Reading and Writing paper in the summer term, as well as GCSE Speaking General conversation and photo card task.

Hints on how to be successful in the course:

- Learn vocabulary and grammar carefully
- Participate and engage as fully as possible in oral work (this helps to develop all the other skills)
- Think for yourself and be creative
- Develop your ideas fully
- Extend your range of structures as often as possible

HISTORY – Year 10

GCSE course name: GCSE History (9-1) Course Code: 1H10

Departmental Teachers Ms Puckett, Miss Saunders and Mr Cleak

Intent

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. We also need to recognize that the UK is part of a global community so learning should reflect an understanding of other cultures and influences from abroad. Within our areas of study we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards

Details of teaching scheme to be followed and timing:

The course is divided into four different units over 3 examined papers, part of one of these units would have been covered in Year 9. These papers will be sat at the end of Year 11. There is no coursework unit for History.

- 1. Finish the Russia GCSE course which was started in Year 9**
- 2. Breadth Study: Crime and Punishment (1000-Present)**

The nature of Criminal Activity/ Law Enforcement and Punishment in Medieval England

- Impact of the Norman Conquest
- The Role of Local Communities
- The use of Corporal and Capital Punishment
- The influence of the Church on Crime and Punishment

The nature of Criminal Activity/ Law Enforcement and Punishment in the Early Modern Period

- New definitions of Crime including witchcraft and vagabonds
- The roles of constables and watchmen
- The use of Transportation as punishment
- The Gunpowder Plot

The nature of Criminal Activity/ Law Enforcement and Punishment in the 18th and 19th Century

- New Crimes, including highway robbery/ poaching and smuggling
- The work of new forms of investigators like the Fielding Brothers
- Reforming Prisons

The nature of Criminal Activity/ Law Enforcement and Punishment in Modern Britain

- New forms of theft and smuggling
- New crimes in relation to technology and drugs
- Changes in the police force
- The abolition of the death penalty

Whitechapel Study

- The local context of Whitechapel. The problems of housing and overcrowding.
- The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community
- The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel
- Investigative policing in Whitechapel: developments in techniques of detective investigation
- The national and regional context: the working of the Metropolitan Police

MATHEMATICS – Year 10

GCSE course name and number: Pearson Edexcel Mathematics GCSE 9-1 1MA1

Departmental Teachers: Mr Borgan, Miss Beattie, Mr Capel, Mr Doogue, Mrs Fooks, Mrs Huggins, Mrs Rennison, Mr Railston-Brown, and Mrs Richardson.

Intent

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations. As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

Details of teaching scheme to be followed:

Students will cover a broad range of topics split into six modules of approximately equal length. All students follow the higher level course although the emphasis on the different topics varies from set to set. The course continues on from the work studied in Year 9.

Module 7 Ratio 1 and Geometry 2

Ratio, congruence, similarity and compound measures

Module 8 Algebra 3

Linear inequalities, expanding and factorising brackets, completing the square and solving quadratic equations algebraically.

Module 9 Geometry 3

Pythagoras and trigonometry in 2D and 3D, perimeter and area, volume and surface areas.

Module 10 Algebra 4

Graphs of quadratics and cubics, solving linear and non – linear simultaneous equations, solving equations graphically and using an iterative method.

Module 11 Statistics

Sampling, averages from grouped discrete and continuous data, stem and leaf, box plots, cumulative frequency and histograms.

Module 12 Probability 2 and Geometry 4

Advanced probability, circle theorems, angle geometry and transformations

Coursework details: There is no coursework.

Skills that students need to acquire:

The key to success lies in perseverance, commitment and good organisation. This is not to say that the need for imagination and creativity has been downgraded. Indeed, it is hoped that students will continue to stretch themselves by entering the National Mathematical Challenge.

Resources:

Students will need a scientific calculator. The models recommended are the Casio FX-83 GT X, FX-85 GT X or the FX-991ES X; these can be purchased through the school prior to entry. A set of geometry instruments is also required: compasses, protractor and ruler. This equipment should be brought to all lessons.

Notes on homework and assessments and end of Year examinations:

Homework is set and marked in accordance with school policy. The first assessment will test the material studied in module 6 at the end of Year 9 and also include the work from module 7. There will then be assessments at the end of modules 8, 9 and 10. The second assessment will test the material studied in modules 8 and 9. The end of year examination will test the material from modules 1 to 10 with a focus on the work studied in Year 10. The scores from the assessments will form the basis on which setting decisions are made but there are unlikely to be many changes to teaching groups during or at the end of Year 10.

Final Assessment

The GCSE in Mathematics is examined in the Summer Term of Year 11 by 3 papers. There will be one non-calculator and 2 calculator papers.

Hints on how to be successful in the course:

In order to be successful it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations. The most successful students are those who take responsibility for their learning by checking all answers in the textbook where possible and following up mistakes and misconceptions. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers, friends or their Sixth Form mentor, if they have one, for help when necessary. During Tuesday lunchtime, there is a support session which students can go for additional support.

MUSIC – Year 10

GCSE course name and number: Eduqas GCSE (9-1) Code 1MU0

Departmental Teachers: Mr Block and Mrs Farbridge

Intent

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

Details of teaching scheme to be followed:

Students will be required to learn a solo piece for their instrument and compose a piece of their own choice

During Year 10 students will;

Compose a piece of music to a brief of their choice

Learn about melody and harmony and practice writing short compositions

Prepare and compose a piece of their own choice, using the skills acquired from practice compositions

Practice and perform solo pieces on their instrument, concentrating on one piece which will be recorded in Year 11

Learn about a variety of different genres of music and understand their main musical features

Study instrumental music, vocal music, and music for stage & screen from the Edexcel areas of study

Resources:

- Keyboards
- Own instruments
- Computers with music Notation Software
- Manuscript paper

Notes on homework and assessments and end of year examinations:

- Work on preparing composing assignments
- Constant practice/performance on own instrument
- Regular listening to specified musical pieces and genres

Hints on how to be successful in the course:

Listen and play as much subject related music as possible.

The range of topics in the course will cater for a wide range of interests, instruments, personalities and directions; firstly, choose something that appeals to you. Secondly, try stepping outside of your comfort zone, experiment, join new music clubs, run your own! Make music! Enjoy!

PHYSICAL EDUCATION – GCSE – Year 10

GCSE course name and number: GCSE (9-1) Specification Physical Education 1PEO Edexcel

Departmental teachers: Mrs McCalister, Miss Henderson, Mrs McCalister, and Miss Crosland

Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Details of teaching scheme to be followed and timing:

Theory: 2 periods per fortnight

Practical: 2 periods per fortnight

Theory (60% of final grade)

Component 01: Physical factors affecting performance

1.1 Physical Training

- **Introduces and explores the concepts of performance, training and goal setting through:**
 - **Component of Fitness**
 - **Principles of Training**

1.2 Preventing Injury

- **Explores ways of minimising risk, hazards and injuries seen within a sporting environment.**

Component 02: Socio-cultural issues and sports psychology

The content of this specification uses practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. This specification contains the use of data analysis skills, which are spread across the topics and enable learners to demonstrate an understanding of how data are collected – both qualitative and quantitative, present data, including graphs and tables, and analyse and evaluate data.

2.2 Sport psychology

- Learners will continue to develop their knowledge and understanding of the psychological factors that can affect performers, including the role of mental preparation to improve performance in physical activities and sports

Component 03 Non Examined Assessment (NEA)

Practical Performance & Analysing and Evaluating Performance (40% total GCSE PE Qualification)

Practical Performance (30%)

For their practical performance all students will be assessed in 3 different practical activities and these will be chosen from one of the following combinations:

- 2 Team and 1 Individual
or
- 1 Team and 2 Individual

Within these team and individual activities students will need to demonstrate appropriate levels of physical fitness to be able to perform a range of skills successfully, applying good decision making and use of tactics or choreographic skills. Student's ability to observe rules and regulations will be assessed and within team activities they need to be able to show they can communicate well and are aware of the strengths and weaknesses of their opponents. All assessments for the practical component of the course will be ongoing throughout the 3 years. With practical moderation exams occurring throughout the entirety of the course.

There are a small number of activities that are external to school and are available for assessment eg Skiing and Horse-Riding.

Please see www.ocr.org.uk for a full list of practical activities.

(PEP) Personal Exercise Programme

Students are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer to identify strengths and weaknesses and produce an action plan which aims to improve the effectiveness of the performance. This task constitutes to 10% of their final grade.

Assessment details:

Theory

Homework will be issued for theoretical aspects on a weekly basis and assessment will be conducted at the end of topics to ascertain progress. This assessment will be cumulative to ensure that specification content is continually revised throughout the year. 1 hour *internally assessed* written paper worth 60 marks will be set at the end of Year 9

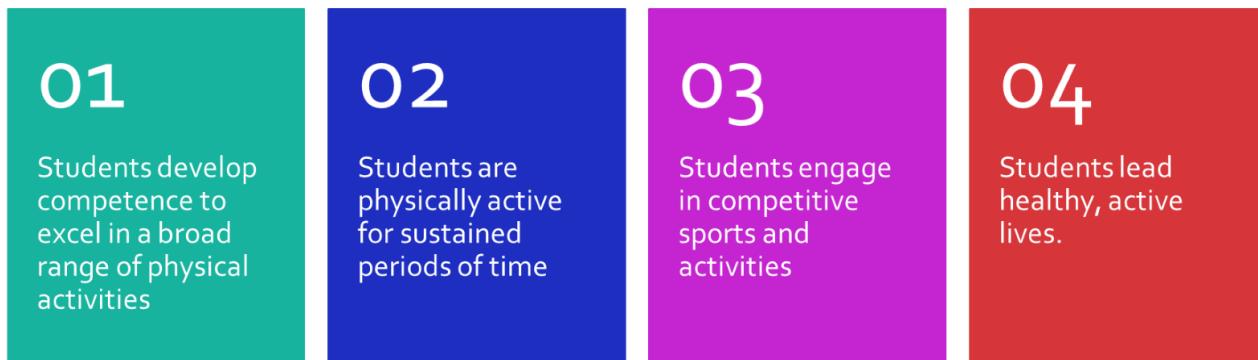
The theory specification is delivered over 3 years and will be examined, through 2 x 60 minute written examinations as follows:

Hints on how to be successful in the course:

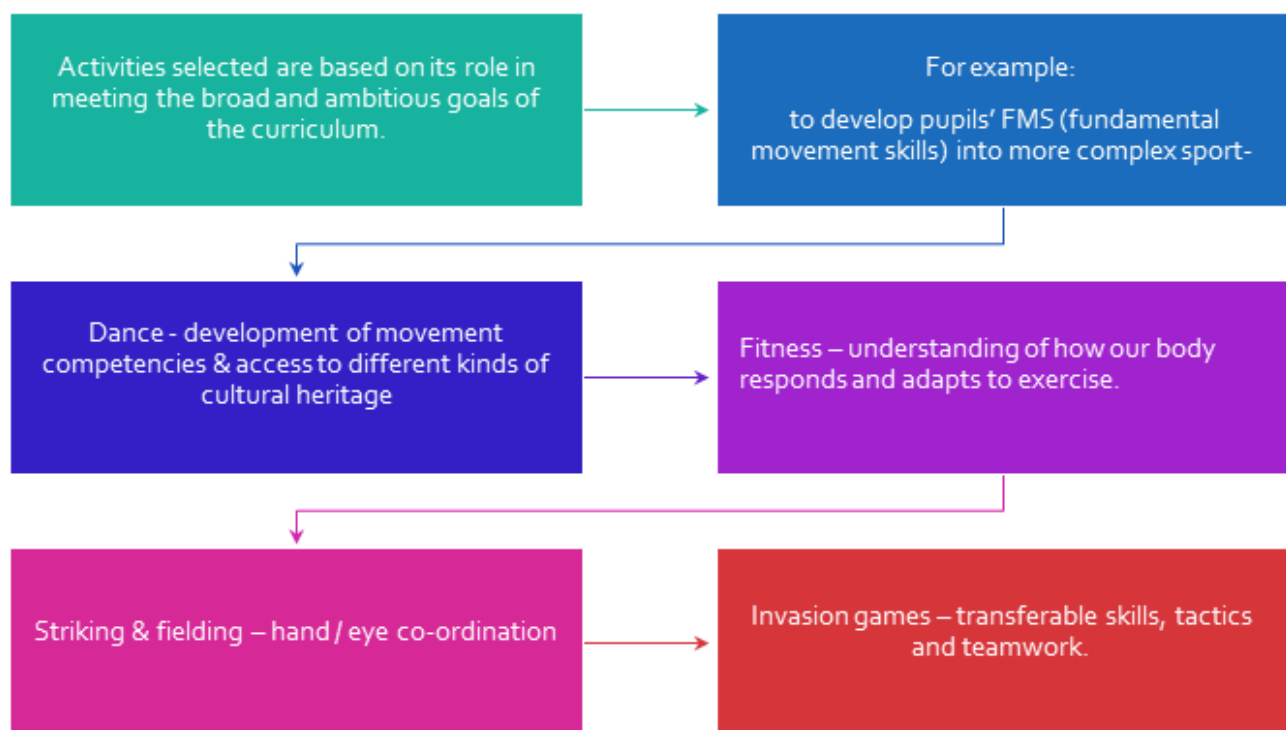
- Motivated and enthusiastic approach
- Attend extra-curricular clubs in a range of sports to support the work that is done in practical lessons.
- Ensure you maintain a level of fitness that supports your performance in each activity.
- Complete all homework to the best of your ability and hand in on time.
- Background research and reading to consolidate knowledge.
- Ask for help if you do not understand.
- Attend theory revision sessions.

PHYSICAL EDUCATION – Year 10 Core PE

KS3 Curriculum intent:



Curriculum Selection:



The curriculum selected is broad and balanced, so students experience a wide variety of different activities to maintain motivation and participation levels as students get older.

Details of teaching scheme to be followed: Y10 undertake 9 different units within core PE and have 4 timetabled lessons per fortnight. New sports are introduced to give variety to students and maintain excellent engagement levels.

Y10 Core PE Curriculum

| Group | 4/09/23 | 9/10/23 | 13/11/23 | 3/1/24 | 29/1/24 | 4/3/24 | 15/4/24 | 17/5/24 | 28/06/24 | 10/6/24 |
|-------|-----------|-----------------|-------------------|----------|-------------|---------|-----------|--------------------|--------------------|--------------------|
| 10x 1 | Badminton | Netball | Fitness | SH / Gym | Hall | Outdoor | Athletics | Cricket / Rounders | Tennis | Tennis |
| 10x 2 | Netball | Fitness / Dance | Volleyball | Hall | Gym | Outdoor | Tennis | Athletics | Cricket / Rounders | Rounders |
| 10x 3 | Dance | Badminton | Netball | Outdoor | Sports hall | Hall | Rounders | Tennis | Athletics | Cricket / Rounders |
| 10y 1 | Badminton | Netball | Fitness | SH / Gym | Hall | Outside | Athletics | Cricket / Rounders | Tennis | Tennis |
| 10y 2 | Netball | Fitness | Volleyball | Hall | SH / Gym | Outside | Tennis | Athletics | Cricket / Rounders | Rounders |
| 10y 3 | Benchball | Volleyball | Netball / Fitness | Outdoor | Sports Hall | Hall | Rounders | Tennis | Athletics | Cricket / Rounders |

Progress in PE:

Progress in PE is built around 3 pillars, of knowledge and competence: motor competence, rules, strategies and tactics and healthy participation. Every unit taught is planned around these concepts with increasing difficulty each year.

motor competence

knowledge of the range of movements that become increasingly sport- and physical activity-specific as students progress through year groups



rules, strategies and tactics

knowledge of the conventions of participation in different sports and physical activities. Tactics are decisions people make about how, when and where to move and are closely related to motor competence.



healthy participation

knowledge of safe and effective participation, with any preconceptions being corrected. Aim is for students to acquire a lifelong passion for sport and physical activity



RELIGION AND PHILOSOPHY – GCSE – Year 10

GCSE course details: Religious Studies, Eduqas,

Syllabus: Specification Route A:

- (1) Religious, Philosophical and Ethical Studies in the Modern World (50%) (2 hour exam)
- (2) Study of Christianity (25%) (1 hour exam)
- (3) Study of a World Faith (25%) (1 hour exam)

Departmental Teachers: Mrs Atwal, Mr Collis, and Mrs Pringle

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able to analyse, formulate judgements on, and justify a diverse range of views.

Allocated time: Four hours per fortnight

Topics to be covered:

1. World Faith: Islamic Beliefs and Teachings

- The Nature of Allah
- Prophethood – Adam, Ibrahim, Isa, Muhammad
- Angels
- Akhirah (Afterlife)
- Foundations of faith
- Key concepts: tawhid, prophethood, halal (permitted), haram (forbidden), greater/lesser jihad, mosque, shariah (straight path), ummah

2. Issues of Good and Evil

- Crime and punishment
- Forgiveness
- Good, Evil and Suffering
- Key concepts: good/evil, forgiveness, free will, justice, morality, punishment, sin, suffering

3. Issues of Life and Death

- The world – origins of the universe and environmental responsibility
- The origin and value of human life
- Beliefs about death and the afterlife
- Key concepts: afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, soul

4. World Faith: Islamic Practices

- The Five Pillars of Sunni Islam: practices in Britain and elsewhere
- Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere
- Jihad: Greater and Lesser
- Festivals and commemorations: practices in Britain and elsewhere

Skills that students need to acquire:

- Ability to present philosophical and moral arguments in an informed and coherent manner
- Develop ability to take responsibility for own learning through use of research, PowerPoint presentations, class presentations, wider reading which extend student understanding from issues raised in lessons
- ICT skills with regards to accessing information from the web and presenting PowerPoint
- Communication skills - art of listening and asking pertinent, penetrating questions
- Literacy - written expression of ideas in a coherent structure

Notes on homework and assessments and end of year examinations:

- Students will be expected to highlight their work to demonstrate their achievement of exam criteria
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, poetry, artistic, independent research, PowerPoint presentations, student led class presentations, practice exam questions
- End of Year examination: One Paper of 60 Minutes.

Hints on how to be successful in the course:

- Learn new religious and philosophical vocabulary - recorded in pupils' glossaries
 - Be willing to listen carefully to the opinions of others and respect their right to express their opinions
 - A willingness to share ideas with others and support fellow pupils in their learning
 - Apply religious points of view to ethical issues
 - Analyse and apply quotations from both a religious and secular standpoint
 - Readiness to accept that answers are not always easily available and that at times it is more difficult and challenging to know the right question to ask than it is to discover a response
 - Following moral issues raised in the media / reading broadsheet newspaper on a weekly basis and maintaining a Moral Issues Scrap Book throughout the course
 - Read relevant articles in *Dialogue* – Religion and Philosophy Journal
 - When revising, use practice exam questions as well as summary mind maps to demonstrate successful application of knowledge
-

RELIGION AND PHILOSOPHY - (Non-examined) Year 10

Compulsory 1 hour lesson per fortnight.

Departmental Teachers: Ms Atwal, Mr Collis, Mrs Pringle and Mr Todd

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

Topics to be covered:

1. Black Lives Matter

- What is BLM movement?
- Is the movement relevant in the UK?
- The history of Black communities in the UK
- How is Britain trying tackle racism in the UK?
- The impact of Black communities on British culture and identity

2. Environmental Ethics

- The value of life
- Animal experimentation
- Human impact on the environment
- Feminism and the environment

3. Business Ethics

- Corporate Social Responsibility
- Consumer responsibility
- Whistleblowing
- Examining examples of unethical business practices

Core Skills

- Selection of relevant material to justify and support student opinion.
- Analysis of key religious and philosophical vocabulary so as to appreciate the nature of respective arguments and the traditions from which they have evolved.
- Awareness of the implications for human existence of theistic and non-theistic views of life.
- Appreciation that answers are not necessarily readily available when assessing the nature of a divine being through rational, empirical analysis.

SCIENCE – Year 10

Departmental Teachers: All Staff from Science Department

Intent - Chemistry

As a department, our main aim is to get students excited about Chemistry. We want to encourage both their scientific thinking and curiosity of the subject, igniting their interest and desire to study it further.

Through teaching the content and modelling positive behaviours, we want students to not only develop their own knowledge and understanding of the Chemistry happening around them at all times, but to also develop their skills in literacy, numeracy, ICT, citizenship, problem solving and enterprise, whilst learning practical and organisation skills that will assist them as they move through life.

Pupils will learn how to evaluate their own progress, how to work safely and with confidence in a laboratory, whilst remaining open to tackling any challenges that are presented.

Intent – Physics

The goal of the Physics and Astronomy Department is to share our passion for Physics and Astronomy and develop a desire in students for knowledge of and a curiosity for Physics and Astronomy. Through an engaging and varied approach to teaching and learning we aim to extend students practical and problem solving abilities and instil in them self-belief and a curiosity of the world around them.

Intent – Biology

To teach the content as laid out in specification to enable confident application of knowledge to all the different question types used by the exam board and any unfamiliar contexts. To develop the language and maths skills needed to access and answer the Key Stage 4 work. To develop **Practical skills** to ensure students are confident in using practical vocabulary, analysing and evaluating data, while being able to plan and undertake a practical safely and efficiently. To **Inspire future Biologists** by providing opportunities for real world experiences and application. To develop **General skills for life-long learning** by developing scientific literacy, inspire curiosity and question presented facts.

Details of teaching scheme to be followed and timing:

- Continuation of the 3 separate science GCSE (9-1) Biology and Physics EdExcel, Chemistry AQA courses examined at the end of Year 11.
- There is a strong emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry, or 'How Science Works'.

Skills that students need to acquire:

- Safe Laboratory Practise
- Precise and accurate reporting of experiments and other written tasks
- Experimental planning, analysis and evaluation
- Personal organisation, especially with regards to equipment, keeping notes and folder organised, punctuality and deadlines

Essential equipment:

Students need to bring to lessons

- Lab coat
- Writing and drawing equipment
- Calculator
- White board pen

Also useful, but not essential:

- Coloured pens/pencils
- Glue stick

Notes on homework and assessments and end of year examinations:

- Typically, experimental write ups, questions from text/workbook
- Learning tasks for short 'spot tests' in class
- Exam Based Assignments (EBA's) as homework for each topic covered
- Practical Investigations
- Writing accounts of investigatory skills e.g. planning experiments, obtaining and recording evidence, analysis and evaluating evidence
- End of topic tests
- End of year exam is one paper per separate science subject covering all science modules taught.

Hints on how to be successful in the course:

- Read and sign the “expectations and safety code” pages in your Student Planner
- Turn up on time, with the right equipment
- Listen carefully
- Think about your work
- Keep your folder and notes up to date and well organised.
- Use the topic summary sheets to keep a clear overview of key concepts and key words/definitions for each topic.
- Make full and effective use of all feedback from assessments during “response time” sessions
- If in doubt, ask your teacher

WHAT YOU WILL DO

BIOLOGY, CHEMISTRY & PHYSICS

HOW SCIENCE WORKS: In all Sciences students will be taught about:-

- The thinking behind the doing
- Fundamental ideas
- Observing objects, organisms and events
- Making measurements
- Designing an investigation
- Presenting data
- Identifying patterns and relationships in data
- Societal aspects of scientific evidence

| | | | | | |
|--|--|--|---|--|---|
| <ul style="list-style-type: none"> • BIOLOGY • BIOLOGY • BIOLOGY • BIOLOGY • BIOLOGY • BIOLOGY | <p>BIOLOGY TOPICS</p> <p>Respiration</p> <p>Gas Exchange in Plants</p> <p>Gas Exchange in Humans</p> <p>Transport in Plants & Animals</p> <p>Health, Disease and the development of medicines</p> <p>Cells and Control</p> <p>Ecosystems Cycles</p> | <ul style="list-style-type: none"> • CHEMISTRY • CHEMISTRY • CHEMISTRY • CHEMISTRY | <p>CHEMISTRY</p> <p>Quantitative Chemistry</p> <p>Chemical Changes</p> <p>Energy Changes</p> | <ul style="list-style-type: none"> • PHYSICS • PHYSICS • PHYSICS • PHYSICS • PHYSICS • PHYSICS | <p>PHYSICS</p> <p>Static Electricity</p> <p>Electricity</p> <p>Pressure</p> <p>Forces 2</p> <p>Radioactivity</p> <p>Astronomy</p> <p>Magnetism</p> |
|--|--|--|---|--|---|

SPANISH – Year 10

GCSE course name and number: EDEXEL

Departmental Teacher: Mrs Glasbrook & Miss Velasco

Curriculum Intent

To develop in students:

- a greater breadth of vocabulary in the topics of study.
- more sophisticated reading and listening skills, allowing them to infer meaning from more complex texts
- a strong grammatical understanding of possessives, the preterite, imperfect and simple future tenses, direct object pronouns, modal verbs, si-clauses and negatives
- increased confidence in approaching the GCSE photo card and role-play tasks
- a greater understanding of Spanish and Hispanic cultures
- the ability to express opinions on more complex topics
- the ability to successfully approach GCSE writing tasks

Details of teaching scheme to be followed and timing:

Topics in Year 10 will include Media & Technology, Travel & Tourism, Lifestyle & Wellbeing & School. Topics seen in previous years are embedded in the new ones.

Events and trips

Trips to different parts of Spain such as Andalucía, Catalonia, or Toledo and Madrid are regularly organised for Key Stage 4 students. In addition, we are aiming to provide the chance to see a full production by a touring Spanish theatre company.

Skills that students need to acquire:

- Speaking: extending range and complexity of phrasing and developing confidence and fluency
- Writing: translating from and into Spanish, free writing.
- Reading: gaining breadth of experience - reading for gist and specific detail
- Listening: gaining breadth of experience - listening for gist and specific detail

Resources:

- Pearson Edexcel GCSE text book (hard copy).
- Internet language practice sites, including Pearson Active Hub, Language Gym, Languages on Line, BBC Bitesize
- A range of short novels in Spanish, with audio book and reading comprehension exercises included (different levels) in the LRC
- Weekly lunch time club run by teachers and Sixth Form students to develop and practice speaking skills

A good deal of material is available on Microsoft Teams, the school's Virtual Learning Environment

Notes on homework and assessments and end of Year examinations:

Extension/consolidation work is given after each lesson to reinforce and extend work in class. The end of year examination tests listening, reading, speaking and writing.

Hints on how to be successful in the course:

- Keep up to date with all homework tasks set and ensure that learning and revision are thorough and regular
- Pay special attention to learning and using new tenses and irregular verbs
- Ensure words are learnt the way they sound (not only how they are spelled)
- Participate as actively as you can: take any opportunity to speak in Spanish
- Avoid translating word by word and online translations
- Appreciate the demands of learning another language and be willing to devote the necessary time and effort throughout the course to achieve their full potential.
- Attend the weekly lunch time Spanish club
- Use the study guide regularly for consolidation, extension and revision

THE WELLBEING PROGRAMME - Year 10

Teachers: Form Tutors and Miss Wasch

Intent

At Parkstone, we believe students should be aware that good health and well-being are central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop: -

- employability skills so that they are well prepared for the next stage of education, employment or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society

On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor. The focus of these sessions is coaching, resilience, relaxation and emotional support. Students will have either one to one discussion for 10 minutes or be involved in small group sessions.

Students will also have a timetabled lesson on wellbeing, this will be once per cycle with Miss Wasch

Details of the proposed teaching scheme to be followed and timing:

| Session | Focus |
|-------------|--|
| Autumn Term | Living in the Wider World <ul style="list-style-type: none">• Developing work-related skills, including communication• Preparation for work experience – use of Grofar• Use of Unifrog Health and Wellbeing <ul style="list-style-type: none">• Mental health, stigma & self-care• Social media & mental health• Staying safe online |
| Spring | Relationships <ul style="list-style-type: none">• Consent & intimacy• Healthy & unhealthy relationships• Social attitudes to sexting Health and Wellbeing <ul style="list-style-type: none">• Rethinking Periods, including related medical conditions |
| Summer Term | Relationships <ul style="list-style-type: none">• Understanding extremism & radicalisation• Long-term commitments – arranged & forced marriage – links to Human Rights Living in the Wider World <ul style="list-style-type: none">• Introduction to CV writing• Use of Unifrog |

Skills that students will acquire:

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks and producing display work and written work. They will develop the self-awareness and confidence required for adult life, further learning and work.

Resources plus any materials students need to provide:

Normal stationery items, plus coloured pens, highlighters, glue stick

Notes on homework and assessments and end of year examinations:

Students are not set homework and are not formally assessed.

Hints on how to be successful in the course:

To be successful, it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.

WORK EXPERIENCE – Year 10

Organisers: The Head of Careers and Miss Harris Work Experience Administrator

The date for work experience is currently being considered.

Full details will be issued in due course.