

Year 10 Curriculum



Valuing Learning, Valuing Each Other

DRIFFIELD SCHOOL

& SIXTH FORM

Introduction

Curriculum

At Driffield School & Sixth Form the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our students. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our extensive site to deliver our curriculum. We offer a wide range of courses at all levels to prepare students for the new GCSE examinations in 2018 and further study at sixth form and beyond.

Year 10

Driffield School & Sixth Form offers Year 10 students a broad and balanced range of subjects to develop students' subject knowledge and key learning skills. Students will develop independent learning, thinking skills, creativity and learner resilience through a variety of subjects and topics. Our learners gain the competences required to prepare them for the future GCSE and vocational curriculum requirements. Students also learn about the personal and social issues which challenge them as young adults in today's society.

Staff Contacts:

ENGLISH
MATHS
SCIENCE
HISTORY
GEOGRAPHY
DESIGN TECHNOLOGY
FOOD
ART
COMPUTING
DRAMA
RELIGIOUS EDUCATION
PHYSICAL EDUCATION
SPANISH
FRENCH

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GCSE English Language and GCSE English Literature

Units taught in Year 10

Continuous assessment is used throughout the year on and within each topic.

AUTUMN	SPRING	SUMMER
<p>They will spend the full term studying the novel A Christmas Carol for the majority of their lessons.</p> <p>Assessment: Literature - A Christmas Carol Mock.</p> <p>Year 10 will also have an exam skill lesson every week and they will cover the English Language Paper 1 Section A for the full term.</p> <p>Grammar focus: simple sentences, compound sentences, complex sentences, prepositions, tenses, speech marks, semi-colons, colons, apostrophes, parenthetic commas</p>	<p>GCSE Language: Paper 1 Reading and Writing. GCSE Literature Paper 2 Poetry Anthology – Love and Relationships.</p> <p>Assessment: Language Paper 1 mock.</p> <p>Exam skills lessons: GCSE Literature: Paper 2, Section C – Unseen Poetry</p> <p>Grammar focus: verbs, concrete nouns, abstract nouns, proper nouns, adjectives, adverbs, connectives, superlatives</p>	<p>GCSE Language: Paper 2 Reading and Writing. GCSE Literature: continue poetry Anthology for half a term. Macbeth Revision for half a term.</p> <p>Assessment: Literature Poetry Anthology Mock. Language Paper 2 mock.</p> <p>Exam skills lessons: Speech writing and preparing for the spoken language component.</p> <p>Assessment: the Spoken Language Component.</p> <p>Grammar focus: topic sentences, brackets, modal verbs, apostrophes, hyphens, paragraphs, parenthetic commas.</p>

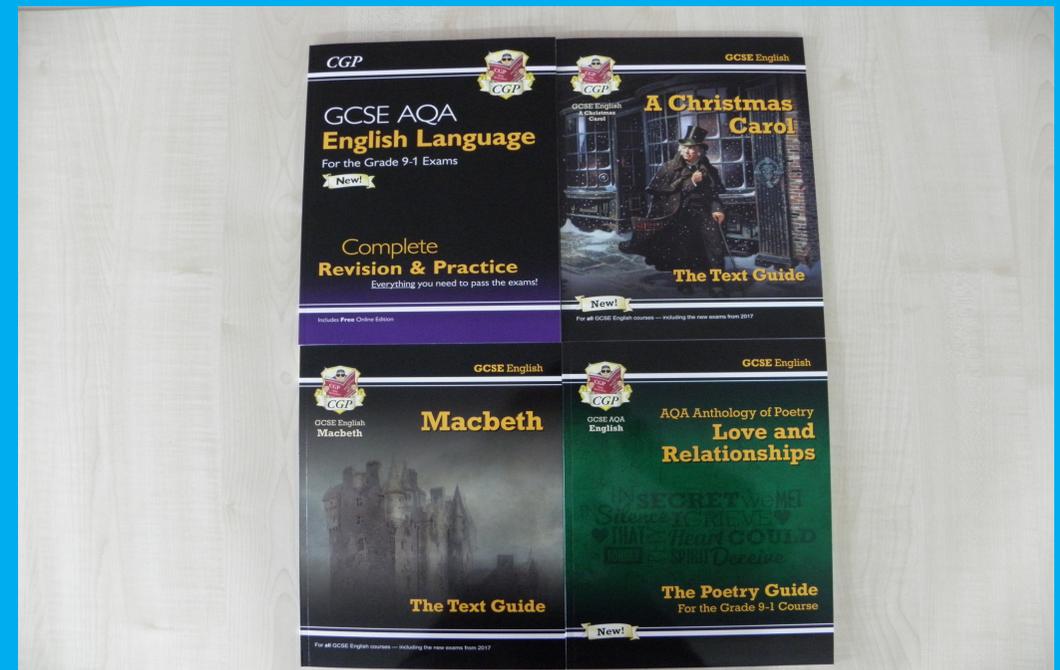
Main skills developed in Year 10

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect.

SMSC and British Values:

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

If you have any queries, please contact Mr R McDonald



Maths

Units taught in Year 10

AUTUMN	SPRING	SUMMER
Number: Place value and decimals Sums with integers Real life number calculations Fractions Factors, multiples and primes Powers Rounding Algebra: Sequences and nth term Fibonacci sequences Geometry & Measures: Symmetries Transformations Problems on coordinate axes Angles and constructions Probability & Statistics: Listing outcomes Calculating probabilities Frequency trees	Number: Four rules with negatives Four rules with fractions BIDMAS Reciprocals Calculator questions HCF and LCM Indices and roots Standard Form Ratio & Proportion: Value for money Introduction to proportion Sharing in a ratio Geometry & Measures: Perimeter, area and volume Metric conversions Plans and elevations Probability & Statistics: Data types Averages Scatter diagrams	Number: Fractions, decimals and percentages Percentage changes Rounding to significant figures Algebra: Expanding and simplifying brackets Solving equations Forming equations Inequalities Simultaneous equations Geometry & Measures: Area and circumference of circles Angles and properties of shape Constructing triangles Pythagoras' Theorem
Number: Four rules with negatives Four rules with fractions BIDMAS Number properties Indices Standard form Percentage amounts Significant figures Bounds Algebra: Expanding and simplifying brackets Solving equations Rearranging formulae Inequalities and solving Geometry & Measures: Transformations Perimeter and area Plans and elevations	Algebra: Equations of straight lines Factorising and solving quadratics Roots and turning points Simultaneous equations Fibonacci and geometric sequences Ratio & Proportion: Exchange rates Sharing in a ratio Percentage change Reverses percentages Compound interest and depreciation Geometry & Measures: Angles and parallel lines Bearings Pythagoras' theorem Congruent triangles	Algebra: Iteration Quadratic formula Harder factorising Ratio & Proportion: Compound units Similar shapes Direct and inverse proportion Geometry & measures: Volume and surface area of pyramids and cones Probability & Statistics: Stratified sampling Harder tree diagrams Venn diagrams Cumulative frequency Histograms

Probability & Statistics: Frequency trees Listing outcomes Calculating probabilities Averages and the range Graphs and charts Venn diagrams Tree diagrams	Sectors and spheres Trigonometry	NB. Content in green is higher tier.
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Main skills developed in Year 10

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SMSC and British Values:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

How parents can help to support their son/daughter's learning

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework. This will be in the form of a written task that is given out at the start of each week and marked the following week.

The following website can help your son/daughter's learning:

- www.vle.mathswatch.com



KS4 Combined Science: Trilogy

The AQA Combined Science Trilogy specification is taught. GCSE Science is taught from Year 9 to Year 11.

In Year 9 & Year 10 all students follow the Combined Science Trilogy route. In Year 11 some students will study the separate sciences.

Assessment:

Assessment occurs continuously throughout the year. These are done both within each topic and across topics.

Topics taught in Combined Science Trilogy:

BIOLOGY			
Topic	Content	Topic	Content
Cell biology	Cells structure Microscopy Cell differentiation Cell division – mitosis Stem cells Diffusion, osmosis & active transport	Organisation	Animal tissues, organs and systems human digestive system Heart, blood vessels & blood Coronary heart disease Lifestyle & health cancer Plant tissues, organs and systems
Infection & response	Infectious disease Bacteria, viruses, fungi & protists Immune system Vaccines & antibiotics Development of drugs	Bioenergetics	Photosynthesis Aerobic respiration Anaerobic respiration Metabolism
Homeo- stasis and response	Homeostasis Structure & function of the human nervous system Human endocrine system Control of blood glucose Human reproductive hormones & contraception	Ecology	Adaption and competition Biotic & abiotic factors Organisation of materials Cycling of materials Biodiversity & maintaining biodiversity Waste management, land use, deforestation and global warming

Topic	Content
Inheritance, variation & evolution	Sexual and asexual reproduction Meiosis DNA and the genome Genetic inheritance, inherited disorders and sex inheritance Variation, evolution, selective breeding Genetic engineering Fossils & extinction Resistant bacteria Classification

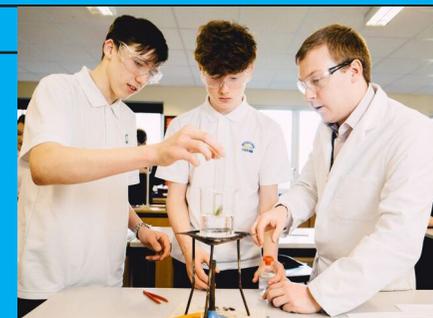
CHEMISTRY			
Topic	Content	Topic	Content
Atomic structure and the Periodic Table	Atoms, elements and compounds Mixtures Relative charges Electronic structure Periodic table Group 0, 1 and 7	Bonding Structure and Properties of Matter	Chemical bonding: ionic, covalent and metallic States of matter Properties of small, ionic, covalent and metallic molecules Polymers Metals Carbon, diamond, graphite, graphene and fullerenes
Quantitative Chemistry	Conservation of mass and balanced equations Mass changes Chemical measurements Moles Using moles Limiting reactants Concentrations of solutions	Chemical changes	Metal oxides Reactivity series Extraction of metals Oxidation and reduction Metals and acids pH scale Acids Electrolysis
Energy Changes	Exothermic and Endothermic reactions	Organic Chemistry	Crude oil, hydrocarbons and alkanes Fractional distillation Cracking



Topic	Content	Topic	Content
Rate and extent of Chemical change	Calculating rates of reactions Factors affecting rates of reactions Collision theory Catalysts Reversible reactions and equilibrium	Chemical Analysis	Purity formulations and chromatography Identification of gases
Chemistry of the Atmosphere	The earth's atmosphere and how it has changed Climate change Pollutants	Using Resources	Using the earth's resources and sustainable development Potable water Water treatment Extracting metals Life cycle assessment

PHYSICS			
Topic	Content	Topic	Content
Energy	Stores and systems Changes in energy Power Efficiency National and Global Energy Resources	Electricity	Current Potential Difference Resistance Charge Resistors Series and Parallel Domestic Uses and Safety Energy transfers in everyday appliances The National Grid
Particle Model	Changes of state Internal energy Pressure	Atomic Structure	Atoms and Isotopes Nuclear radiation Hazards and background radiation
Waves	Waves in air, fluids and solids EM waves Lenses	Magnetism and Electromagnetism	Permanent magnets Induced magnetism

Topic	Content
Forces	Scalar and vector Work Done and Energy transfer Forces and Elasticity Moments, levers and gears Forces and Motion Newton's Laws Forces and Braking



Practical Assessment:

Students are expected to undertake required practical activities listed in the GCSE Combined Science Trilogy specification so that they have the opportunity to experience all of the apparatus and techniques as directed by Ofqual.

The purpose of practical work in science is to:

- support and consolidate scientific concepts, make sense of new information and observations, and development of scientific thinking;
- to develop investigative skills: devising and investigating testable questions, identifying and controlling variables; analysing, interpreting and evaluating data;
- to develop and master practical skills: using specialist equipment, take measurements, handle and manipulate equipment with confidence, recognise hazards and minimise risk.

Students will complete a total of 21 required practical activities across the 3 sciences, as detailed in the GCSE Combined Science Trilogy specification.

Mathematical Requirements:

Students are required to demonstrate and develop the following mathematical skills in GCSE Combined Science Trilogy:

- arithmetic and numerical computation
- handling data
- algebra
- graphs
- geometry & trigonometry

Further details can be found in the GCSE Combined Science Trilogy specification.

Specification:

The GCSE Combined Science Trilogy specification can be found at: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>.

For more information please contact Mrs R Backhouse (Director of Science), Mr A Drury (Head of Physics) or Mr M Evans (Head of Biology).

History

Units taught in Year 10

Continuous assessment is used throughout the year on and within each topic.

AUTUMN	SPRING	SUMMER
<p>Pupils complete the OCR History B SHP Peoples Health unit</p> <ul style="list-style-type: none"> • Characteristic features of Medieval - present day Britain • The living conditions Medieval - present day • Responses to epidemics Medieval - present day • Government intervention, both local and national <p>There is a focus AO1, AO2 and AO4 in this unit.</p> <p>The unit is worth 20%</p>	<p>Pupils complete the OCR History B SHP The Norman Conquest unit</p> <ul style="list-style-type: none"> • Nature, structure, and diversity of Anglo-Saxon society • How and why William of Normandy became king of England in 1066 • The establishment of Norman rule between 1067-1071 • Nature and purpose of Norman castles in England to 1087 • Impact of Norman conquest on English society <p>There is a focus AO1, AO2 and AO4 in this unit.</p> <p>The unit is worth 20%</p>	<p>Pupils complete the OCR History B SHP Making of America unit</p> <ul style="list-style-type: none"> • America's expansion 1789-1838 • The move into the West 1839-1860 • Civil War and Reconstruction 1861-1877 • Settlement and conflict on the Plains 1861-1877 • America cultures 1877-1900 <p>There is a focus AO1, AO2, AO3 and AO4 in this unit.</p> <p>The unit is worth 20%</p>



Skills (Assessment Objectives)

- AO1: Knowledge and understanding of the key features and characteristics of the period studied
- AO2: Explain and analyse historical events and periods studied using second order historical concepts
- AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied
- Spelling, punctuation and grammar

SMSC and British Values:

Pupils are encouraged to celebrate and cherish British values through activities such as studying how democracy and the law have developed in Britain and comparing this to capitalist, fascist and democratic countries, gaining an understanding of different cultural and religious ideas in other countries, understanding what discrimination is and how it has and can be challenged through studies of the Making of America, Nazi Germany and the struggle for the improvements to Public Health in Britain. Pupils also have the opportunity to participate in democratic decision making exercises and mock trials.

The curriculum and extra-curricular activities are enriched with a wide range of spiritual, moral, cultural and social opportunities which support pupils as good citizens



If you have any queries please contact Mrs A Burnitt.

Geography

In Y10 students who opt to will begin to study for GCSE. These students will have 4 one hour lessons per fortnight. The students following the GCSE course will be following the OCR B specification.

Units taught in Year 10

AUTUMN	SPRING	SUMMER	
UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Global hazards</p> <p>Students will study a variety of hazards that impact human lives both within the UK and worldwide. Pupils will investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. Also studied are the causes of hazard events, earthquakes and volcanic eruptions and their impacts upon our planet.</p>	<p>Changing Climate</p> <p>A controversial global issues of the 21st century, pupils will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Pupils will also study the natural and human causes of past and present climate change and its impacts on both a local and global scale.</p>	<p>Distinctive landscapes</p> <p>The UK contains a diverse and distinct range of landscapes. This topic gives students the opportunity to unravel the geographical processes that make them distinctive. Using coastal and river landscapes students consider how geomorphic processes have shaped them over time and how humans have come to use these spaces.</p>	<p>Sustaining ecosystems</p> <p>Within this topic students will explore the distribution and characteristics of the Earth's biomes. The worlds tropical rainforests and polar biomes will be studied in further detail and students will explore physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</p>

Main skills developed in Year 10

Through studying this course, the pupils will learn a wide range of skills. All units will be examined through three examinations. Some of the skills taught and developed in this course will include:

- communication skills
- graphical and cartographical skills
- technological skills including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy skills
- problem-solving skills

How parents can help to support their son/daughter's learning:

- Students will be set regular homework

The following websites can help your son/daughter's learning:

The following websites can help your son/daughter's learning:

- www.ocr.org.uk
- www.bbc.co.uk/news
- mapzone.ordnancesurvey.co.uk/mapzone
- www.nationalgeographic.co.uk/uk

We provide the following extra-curricular clubs/fieldwork opportunities:

- Pupils must undertake two fieldwork components as part of the course – one human and one physical. One will be conducted in year 10 and the second in year 11.

If you have any queries please contact Mrs C Vicary



AQA Design and Technology GCSE

Units taught in Year 10

This new GCSE places greater emphasis on understanding techniques and designing, testing, analysing and refining designs. Students are expected to be creative and imaginative and to make prototypes which help to solve real life problems considering their own and others wants and needs. Please note that textiles is also now a part of this course and students may choose which materials they manufacture their prototypes in.

AUTUMN	SPRING	SUMMER
<p>Students will spend the first term learning more advanced risk assessment and health and safety which builds on their knowledge from KS3. After this they will learn a range of techniques and processes involving a wide range of materials which now involves Textiles. Most tasks will involve manufacturing a project or will include a practical experience wherever possible. The emphasis is on learning a large part of the syllabus through design and practical experience.</p>	<p>Students continue to work on syllabus content. This term we will design and manufacture using CAD CAM, (we have a laser cutter and a micro router), and we encourage students to use these to help them prototype but also to understand batch and mass production.</p>	<p>Continued syllabus content is covered in preparation for the design and make assignment set by the exam board on June 1st. This is then the start of 35 hours of design and practical work.</p> <p>From June 1st 2018 onwards</p> <p>50% of the course is non-exam assessment (folder and practical work). This continues well into the next academic year. 50% is a design and written paper consisting of some multiple choice and some extended response questions. (June 2019)</p>

Students in year 10 have 2 lessons per week.

Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and to complete work of an ambitious nature required to gain the higher grades.

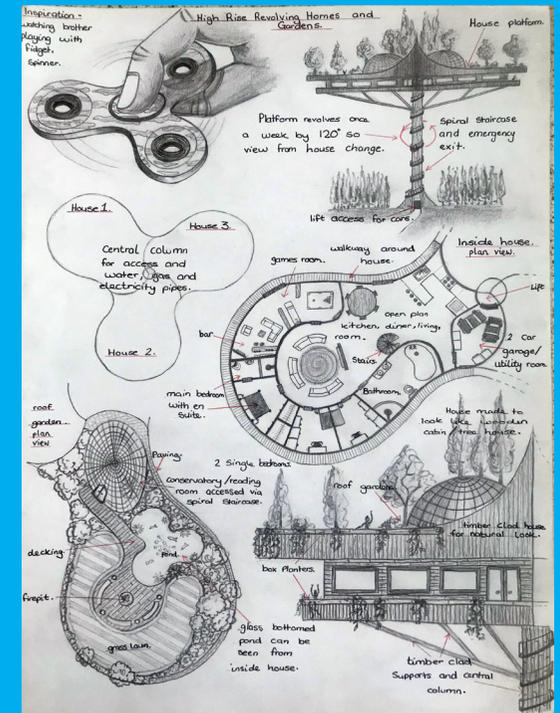
Students should be able to use their initiative, be able to work independently and safely and to be prepared to problem solve to the best of their ability.

Some machinery will need to be accessed outside of lesson time and students need to be prepared to work with the teacher and arrange suitable times.

Students should be open to new techniques, developing existing skills and ready to include their knowledge gained from their own practical experiences.

GCSE BBC Bitesize and www.technologystudent.com are excellent sources of information in easy to access formats.

If you have any queries, please contact Miss R Bramley



AQA Food Preparation and Nutrition GCSE

Students learn the practice and theory of food preparation and nutrition including: nutrition and health, food science, food safety, food choice and Food provenance.

AUTUMN	SPRING	SUMMER
<p>Pupils will learn about Food safety and hygiene. Food choices and current trends and also revise the importance of the Eatwell Guide.</p> <p>Practical tasks focus on Raising agents (cake making). Making mayonnaise to understand Emulsions and Shortcrust pastry to show understanding of Shortening.</p> <p>Food science investigations focus on functional properties of ingredients pupils will examine the use of fats in pastry and the effect of different chemical raising agents. The investigations</p>	<p>Pupils will focus on the Macro nutrient Protein considering the effects of excess or deficient intake. Also use of H.B.V protein, complementation of protein and meat alternatives.</p> <p>Practical tasks focus on meat and vegetable preparation and sauce making.</p> <p>Food science investigations focus on sauces to understand what can influence gelatinisation and viscosity recording accurate results and forming evaluations.</p> <p>Pupils will focus on Meal Planning to consider dietary</p>	<p>Year 10 exam – based on the work covered so far in the Specification based on exemplar AQA exam board questions.</p> <p>Pupils will learn about the use of micro-organisms in food production. The importance of temperature control. Also consider issues relating to Sustainability and Food provenance.</p> <p>Typical recipes include Sweet and Sour Chicken.</p> <p>Pupils will learn about how and why food is cooked (the transfer of heat via convection, conduction and radiation).</p>

will include a hypothesis accurate recording of practical results and detailed evaluative responses. Pupils have an opportunity to practice producing dishes to suit a range of nutritional needs and also consider appropriate presentation of dishes. For some of the practical activities sensory and nutritional analysis will be completed.

needs at different life stages. Pupils will research a given age category which will include menu analysis, detailed time plan, sensory analysis and a detailed evaluation to show how the outcome meets the specific requirements of the specified group. Practical tasks focus on the preparation and cooking of fish to produce Fishcakes. Also opportunity to understand gluten formation in the making of bread.

Practical tasks focus on providing opportunities to practice dovetailing practical tasks and typically involve recipes including Focaccia bread and Roasted Vegetable Soup. Food science tasks investigate Protein denaturation looking at Tenderising and Marinating meat recording accurate results and writing detailed evaluations



SMSC and British Values:

- Consumer choice and ethical issues
- Moral and environmental issues
- Health and Safety issues

If you have any queries, please contact Miss R Bramley

GCSE Fine Art

Continuous coursework assessment is used throughout the year on and within each topic.

AUTUMN	SPRING	SUMMER
Controlled Assessment 1 Students are introduced to the assessment objectives and focus on developing a project from research into Cultures of the World, culminating in a final; piece based on a chosen culture.		Controlled Assessment 2 Students begin work on a second, more ambitious, piece of controlled assessment based on identity, first explored during year 9. Portraiture is covered in more depth.

Students in year 10 have 2 lessons per week.

Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and an complete work of an ambitious nature.

Students should have a keen interest in art within a wider context and we encourage students to see exhibitions with their family, watch art documentaries on television and to follow artists on social media.

GCSE Art & Design Bitesize produce a supportive guide for this course.



Main skills developed in Year 10

Students learn a wide range of skills over the two year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.



SMSC and British Values:

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

If you have any queries, please contact Miss R Bramley

GCSE Computer Science

Continuous assessment is used throughout the year on and within each topic.

AUTUMN	SPRING	SUMMER
<p>Students will learn the programming basics. They will focus on the fundamental types in programming and derive types from basic expressions. Students will evaluate expressions using numbers and Boolean expressions that use rational operators. They will appreciate the need for variables and be able to create and assign variables in a program. Students will learn about loops in programs. They will create programs using one-branch and two-branch selection.</p> <p>Students will be required to know programming concepts and understand the rationale of them. Students will learn a range of activities from implementing pseudo-code as programs to creating code from problems.</p>	<p>Students will learn about data structures. Students will use arrays in the design of solutions to problems. They will use records in the design of solution to simple problems.</p> <p>Students will learn about subroutines. They will be able to explain the advantages of using subroutines in programs.</p>	<p>Students will build on learning in the first term to develop their understanding of programming further. They will learn about substring functions and be able to read and write data from a text file. They will create programs to perform basic validation of username and password combinations. They will also learn how to generate random numbers in code and use them in programs.</p> <p>Students will learn about algorithms and abstraction. Students will learn the steps for linear search, binary search, bubble sort and merge sort.</p>



Main skills developed in Year 10

Computer science will provide students with the opportunity to:

- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.



SMSC and British Values:

Computer Science provides students with a framework and a set of disciplines that will help refine their general awareness and build their self-worth.

Programming is a challenging discipline to learn and students have to apply their concentration and intelligence very deeply. They can become much more enlightened about their strengths and weaknesses, as they navigate the process of producing code that doesn't work and try to determine how to correct it.

Students will learn about computer ethics and the importance of using technology lawfully. They will investigate the environmental impacts of technology and what they can do to reduce their carbon footprint.

If you have any queries, please contact Mr D Hudson

GCSE Business

This course is assessed by two formal written exams at the end of Year 11.

AUTUMN	SPRING	SUMMER
<p>Unit 1 – Investigating small business Students will understand the dynamic nature of business by considering how and why business ideas come about. They explore the impact of risk and reward on business activity and investigate the role of entrepreneurship.</p>	<p>Students focus on making a business idea happen. They will examine how a business identifies aims and objectives and they will calculate key financial aspects of putting a business idea into practice.</p>	<p>Students will understand external influences on a business and the ways in which businesses respond to these influences. External influences are factors outside of a business' control. They will study stakeholders, technology, legislation and the economy.</p>
<p>Students explore how new and small businesses identify opportunities by understanding the customer needs and using market research. They will also examine the importance of understanding the competition</p>	<p>Students consider the range of factors that will influence whether a small business is successful or not. This will include looking at the ownership of the business, the choice of location, the marketing mix and how elements of the marketing mix must work together. They will also look at the role and importance of a business plan.</p>	<p>Unit 2 – Building a business Students study the range of factors that a business needs to look at when it is growing. This includes methods of achieving growth, as well as how and why a business changes its aims and objectives as it grows. They will also explore the impact of globalisation, and the ethical and environmental factors that a business must consider.</p>

Main skills developed in Year 10

Students will develop their organisation and time management skills. They will develop their research skills using a variety of sources as well as analyse and evaluate the results of their research. They will develop their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

SMSC and British Values:

Spiritual development within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion and allows them to take into consideration other people's aims, values, principles and beliefs.

Moral development within the Business course involves students discussing various moral issues relating to business practices. Students spend a large proportion of the course investigating the impact of a business' actions on the local community and wider society. Students also draw upon their own knowledge to distinguish between what is right and wrong. Students are also encouraged to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees.

Social development within Business course involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

Cultural development within the Business course involves students studying how the functions of a business operate. Students look at changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis.

If you have any queries, please contact Mr D Hudson

GCSE Drama

Units taught in Year 10

Term 1	Term 2	Term 3 Week 1-7	Term 3 Week 8-16
<p>The Drama Toolkit</p> <p>Students will start the course by using a range of practical activities to highlight the importance of key performance skills and dramatic devices 'a Drama Toolkit'.</p> <p>Bertolt Brecht Students will:</p> <ul style="list-style-type: none"> - develop student knowledge and application of the Genre/Style of Brecht - practically explore key elements of the style - approach the style using Eduqas style stimuli choices - consider the style from a technical perspective. <p>Theatre in Education Students will:</p> <ul style="list-style-type: none"> - develop student knowledge and application of the Genre/Style of Theatre in Education. - practically explore key elements of the style - consider the style from a technical perspective 	<p>Harold Pinter</p> <p>Mini practical assessment in preparation for Component 1 based on Pinter.</p> <p>Theory lessons will begin to focus on the Portfolio of Supporting Evidence for Component 1.</p> <p>Component 1 (Preparation)</p> <p>Start Component 1 by introducing the stimulus material.</p> <p>Students Start portfolio of supporting evidence Continue preparation of Component 1 focusing on significant moments</p>	<p>Component 3 preparation)</p> <p>Students will be introduced to the play text DNA by Dennis Kelly.</p> <p>There will also be an opportunity for students to view live theatre</p>	<p>Component 1 (Performance)</p> <p>Dress rehearsal one week before in lesson time Component 1 Performances recorded Finalise the portfolio of supporting evidence Complete the evaluation (90 minutes - controlled conditions - notes allowed)</p>

Main skills developed in Year 10

Students learn a wide range of skills over the two year course. They learn how to apply knowledge and understanding when making, performing and responding to drama. Students will explore performance texts, understanding their social, cultural and historical context including theatrical conventions of the period in which they were created. Through the WJEC Eduqas specification students will also develop a range of theatrical and performance skills when applying them to practical work and performances. This course will enable learners to develop as creative, effective and independent individuals who able to make informed choices in process and performance.

Prior learning and progression:

This specification builds on subject content which is taught at KS3 and provides a suitable foundation for the study of drama at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who wish to work within the arts or provide confidence to and a whole load of transferable skills which will be ideas for many employers.



How parents can help to support their son's/daughter's learning

- Ensure that all homework is completed on time
- Support your child in spelling key words correctly which have been identified in their log book/portfolio
- Encourage your child to watch/read set performance text's, and discuss artistic intentions and interpretations
- Encourage your child to take part in extra-curricular activities.

We provide the following extra-curricular activities:

- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Mr A Colley

AQA GCSE Music

	Component 1: Listening	Component 2: Performing	Component 3: Composing
What is the assessment?	Listening Contextual understanding	Music performance	Composing music
How is your learning assessed?	Exam paper with listening exercises and written questions using excerpts of music. Questions - Section A: Listening - unfamiliar music (68 marks) - Section B: Study pieces (28 marks).	As an instrumentalist and/ or vocalist and/ or via technology: - Performance 1: Solo performance (36 marks) - Performance 2: Ensemble performance (36 marks). A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.	Composition 1: Composition to a brief (36 marks) Composition 2: Free composition (36 marks).
When is the exam/coursework submitted?	The exam is 1 hour and 30 minutes sat at the end of the course in Year 11. This component is worth 40% of GCSE marks (96 marks).	This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in Year 11.	A minimum of three minutes of music in total is required. This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA Free Composition submitted summer term Year 10 Composing to a brief submitted in Year 11

There are four areas of study:

- 1 Western classical tradition 1650–1910
- 2 Popular music
- 3 Traditional music
- 4 Western classical tradition since 1910.

Listening – unfamiliar music

Students listen attentively to unfamiliar music from all of the four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).

Study pieces Western Classical Music –

- SET STUDY - The Clock Symphony 2nd Movement by Haydn
- The Coronation Anthems and Oratorios of Handel.
- The orchestra music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.



Melody

- conjunct, disjunct, triadic, broken chords, scalar, arpeggio
- intervals within the octave
 - passing notes
 - diatonic, chromatic
- slide/portamento, ornamentation including acciaccaturas, appoggiaturas
 - ostinato
- phrasing, articulation.

Tonality

- major, minor, and their key signatures to four sharps and flats
 - modulation to dominant, subdominant in major or minor keys
- relative major or minor
- tonic major or minor

Harmony

- diatonic, chromatic
- consonant, dissonant
- pedal, drone
- cadences: perfect, plagal, imperfect, interrupted and tierce de Picardie
 - identification of major, minor and dominant seventh chords using chord symbols/roman numerals.

Structure • binary and ternary

- rondo
- arch-shape
- through-composed
- theme and variations, sonata, minuet and trio, scherzo and trio
- call and response
- ground bass, continuo
- cadenza.

<p>Sonority (Timbre)</p> <ul style="list-style-type: none"> instruments and voices singly and in combination as found in music, including that for solo instruments, concertos, chamber groups instrumental techniques such as arco, pizzicato, con sordino. 	<p>Texture</p> <ul style="list-style-type: none"> harmonic/homophonic/chordal polyphonic/contrapuntal imitative, canonic, layered antiphonal • a cappella monophonic/single melody line melody and accompaniment unison, octaves.
<p>Tempo, metre and rhythm</p> <ul style="list-style-type: none"> simple and compound time regular anacrusis common Italian tempo terms e.g. allegro, andante pulse augmentation, diminution hemiola semibreve, minim, crotchet, quaver, semi-quaver dotted rhythms, triplets, scotch snap rubato, pause tempo. 	<p>Dynamics and articulation</p> <p>Gradation of dynamics as follows:</p> <ul style="list-style-type: none"> pp, p, mp, mf, f, ff including the Italian terms • cresc, crescendo, dim, diminuendo including hairpins sfz, sforzando common signs, terms and symbols.

Popular Music –

Popular music covers a number of musical styles and genres including rock, pop, musical theatre, film and computer gaming music from 1950 to the present.

Listening – unfamiliar music

- Music of Broadway 1950s to 1990s.

- Rock music of 1960s and 1970s.
- Film and computer gaming music 1990s to present.
- Pop music 1990s to present.

Study piece The Beatles: Sgt. Pepper's Lonely Hearts Club Band – the following three tracks:

- With a Little Help from my Friends
- Within You, Without You
- Lucy in the Sky with Diamonds.

- Students need to know the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the study pieces

AUTUMN	SPRING	SUMMER
<p>Half Term 1</p> <p>Terminology focus across all Areas of Study Melody Texture and Harmony and Structure</p> <ul style="list-style-type: none"> With a Little Help from my Friends Within You, Without You Lucy in the Sky with Diamonds. <p>Solo performance recorded</p> <p>Oratorios and Anthems by Handel from the Baroque era</p> <p>Group performance of one Beatles song recorded</p> <p>Terminology focus across all Areas of Study Timbre, Instruments, Dynamics and Tonality</p>	<p>Half Term 1</p> <p>Revision of Beatles set studies – listening assessment</p> <p>Piano music of Chopin And Schumann</p> <p>Learn about the development of the piano and the development of piano writing studying a variety of pieces by Chopin and Schumann</p> <p>Revision of Haydn set study – listening assessment</p> <p>Section A listening exam</p> <p>Students record their second solo performance</p>	<p>Half Term 1</p> <p>Full listening paper</p> <p>Solo recorded performance</p> <p>Free Composition lessons</p>
<p>Half Term 2</p> <p>Listening and Appraising Introduction to Haydn Clock Symphony Mvt 2</p> <p>Composing task begins</p> <p>Orchestral Music of Haydn</p> <p>Traditional music 20th Century Orchestral Music of Mozart and Beethoven</p> <p>End of Term listening exam</p> <p>Composing task submitted</p>	<p>Half Term 2</p> <p>Section B listening exam focussing on Haydn and Beatles style questioning</p> <p>Students record a group performance</p> <p>Students begin work on a free composition</p>	<p>Half Term 2</p> <p>Free composition submitted</p> <p>Listening paper mock exam</p>



Main skills developed in Year 10

- Express ideas and describe information clearly, precisely, accurately and appropriately in written communication
- Apply musical knowledge to a variety of genre, types of audience and the impact of social, political, environmental
- Form independent views and challenge what is heard or read on the grounds of reason, evidence, or argument
- Explore questions, solve problems and develop ideas
- Choose content and adapt style and language to a wide range of forms, media, contexts, audiences and purposes

In addition to these skills, the work pupils do will also help them to develop a range of Personal Learning and Thinking Skills (PLTS), including the ability to be a team worker, creative thinking, self-manager, reflective learner, independent enquirer, and effective participator. PLTS are essential and transferrable skills that will assist pupils in their learning across the curriculum.

SMSC and British Values:

Spiritual development within GCSE Music includes pupils exploring creative expression through the development of performances, compositions, and music products. Pupils are encouraged to express their own opinions while at the same time being accepting of the opinions of others. Throughout the course pupils are prompted to reflect on their work and their feelings about their progress.

Year 10 cover a variety of world cultures and religions. In the baroque topic for example, students will study the oratorio and the role and impact of church music in the 17th century around Europe. They also recognise the requiem setting to a Mass.

Moral development within Music involves pupils discussing, commenting on, and evaluating moral issues relating to the music industry. These include illegal downloading, copyright, distribution of royalties, and plagiarism. Pupils look at a range of real-world examples and hypothetical scenarios to achieve this and make valid judgements.

Social development within Music is a key focus of the course. Pupils must develop their ability to work effectively as part of a team, and are encouraged to be part of an extra-curricular ensemble and attend concerts. Pupils will have the opportunity to develop their leadership skills. Throughout the course they will feedback and reflect on their own learning and experience

Cultural development within Music involves pupils developing a thorough understanding of the processes to composing music in a variety of genre. Students are taught to learn characteristics within different genres, and why they are used for a given purpose. Students are encouraged to personalise their learning and work to their strengths when performing music and composing. Equally students are challenged to work in unfamiliar genre to understand the origins and thinking behind the artist's work.

If you have any queries please contact Mr B Couper



Religious Education

Units taught in Year 10

AUTUMN	SPRING	SUMMER
<p>Term 1 - Relationships and family</p> <p>Sex, marriage and divorce</p> <p>Religious teachings, beliefs and attitudes about: Human sexuality including heterosexual and homosexual relationships Sexual relationships before and outside of marriage Contraception and family planning The nature and purpose of marriage Same-sex marriage and cohabitation Divorce, including reasons for divorce, and remarrying</p> <p>Term 2 - Theme B: Issues of life and death</p> <p>Religious teachings, beliefs and attitudes about: The value of life The debate about euthanasia and abortion Religious and scientific debates about Creation Animal rights and exploitation Beliefs about an afterlife</p>	<p>Term 1 - Christianity Practices</p> <p>Worship and Festivals and the work of the worldwide church Different forms of worship and their significance Prayer and its significance The role and meaning of sacraments The rights of believer's baptism and its significance for Christians Eucharist/Holy Communion The role and importance of Pilgrimage Christmas and how its celebration impacts individuals The local community The place of mission, evangelism and church growth Specific ways that churches work for peace Work of CAFOD</p> <p>Term 2 - Islam Beliefs and teachings</p> <p>The six articles of faith in Sunni Islam and the five roots of 'Usul ad-Din in Shi'a Islam The Oneness of God (Tawhid)</p>	<p>Term 1 - Islam Beliefs and teachings</p> <p>The nature of God: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam) Angels, including Jibril and Mikail Predestination (al-Qads) and human freedom and its relationship to the Day of Judgement Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell</p> <p>Term 2 - Theme C Crime and punishment</p> <p>Religious teachings, beliefs and attitudes about: Evil and suffering Mental illness Addiction</p>

Main skills developed in Year 10

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills
- British Values
- SRE
- Exam skills and knowledge

The aim of the Social Studies Department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- Develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society.
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies.

RE lessons involve a range of activities including independent and group work, problem-solving and researching. In RE, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Religious Education at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Education which states: "RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights."

In particular RE:

- Helps promote fundamental 'British values' of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Encourages students to explore their own beliefs (whether they are religious or non-religious) in the light of what they learn.
- Enables students to build their sense of identity and belonging which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

In summary, Religious Education is important and relevant because it helps young people gain wisdom in the following areas of life:

- Cultural, artistic, musical and literary: many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work.
- Historical and geographical, scientific and technological: what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences?
- Moral and ethical: in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life?
- Personal: How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life?
- Political, social and psychological: How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues?

How parents can help to support their son/daughter's learning

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling key words correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others
- Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

The following websites can help your son/daughter's learning:

- www.reonline.org.uk/ks3
- www.bbc.co.uk/schools/websites/11_16/site/re.shtml
- www.religiouseducation.co.uk
- www.request.org.uk
- www.aqa.co.uk

We provide the following extra-curricular clubs/fieldwork opportunities:

- Year 10 revision club

If you have any queries please contact Mrs K Wilkinson



Physical Education - Core Lessons

Each student receives four 60 min sessions per fortnight. GCSE PE students are removed to form a GCSE group to practice practical and theory further.

LEADERSHIP / RECREATIONAL STRAND

Approximately half the year group is present at one time with six staff leading the activities. Students are presented with six option blocks for winter activity and the same for summer. They can select the one which suits their interests best during each season. The main theme for this section is the leadership qualities of sport.

WINTER

The winter activities are organised in option blocks to provide variety and choice of activity. Additionally this enables the students to start to take responsibility for the activities they wish to follow. Group formation will be single sex.

SUMMER

The students are given the option of pairings of activities which are based on the following - Cricket, Tennis, Athletics, Rounders, Volleyball, and Softball.

Main skills developed in Year 10

- Advanced motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan
- Preparation and development for GCSE PE



How parents can help to support their son/daughter's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extracurricular activities
- Encourage them to take part in sporting activities outside school
- Encourage the development of recreational activities in the wider community.
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your son/daughter's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- Follow the PE twitter account for updates from the PE Department @DrifffieldPE
- www.teachpe.com
- <http://www.s-cool.co.uk/>
- <https://getrevising.co.uk/>
- <https://revisionworld.com/gcse-revision>
- <http://www.bbc.co.uk/schools/gcsebitesize/>
- <http://www.teachpe.com/gcse.php>
- <http://www.mypeexam.org/courses/edexcel-gcse-pe-full-course/>

We provide a very extensive extra-curricular programme; please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Duke

Physical Education - GCSE Course

This practical and engaging course has been developed after feedback from teachers and other key stakeholders, ensuring an inclusive specification that will allow all learners to achieve their potential.

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows learners to explore a range of activities in the role of performer, including both team and individual activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA.

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

SYLLABUS

The syllabus followed is that offered by OCR – PHYSICAL EDUCATION. Full details available from OCR SYLLABUS.

TIME ALLOCATION.

The course is delivered in 4 x 60 min periods per FORTNIGHT in Year 10.

Three periods per fortnight - Anatomy and Physiology (some extra practical will be added as the syllabus demands at various times); one period per week - Practical options.

Each student must study and present THREE activities to include Assessment, Analysis and Observation in one of these.

The activities offered will depend on staffing numbers and facility availability but usually includes the following at some period: Football, Netball, Hockey, Basketball, Volleyball, Athletics, Rugby, Swimming Strokes, Tennis, Badminton and Cricket.

Students can be assessed externally in a range of different activities.

METHOD OF ASSESSMENT

Each practical module is assessed internally on completion against National Criteria based on a 20 point scale. These marks are carried forward to final examination. At the end of the two year course all sports are again assessed and moderated by an external assessor and added to course work marks. A further 10 marks are available for assessment and observation of one chosen activity.

Total practical marks count for 40% of final exam.

Full details of criteria are available in OCR practical marking guide. All grades are available to students.

TWO written paper of 60 min duration are completed during national examination period.

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	40% of total GCSE



Topic Content

Component 01: Physical factors affecting performance:

1.1 Applied anatomy and physiology

- 1.1. a. The structure and function of the skeletal system
- 1.1. b. The structure and function of the muscular system
- 1.1. c. Movement analysis
- 1.1. d. The cardiovascular and respiratory systems
- 1.1. e. Effects of exercise on body systems

1.2 Physical training.

- 1.2. a. Components of fitness
- 1.2. b. Applying the principles of training
- 1.3. c. Preventing injury in physical activity and training

Component 02: Socio-cultural issues and sports psychology:

2.1 Socio-cultural influences

- 2.1. a. Engagement patterns of different social groups in physical activities and sports
- 2.1. b. Commercialisation of physical activity and sport
- 2.1. c. Ethical and socio-cultural issues in physical activity and sport

2.2 Sports psychology - Characteristics of skilful movement, Classification of skills, Goal setting, Mental preparation, Types of guidance, Types of feedback.

2.3 Health, fitness and well-being - Health, fitness and well-being, Diet and nutrition

Component 03: Performance in physical education (NEA)

3.1 Performance of three activities taken from the two approved lists*:

- one from the 'individual' list
- one from the 'team' list
- one other from either list.

The approved lists can be found in section 2d (page 16) and Section 2e (page 68) of the 'OCR GCSE (9-1) guide to NEA in PE'.

3.2 Analysing and Evaluating Performance (AEP), task-based NEA.

Main skills developed in GCSE PE

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

How parents can help to support their son's/daughter's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your son/daughter's learning

- Relevant National Governing body websites e.g. www.thefa.com
- www.bbc.co.uk/schools/gcsebitesize/pe
- www.teachpe.com
- <http://www.s-cool.co.uk>
- <https://getrevising.co.uk>
- <https://revisionworld.com/gcse-revision>
- <http://www.bbc.co.uk/schools/gcsebitesize>
- <http://www.teachpe.com/gcse.php>
- <http://www.mypeexam.org/courses/ocr-gcse-pe-full-course>

For further information please contact Mr A Duke.



BTEC Sport

This is a further option within the KS4 option blocks. The syllabus is EDEXCEL BTEC FIRST IN SPORT

Qualification title -Edexcel BTEC Level 1/Level 2 First Award in Sport

Qualification Number (QN) - 600/4779/3

Students receive 4 hours per fortnight in Year 10, followed by 6 hours in Year 11. This is a mixture of practical and theory lesson depending on the topic.

What Does The Course Involve?

Both theory and practical work, Coaching younger pupils, Gaining nationally recognised leadership awards, Work experience, Participating in new sporting activities

Modules involved are:

UNIT: 1 FITNESS FOR SPORT AND EXERCISE

Level: 1 and 2

Assessment type: External exam 1 hour

Unit introduction: All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training, including successfully overcoming any barriers (such as injury) which might prevent a performer from achieving their goals. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.

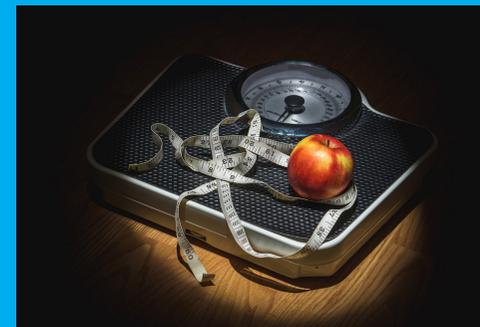
UNIT 2: PRACTICAL SPORTS PERFORMANCE

Level: 1 and 2

Assessment type: Internal assignment

Unit introduction: Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events.

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.



UNIT 5: TRAINING FOR PERSONAL FITNESS

Level: 1 and 2

Assessment type: Internal assignment

Unit introduction

Ever wanted to improve your personal fitness but haven't been sure where to start?

Have you wanted to design a personal fitness training programme but not been sure how to go about it? This unit shows you the way.

UNIT 6: LEADING SPORTS ACTIVITIES

Level: 1 and 2

Assessment type: Internal assignment

Unit introduction

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others look beyond the performer and credit the managers or coaches.

Assessment - The units are based on coursework that requires external moderation.

Unit 1 will be assessed via an Integrated Vocational Exam. The qualification is worth 2 GCSE's grades A*- C. Assessment is based on Pass, Merit or Distinction.

Edexcel BTEC Level 1 /Level 2 First Award in Sport			
Unit	Core Units	Assessment Method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30

How parents can help to support their son/daughter's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your son/daughter's learning

- Relevant National Governing body websites e.g. www.thefa.com
- www.bbc.co.uk/schools/gcsebitesize/pe
- <http://www.s-cool.co.uk>
- <https://getrevising.co.uk>
- <https://revisionworld.com/gcse-revision>
- <http://www.bbc.co.uk/schools/gcsebitesize>
- <http://www.teachpe.com/gcse.php>
- <https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>
- https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTEC-FIRST_L12_AWARD_SPORT_Iss3.pdf

For further information please contact Mr A Duke



AQA GCSE Spanish

Four skills are assessed in GCSE Spanish – Listening, Speaking, Reading and Writing – all exams take place in the Spring/Summer of Y11. Each skill is worth 25% of the student's final grade. Students will be entered for either Foundation or Higher and the same tier of entry will be adhered to for each of the 4 skills. Students will be prepared for the Mock Exams in Year 10, which will give them a keen insight into the GCSE exams for the following summer. Exam strategies and preparation activities are built in to each topic to enhance exam techniques, and cultural themes of customs & festivals are covered when appropriate (i.e. Christmas celebrations in Spain/Hispanic countries during December lessons, for example). There may occur some change in the order of topic coverage at times, but all topics will be covered prior to the exams taking place.

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

These themes apply to all four exam papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

THEME 1 - IDENTITY AND CULTURE

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in Spanish-speaking countries/communities

THEME 2 - LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Autumn	Spring	Summer
Revision of grammar rules Holidays Booking accommodation Higher numbers Verb tenses Positive & Negative Opinions Exam Strategies	School, Subjects, Opinions and Future Plans Asking/Answering Questions Three verb tenses Adjectives/Negatives Self, Family & Friends Marriage & Partnership The verbs Ser and Estar Connectives	Free Time Activities TV Programmes/Film Translation skills Exam Strategies



Main skills developed in Year 10

- Improved spontaneous and natural sounding speaking using authentic expressions
- Developing writing to link ideas more effectively
- Using the context to work out unknown words and finer details
- Acquiring key GCSE skills in preparation for GCSE exams in the summer of Year 11
- Developing reading skills with more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and predicting the context
- Understanding a wider range of complex structures
- More confident verb manipulation and learning verb endings
- Working with at least three tenses
- Developing confidence when speaking in the Target Language
- Self-correction of errors to meet the demands of the new GCSE
- Improving written accuracy to 'show what you know' to the Examiner
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing role-plays confidently
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their son/daughter's learning

- Encourage vocab learning at home by using look, say, cover, write, check technique.
- Purchase current Spanish Revision Guides and Workbooks (from Ace building)
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their Spanish homework
- Using www.wordreference.com to check any unknown words with your son / daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, workbook activities, or use of websites to consolidate their learning. Vocab learning and revision is crucial for their progression in Languages. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning.

Success in the GCSE exams will depend largely upon excellent effort and attendance at school, and also the amount of time and effort the student is willing to dedicate outside of the classroom to their language-learning. Regular and effective revision

throughout the two year course is essential, and students are provided with high-quality resources to assist them with this.

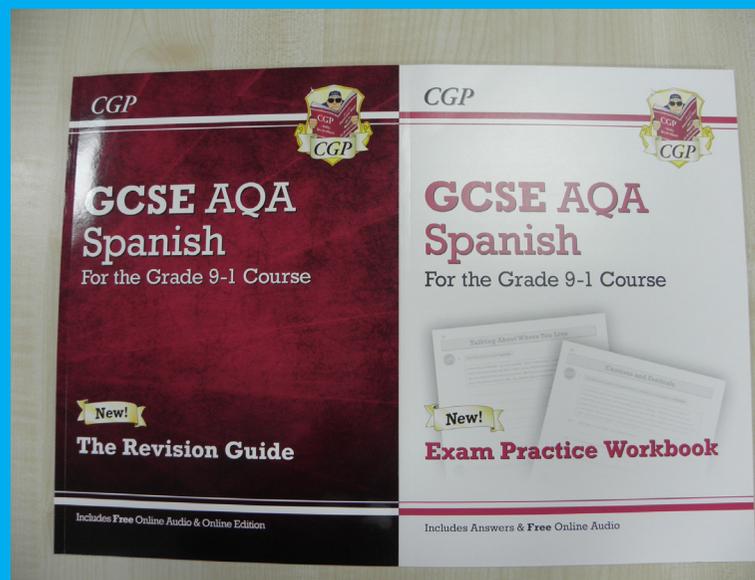
The following websites can help your son/daughter's learning

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.thisislanguage.com
- www.atantot-extra.co.uk
- www.euroclubschools.co.uk
- www.espanol-extra.co.uk
- www.languagesonline.org.uk (outside of school hours)
- www.memrise.co.uk
- www.oye.languageskills.co.uk
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following support

- individual workbook/worksheets, vocabulary book and exercise book issued to each pupil
- variety of fully and part-funded website subscriptions to aid revision and further progress
- Revision/booster sessions to support progress (as needed)

If you have any queries, please contact Ms L Pearce.



AQA GCSE French

Four skills are assessed in GCSE French – Listening, Speaking, Reading and Writing – all exams take place in the Spring/Summer of Y11. Each skill is worth 25% of the student's final grade. Students will be entered for either Foundation or Higher and the same tier of entry will be adhered to for each of the 4 skills. Students will be prepared for the Mock Exams in Year 10, which will give them a keen insight into the GCSE exams for the following summer. Exam strategies and preparation activities are built in to each topic to enhance exam techniques, and cultural themes of customs & festivals are covered when appropriate (i.e. Christmas celebrations in France during December lessons, for example). There may occur some change in the order of topic coverage at times, but all topics will be covered prior to the exams taking place.

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

These themes apply to all four exam papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

THEME 1 - IDENTITY AND CULTURE

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in French-speaking countries/communities

THEME 2 - LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Autumn	Spring	Summer
Revising grammar rules Self, Family & Friends Marriage & Partnership Free Time Activities Customs/Festivals in France Exam Strategies	Sports, music, TV/Films, technology Extended Opinions Customs/Festivals in France Exam Strategies	Where I live Preferences/Comparisons Social Issues Holidays & The Environment Customs/Festivals in France Exam Strategies



Main skills developed in Year 10

- Improved spontaneous and natural sounding speaking using authentic expressions
- Developing writing to link ideas more effectively
- Using the context to work out unknown words and finer details
- Acquiring key GCSE skills in preparation for GCSE exams in the summer of Year 11
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- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing role-plays confidently
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their son/daughter's learning

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- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their French homework
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, workbook activities, or use of websites to consolidate their learning. Vocab learning and revision is crucial for their progression in Languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, in order to reinforce and strengthen their grammatical knowledge.

Success in the GCSE exams will depend largely upon excellent effort and attendance at school, and also the amount of time and effort the student is willing to dedicate outside of the classroom to their language-learning. Regular and effective revision throughout the two year course is essential, and students are provided with high-quality resources to assist them with this.

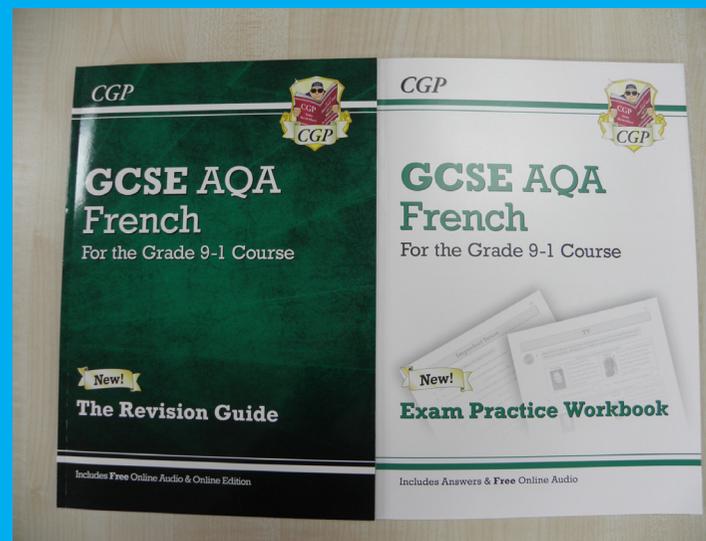
The following websites can help your son/daughter's learning

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.zut.org.uk (outside of school hours)
- <http://www.bbc.co.uk/education/levels/z4kw2hv>
- www.quizlet.com
- www.thisislanguage.com
- www.euroclubschools.co.uk
- www.atantot-extra.co.uk

We provide the following support

- individual workbook/worksheets, vocabulary book and exercise book issued to each pupil
- variety of fully and part-funded website subscriptions to aid revision and further progress
- Revision/booster sessions to support progress (as needed)

If you have any queries, please contact Ms L Pearce.





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