



Goffs-Churchgate Academy

**Year 10**  
**How to Support**  
**Your Child**

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If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's teacher.

If your concerns persist or issues are unresolved, please speak to your child's Director of Learning.

**Year 10 Director of Learning:**

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## Your Guide to Year 10 Digital Information Technology

### Assessment Criteria

The qualification consists of three components that give the learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, user interfaces and manipulating and interpreting data at PASS, MERIT and DISTINCTION.

<b>Expectations of students</b>			
<p>Student must attend all lessons and be punctual. Students must be fully equipped with all essential stationery including a calculator, their planner and a USB stick to save work completed on the school PC's.</p> <p>Students will be informed of deadlines in advance, and this must be adhered to. Any work submitted after a given deadline, without making prior arrangements with their teacher for a late submission, will unfortunately fail the task. This may lead to a failure of the course and therefore <b>all deadlines must be met.</b></p>			
	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn</b>	<p><b>Exploring User Interface Design Principles and Project Planning Techniques</b></p> <p><i>Learning Aim A: Investigate user interface design for individuals and organisations</i></p>	<ul style="list-style-type: none"> <li>• Students will investigate different types of user interfaces used by individuals and organisations. They will investigate how they vary across different uses, devices, and purposes.</li> </ul> <p><b>A1</b> What is a user interface?  <b>A2</b> Audience needs  <b>A3</b> Design principles  <b>A4</b> Designing an efficient user interface</p>	<p>Encourage your child to explore alternative user interfaces. Consider the differences between text based and graphical interfaces.</p>

<b>Spring 1</b>	<i>Learning Aim B: Use project planning techniques to plan and design a user interface</i>	<ul style="list-style-type: none"> <li>As part of Learning aim B students will learn about different planning tools and design methodologies that can be used to plan, monitor and execute projects</li> </ul> <p><b>B1</b> Project planning techniques  <b>B2</b> Create a project plan  <b>B3</b> Create an initial design</p>	Explore the use of Siri, Alexa and Google home devices and how they meet the needs of different people.
<b>Spring 2</b>	<i>Learning Aim C: Develop and review a user interface</i>	<ul style="list-style-type: none"> <li>Students will use their designs to produce a prototype user interface. Students will refine their user interface using an iterative process with opportunities for user feedback. Students will review the success of the user interface and the use of their chosen project planning techniques.</li> </ul> <p><b>C1</b> Developing a user interface  <b>C2</b> Refining the user interface  <b>C3</b> Review</p>	Interact with various GUI/Touchscreen interfaces, ask them to comment on how we accept a longer response time from our natural language in comparison to a touch screen.
<b>Summer</b>			

**Contact details**

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## Your guide to Year 10 BTEC Tech Award Enterprise

**Exam board:** Edexcel

**Specification:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>

### Assessment Criteria

- 60% - Two internally assessed assignment-based units
- 40% - 1 hour 30 min written external exam

<b>Expectations of Students:</b>			
<p>Students must be fully equipped with all essential stationery including a calculator and a USB stick to save work completed on the school PC's.</p> <p>Students will be informed of deadlines in advance, and these must be adhered to. Any work submitted after a given deadline will unfortunately fail the task, unless a prior arrangement with their teacher has been made for a late submission.</p>			
<b>Term</b>	<b>Topic, title and unit</b>	<b>What students will be learning</b>	<b>How can you specifically help your child</b>
<b>Autumn</b>	<i>Learning Aim A: Examine the characteristics of enterprises</i>	<b>A1</b> What is an Enterprise? <b>A2</b> Types and characteristics of small and medium enterprises <b>A3</b> The purpose of enterprises <b>A4</b> Entrepreneurs	Discuss with your child current market trends, how this has influenced our society. To what extent can these factors influence our spending habits?
<b>Spring</b>	<i>Learning Aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour</i> <i>Learning Aim C: Investigate the factors that contribute to the success of an enterprise.</i>	<b>B1</b> Customer needs <b>B2</b> Using market research to understand customers <b>B3</b> Understanding competitors  <b>C1</b> Internal factors <b>C2</b> External factors <b>C3</b> Situational analysis <b>C4</b> Measuring the success of an SME	<p>Encourage your child to watch BBC watchdog and BBC don't get screwed. This can be found on BBC iPlayer as well. These programmes will help your child understand customer needs.</p> <p>Help you child research local data using the following website:  <a href="http://www.statistic.gov.uk">www.statistic.gov.uk</a>.</p> <p>Students should find out about income level, employment and other local trends.</p> <p>Take your child to a local business or a family/friend's business that is local with a prepared</p>

			questionnaire about how their business operates.
<b>Summer</b>	Planning for and Pitching an Enterprise Activity	A. Explore ideas and plan for a micro-enterprise activity	<p>Give your child your income and expenses for the next few months and see if you child can create a budget for and advise you where you need to cut your spending.</p> <p>Using your bank statements for the last 6 months, help your child to create a cash flow forecast. Showing all inflow, outflows, net cash flow, opening and closing monthly balances.</p>

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## Your Guide to Year 10: OCR GCSE Food Preparation and Nutrition

### Assessment Criteria

How is it graded? GCSE 9 - 1

- 50% Written exam based - question paper split into two sections.
- 15% Non-Examination Assessment 2 (Written report, Food investigations and Practical experiments)
  - 35% Non-Examination Assessment 4 (Cooking exam)

**Expectations of Students:** Students are expected to come equipped with appropriate DT materials and portfolios. Long hair must be tied back for practical sessions. Notes taken during theory sessions must be typed within relevant coursework presentation.

	<b>Topic, title and unit</b>	<b>What students will be learning.</b>	<b>How can you specifically help your child.</b>
<b>Autumn</b>	<p><b>Section A:</b> Food Safety, Health and Nutrients</p> <p><b>Section B:</b> Nutrients Food Choice Provenance</p> <p><b>Section C:</b> Provenance</p>	<p><b>Aut 1:</b> The topics studied will be: Preparing food and Safety, Nutrition and Fruit and Vegetables Food sources and how they are grown.</p> <p>Students will have a practical lessons based on the topic studied.</p> <p><b>Aut 2:</b> The topics studied will be: Food choice and dietary needs, Traditional ingredients, Complex carbohydrates, primary and secondary process of carbohydrates.</p> <p>Students will have practical lessons based on the topics studied.</p>	<p>Please encourage your child to cook at home either for you or with you. Encourage them to try new cuisine and if possible visit different styles of food premises.</p> <p>Encourage your child to use BBC bitesize revision;  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtechnology/">http://www.bbc.co.uk/schools/gcsebitesize/design/foodtechnology/</a></p> <p>Encourage your child to revise independently using the OCR Food Preparation and Nutrition specification.</p>
<b>Spring</b>	<p><b>Section A:</b> Food Safety, Health</p> <p><b>Section B:</b> Nutrients</p> <p><b>Section C:</b> Provenance</p>	<p><b>Spr 1:</b> The topics studied will be: Importance of health diet, Nutritional analysis, Energy requirements and primary process for Dairy and alternatives.</p>	

	<p>Sensory Properties</p> <p>The senses</p> <p>Reason for cooking</p>	<p>Students will have practical lessons based on the topic studied.</p> <p><b>Spr 2:</b></p> <p>The topics studied will be: The senses, Reason for cooking food, food processing and preserving methods.</p> <p>Students will have practical lessons based on the topic studied.</p>	
<b>Summer</b>	<p><b>Section A:</b> Health</p> <p><b>Section B:</b> Provenance</p> <p><b>Section C:</b> Food safety</p> <p>Task practice</p>	<p><b>Sum 1:</b> The topics studied will be: Importance of health diet - Protein, Food sources of vitamins and how they are grown Sugars.</p> <p>Students will have practical lessons based on the topic studied.</p> <p><b>Sum 2:</b></p> <p>The topics studied will be: Buying food, Control of bacterial growth and environmental issues.</p> <p>Students will have practical lessons based on the topic studied.</p>	

**Useful information:**

Each half term the students are taught a variety of techniques and topics. Many lessons will comprise of a series of notes, which will need to be transferred into a PowerPoint presentation. Every piece of work is marked against set criteria so students must understand what the criteria for a grade so it can be included in their work.

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## Your Guide to Year 10 English

### Assessment Criteria

In Year 10, students begin exam preparation for their English Language and Literature GCSEs and continue to work on this throughout the year. We follow the AQA spec for English Literature and EDUQAS for language. Students are assessed through exams – not coursework.

<b>Expectations of Students</b>			
Students are expected to come equipped with appropriate stationery. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
<b>Year 10</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	In Fire, Blood and Anguish 'An Inspector Calls' by JB Priestley	Students will be learning how to analyse 'An Inspector Calls'. They will be learning how to appreciate a writer's use of language, structure and the effect the play has on its intended audiences. Students will be assessed on:  1. Answer a question based on character using a PEAL paragraphs. <b>Reading Assessment</b>  2. Answer a question based on a theme using a PEAL paragraph. <b>Reading assessment.</b>	You can help support your child by researching what society and life were like in Edwardian Britain for women, and the working class.  You can also encourage your child to revise using the BBC Bitesize website section on 'An Inspector calls' <a href="https://www.bbc.co.uk/education/topics/zpr639q">https://www.bbc.co.uk/education/topics/zpr639q</a>
<b>Autumn 2</b>	Fact Not Fiction Language Paper 2. Non-fiction reading and writing	Students will be learning reading and writing skills to prepare them for their English Language exam.  They will learn how to critically respond to 21 <sup>st</sup> and 19 <sup>th</sup> century articles and produce their own transactional pieces of writing, using facts, statistics and rhetorical questions as well as other discursive techniques to ensure they engage the reader.	You can help by encouraging them to watch a range of television interviews/broadcasts that show contrasting. For example, BBC News, Question Time or London Tonight. You could also research famous speeches and speakers.

		<p>They will be marked on their ability to:</p> <ol style="list-style-type: none"> <li>1. Produce a transactional piece of writing. Mid-term assessment.</li> <li>2. Respond to GCSE style exam question based on 19<sup>th</sup> and 21<sup>st</sup> century non-fiction articles.</li> </ol>	
<b>Spring 1</b>	<p>Bubble, Bubble, Toil and Trouble Literature Paper 1. 'Macbeth' by William Shakespeare</p>	<p>Students will be covering the entire text in preparation for a closed book exam. They will be focusing on context, plot, themes and characters.</p> <p>Assessment: Students will have to write an analytical response on a defined extract from the text (45 minutes).</p>	<p>You can encourage them to research the main areas of the text and to re-read the text at home.</p> <p>You can support your child by encouraging them to visit the BBC Bitesize revision pages- <a href="https://www.bbc.co.uk/education/topics/zgq3dmn">https://www.bbc.co.uk/education/topics/zgq3dmn</a></p>
<b>Spring 2</b>	<p>"Writing is the Painting of the Voice" -- Voltaire Fiction Paper 1</p>	<p>Students will learn how to read and respond to fiction narratives and write creatively and imaginatively using a stimulus as an inspiration. They will learn to how to use similes, metaphors and other descriptive techniques in their writing to ensure they engage the reader throughout.</p> <p>They will be marked on their ability to:</p> <ol style="list-style-type: none"> <li>1. Students will have to write a narrative piece (45 minutes). <b>Mid-term assessment.</b></li> <li>2. Respond to GCSE style exam question based on 20<sup>th</sup> century fiction</li> </ol>	<p>Students will be asked to write imaginatively and descriptively so you can help them by encouraging them to read novels and short stories regularly. This will help them to appreciate a variety of genres and writing styles.</p> <p>You can support your child by encouraging them to visit the BBC Bitesize revision pages- <a href="http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/">http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/</a></p>

		extracts. <b>End of term assessment.</b>	
<b>Summer 1</b>	Literature Paper 2. Poetry - Power and Conflict.	<p>Students will learn how to analyse poetry in depth and be able to compare on linked themes. They will be marked on their ability to:</p> <ol style="list-style-type: none"> <li>3. Analyse poetry techniques.</li> <li>4. Compare similarities and differences in poems.</li> </ol> <p>Assessment: Students will have to compare two poems from the cluster (45 minutes).</p>	<p>Students will be asked to write imaginatively and descriptively so you can help them by encouraging them to read a range of texts. For example, on a daily basis read a newspaper, magazines and a book of their choice over the half term. This skill helps them to appreciate a variety of forms and writing styles.</p> <p>You can support your child by encouraging them to visit the BBC Bitesize revision pages:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/writingcomparingpoetry/">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/writingcomparingpoetry/</a></p> <p>or consider purchasing a revision guide, such as:  <a href="http://smarttvboxfullyloaded.neuegrippe.eu/aqa-gcse-poetry-anthology-power-and-conflict-revision-guide-collins-gcse-revision-and-practice-new-2015-curriculum-000811255x.html">http://smarttvboxfullyloaded.neuegrippe.eu/aqa-gcse-poetry-anthology-power-and-conflict-revision-guide-collins-gcse-revision-and-practice-new-2015-curriculum-000811255x.html</a></p>
<b>Summer 2</b>	Revision for end of year exams  And  Talk the Talk (Speaking and Listening)	<p>Students will be completing end of year exams in the main hall on Macbeth and A Christmas Carol for English Literature and Reading and Writing Fiction for English Language.</p> <p>Exam Assessment: end of year GCSE style exam.</p> <p>Spoken language Assessment: Students will have to write a speech on a topic of their choice and deliver this in front of their peers, which will be sent to the examining board AQA as part of their GCSE qualification.</p>	<p>You can support your child by encouraging them to visit the BBC Bitesize revision pages.</p> <p>You can also encourage them to use various revision methods such as making cue cards, crib sheets, mind maps, etc.</p> <p>Revision guides and quote banks will also be provided, and you can encourage them to revise and make notes from these.</p> <p>For the speeches, you can help by listening to their performance and make sure they are able to speak for at least 3 minutes on their chosen topic.</p>

			<p>You can support your child by encouraging them to visit the BBC Bitesize revision pages-</p> <p><a href="http://www.bbc.co.uk/schools/gcsebit_size/english/speaking/">http://www.bbc.co.uk/schools/gcsebit_size/english/speaking/</a></p>
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**Contact Details.**

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## Your Guide to Year 10 Geography

### Assessment Criteria

Students will be assessed on longer answer questions based on the GCSE exam boards style. It will be assessed using the same criteria as the GCSE examination. Students will also complete an end of topic exam and complete regular knowledge recall quizzes and activities.

<b>Expectations of Students</b>			
<p>Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and respond to the feedback given.</p> <p>All independent learning must be completed on time and brought to the next lesson.</p> <p>Students will be expected to revise key vocabulary and content from years 10.</p>			
<b>Year 10</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	How can we manage water around the world?	<ul style="list-style-type: none"> <li>• Why water is important and how we can measure water footprints.</li> <li>• What is causing increasing consumption of water.</li> <li>• How we can increase water supply.</li> <li>• International Water Transfer Scheme</li> <li>• Local water supply scheme</li> <li>• Over abstraction of groundwater</li> </ul>	<p>Talk to your child about the world around them be it a visit to a city or a trip to coast.</p> <p>By encouraging students to watch the news and think critically about what they read.</p> <p>There are a number of television programmes that cover geographical issues.</p>
<b>Autumn 2</b>	How is the UK changing?	<ul style="list-style-type: none"> <li>• Where the population of the UK live and what is its structure.</li> <li>• Challenges and changes in rural areas.</li> <li>• Settlements sphere of influences.</li> <li>• Counter-urbanisation and the growth of commuter settlements.</li> <li>• Changes to retail services over time.</li> </ul>	<p>You could visit the Royal Geographical Society or Geographical association website that have geographical news and resources.</p> <p>You could subscribe to monthly geographical magazines such as "Geographical" and "National Geographic"</p>
<b>Spring 1</b>	How do tectonic hazards affect us?	<ul style="list-style-type: none"> <li>• Tectonic theory of earth structure and plate boundaries.</li> <li>• Landscapes found at destructive and constructive plate boundaries</li> </ul>	<p>Students could also visit Paradise Wildlife Park, Natural History Museum,</p>

		<ul style="list-style-type: none"> <li>• Types of volcanoes and volcanic landscapes.</li> <li>• Hazard created by Volcanoes, Earthquakes and Tsunami (including associated hazards)</li> <li>• How the risk from tectonic hazards can be reduced.</li> </ul>	<p>Science Museum, Museum of London and London Zoo as all offer opportunities to develop geographical knowledge and understanding.</p> <p><b>Useful websites:</b>  <a href="http://www.geography.org.uk/resources">http://www.geography.org.uk/resources</a>  <a href="https://www.rgs.org/">https://www.rgs.org/</a></p>
<b>Spring 2</b>	How fair is the world?	<ul style="list-style-type: none"> <li>• Understand what is development, how it is measured and the development continuum</li> <li>• How development has and is changed overtime.</li> <li>• The role of globalisation and MNC's.</li> <li>• What is the development gap and how it has been closed.</li> </ul>	
<b>Summer 1</b>	What makes the UK landscapes distinctive?	<ul style="list-style-type: none"> <li>• What makes a landscape distinctive and how they are managed.</li> <li>• River and coastal processes</li> <li>• River and coastal landscapes/landforms</li> <li>• Managing rivers and coastal areas.</li> </ul>	
<b>Summer 2</b>			

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## Your Guide to Year 10 German

### Assessment Criteria

Students are assessed in four key skill areas: Listening, Reading, Speaking and Writing, using the Pearson Edexcel GCSE (1GN0) assessment criteria. Visit the Pearson Edexcel website for access to the course specification and exemplar material:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.html>

<b>Expectations of Students</b>			
Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and respond to the feedback given. All independent learning must be completed on time and brought to the next lesson.			
<b>Year 10</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	<b>Who am I?</b>	<p><b><i>Students will consolidate and build upon linguistic skills, knowledge and understanding of ...</i></b></p> <ul style="list-style-type: none"> <li>- more complex vocabulary &amp; grammatical structures to describe self, family and friends, including teen angst</li> <li>- cultural celebrations traditions and festivals (Oktoberfest &amp; Halloween)</li> </ul>	<p>You can assist your child by supporting them with learning key vocabulary, phrases and grammatical points.</p> <p>Students should have a good dictionary, which includes verb tables to refer to - we use the Collins Easy Learning Dictionary in school.</p> <p>Encourage them to practice their skills of listening, reading, writing and speaking using the online resources listed below and ensure your child has access to authentic sources such as comics, music and DVDs in the language.</p>
<b>Autumn 2</b>	<b>Relationships</b>	<p><b><i>Students will develop and consolidate linguistic skills, knowledge and understanding of ...</i></b></p> <ul style="list-style-type: none"> <li>- more complex vocabulary &amp; grammatical structures to describe relationships, marriage &amp; role models</li> <li>- cultural celebrations, traditions and festivals (Christmas)</li> </ul>	<p>GCSE Edexcel (Pearson) revision guides and GCSE revision workbooks (for listening and reading with exam practice questions and grammar activities and explanations) will also assist students' progress.</p> <p><b>Visit the "Goethe-Institut",</b></p>

<p><b>Spring 1</b></p>	<p><b>Healthy lifestyle</b></p>	<p><b><i>Students will develop and consolidate linguistic skills, knowledge and understanding of ...</i></b></p> <ul style="list-style-type: none"> <li>- more complex vocabulary &amp; grammatical structures to describe healthy/unhealthy lifestyle habits (diet &amp; fitness), including socialising, sporting events, pros/cons of fast-food, smoking, alcohol and drugs</li> <li>- transactional language when shopping &amp; eating out</li> </ul>	<p>Germany's worldwide cultural institute in London</p> <p>If possible visit German speaking countries for a family holiday, experience the christmas markets or even take a day trip abroad to learn about the culture and speak the native language.</p> <p>Please ensure that your child attends the support/revision sessions available and completes all independent learning tasks.</p> <p><b>Online resources:</b></p> <p><a href="http://www.bbc.co.uk/schools/gcsebite_size">www.bbc.co.uk/schools/gcsebite_size</a></p>
<p><b>Spring 2</b></p>	<p><b>Travel &amp; tourism</b></p>	<p><b><i>Students will develop and consolidate linguistic skills, knowledge and understanding of ...</i></b></p> <ul style="list-style-type: none"> <li>- more complex vocabulary and grammatical structures to describe travel &amp; tourism (holiday types, destinations, places of interest, habits, preferences, and experiences), including school exchanges, using a variety of tenses</li> <li>- use transactional travel and tourist language</li> <li>- cultural celebrations and festivals (Fasching &amp; Easter)</li> </ul>	<p>Topic based foundation and higher tiered reading and writing exam practice, revision tips for all exams including speaking and writing, exam skills and online markable practice exam papers and video clips to support listening.</p> <p><a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials</a></p> <p>This site has links to the exam specification, student guides, sample GCSE papers, exemplar material and marking criteria. It also has vocabulary lists available that cover the Pearson Edexcel specification, which need to be learnt over the course.</p>



<p><b>Summer 1&amp;2</b></p>	<p>School life</p>	<p><b><i>Students will develop and consolidate linguistic skills, knowledge and understanding of ...</i></b>  - more complex vocabulary and grammatical structures to understand and compare the German and English school system describe school (school types; school day; subjects; rules and pressures, uniform, including pro/cons, celebrating success, school activities, trips &amp; events)</p>	<p><a href="http://www.memrise.com">http://www.memrise.com</a>  <a href="https://www.duolingo.com/course/de/en/Learn-German-Online">https://www.duolingo.com/course/de/en/Learn-German-Online</a>  Interactive games for fun way of learning vocabulary  <a href="http://www.voki.com/">http://www.voki.com/</a>  Create your own “voki avatar” to assist pronunciation through “text to speech” facilities.  <a href="http://www.bbc.co.uk/languages/german/">http://www.bbc.co.uk/languages/german/</a>  Online video tutorials, German quizzes, video clips and access to German newspapers and radio shows  <a href="http://www.languagesonline.org.uk/Hotpotatoes/germanindex.htm">http://www.languagesonline.org.uk/Hotpotatoes/germanindex.htm</a>  Topic vocabulary, listening, reading, writing and speaking activities and grammar support.</p>
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## Your Guide to Year 10 Health & Social Care (BTEC)

- **Exam board:** Pearson
- **Specification:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

### Assessment Criteria

Students are required to complete 4 assignments (three in year 10 and one in year 11) and sit one examination. The assignments are internally moderated and the examination is externally assessed in year 11.

	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	<b>The Game of Life— Component 1</b>	<p><b>An introduction to health and Social Care</b> This includes:</p> <ul style="list-style-type: none"> <li>• Identifying Health and Social Care services.</li> <li>• Key skills needed for work in a Health and Social Care Setting.</li> <li>• Methods of communication.</li> <li>• How to deal with difficult situations.</li> <li>• <b>Learning Aim A –</b> Understand Human Growth and Development across the Life Stages and the Factors that affect it.</li> <li>• Understand human growth and development across life stages.</li> </ul>	<p>Students will be asked to design a leaflet to introduce new workers to health and social care settings. They can make their leaflet specific to a certain career if they have an interest. Additional research into that career will help them with this.</p>
<b>Autumn 2</b>	<b><u>The Game of Life</u> Component 1 – Human Lifespan Development</b>	<ul style="list-style-type: none"> <li>• <b>Learning Aim A –</b> Understand Human Growth and Development across the Life Stages and the Factors that affect it.</li> <li>• Understand human growth and development across life stages.</li> </ul>	<p>Students will be given their first assignment brief. Encouraging them to keep up to date with deadlines and complete independent learning tasks will assist them.</p>

<p><b>Spring</b></p>	<p><b><u>The Game of Life</u></b> Component 1 – Human Lifespan Development</p>	<ul style="list-style-type: none"> <li>• <b>Learning Aim B -</b> Investigate how individuals deal with Life Events.</li> <li>• <b>Coping with change caused by life events.</b></li> <li>• Consider how individuals deal differently with life events and compare different levels of support from professionals and friends and family.</li> </ul>	<p>Students will be given their second assignment brief. Encouraging them to keep up to date with deadlines and complete independent learning tasks will assist them.</p>
<p><b>Summer</b></p>	<p><b><u>Who are you going call?</u></b> Component 2 – Health and Social Care Services and Values</p>	<p><b>Understand the different types of health and social care services and barriers to accessing them.</b></p> <ul style="list-style-type: none"> <li>• Explain why individuals use health and social care services.</li> <li>• Barriers to accessing services</li> </ul>	<p>Students will be asked to research health and social care services. If you can use the following resources online with your child.</p> <p style="text-align: center;"><b>Websites</b></p> <p style="text-align: center;"><a href="http://www.hse.gov.uk/healthservices/index.htm">http://www.hse.gov.uk/healthservices/index.htm</a></p> <p>Students will be given their 3<sup>rd</sup> assignment brief. Encourage them to work independently and meet deadlines.</p>

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## Your Guide to Year 10 History

### Assessment Criteria

At the end of every unit, students are assessed using GCSE assessments against the steps (grade 1-9) and the Pearson Edexcel GCSE (1HI0) assessment criteria.

#### Expectations of Students

Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and respond to the feedback given, as well as ensuring any Spelling and Grammar (SPaG) mistakes are corrected in accordance with the marking. All independent home learning and 'flipped' learning must be completed on time and brought to the lesson as requested on Class Charts.

Students are also expected to complete on-going revision of content and key vocabulary. Websites such as BBC Bitesize can be a helpful resource to challenge and extend students' understanding.

**There are 4 GCSE topics to teach; this year will cover approximately 40% of the taught content.**

Year 10	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Murderous Medieval to Revolting Renaissance	Students will develop their knowledge on Medieval and Renaissance England, looking at topics such as the Norman Conquest and the Gunpowder Plot. Focusing on the societal, political and religious changes new leaders and laws had on society from the Saxons to the rule of Oliver Cromwell.	BOOKS: all available on Amazon  New GCSE History Edexcel Revision Guide - for the Grade 9-1 Course (CGP GCSE History 9-1 Revision)  My Revision Notes: Edexcel GCSE (9-1) History: Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900 (Hodder GCSE History for Edexcel)
Autumn 2	Why do Australians speak English?	Students will assess the cultural and social impact of the Industrial Revolution in Britain, particularly focused on the rights of workers. This includes the role of the Tolpuddle Martyrs, developments in living conditions and the creation of prisons, the police force and the 'Bloody Code'	My Revision Notes: Edexcel GCSE (9-1) History: Weimar and Nazi Germany, 1918-39

<b>Spring 1</b>	Are we too soft on prisoners?	Students will investigate the role of technological advances in the evolution of the British Justice system, including the police and new types of crime. Students will re-enact a modern court case and debate key topics around free speech, drug offences and car crime.	Revision Guide provided on Classcharts and through student email.  Online resources: Seneca Learning BBC Bitesize Quizlet
<b>Spring 2</b>	Wicked Whitechapel	Students will recap and complete learning about the history of Whitechapel and the social conditions which impacted the area during the Industrial Revolution. Students will be able to analyse and answer questions surrounding the identity of Jack the Ripper and the working conditions of London.	
<b>Summer 1</b>	Was Liz truly a 'weak and feeble' woman?	Students will consolidate their knowledge of the Reformation and the Renaissance through a profile of the role of Elizabeth I and how successfully she navigated the political and religious turmoil of a male-dominated world	
<b>Summer 2</b>	How did a Pirate start a war?	Students will be delving into the role of Francis Drake and his circumnavigation— analysing the impact of the privateers in forging trade deals, the New World and the solving the mystery of the missing Roanoke Colony	

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## Your Guide To Year 10 GCSE Mathematics

- **Exam board:** Edexcel
- **Specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

### Assessment criteria

The mathematics curriculum is categorised under the following content domains. Number, Ratio, Rates & Proportion, Algebra, Statistics & Probability, Geometry & Measures. These areas are assessed using three assessment objectives. The table below gives an overview of the three assessment objectives, every strand and element will be assessed in every examination series.

Assessment Objectives	Weighting
AO1 is about using and applying standard mathematical techniques	50% Foundation paper, 40% Higher.
AO2 is about reasoning, interpreting and communicating mathematically	25% Foundation and 30% Higher.
AO3 is about solving problems in mathematics and in other contexts.	25% Foundation, 30% Higher'

### Examination units:

#### Foundation and Higher

- Paper 1: Non Calculator (80 marks)
- Paper 2: Calculator (80 marks)
- Paper 3: Calculator (80 marks)

Each paper will last 1 hour and 30 minutes

Additional guidance and resources can be found on the exam board website:

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

### How to support your child at home

- Ensure that students complete all of the assignments and homework on Classcharts.
- Ensure your child is fully equipped for all lessons, the preferred calculator is a Casio (VPAM) scientific calculator.
- Encourage your child to use the internet to find instructional videos and resources from websites such as Youtube, BBC GCSE Bitesize, [www.hegartymaths.com](http://www.hegartymaths.com), <https://corbettmaths.com/>, <https://www.mathsgenie.co.uk/gcse.html>, on the topics listed in the course content below, to develop their independent learning skills.
- Purchase a revision guide and workbook from the school and complete on a regular basis at home. Set a target of completing about 12 pages a week and in about 8 weeks, your child would have completed the workbook.

- Encourage your child to attend all extra intervention sessions and seek extra support from their teacher in areas of difficulty.
- Encourage your child to start revising from the beginning of the school year and to do as many past question papers as possible.

**Course Content Year 10 Mathematics**

<b><u>Year 10 Foundation</u></b>	<b><u>Year 10 Higher</u></b>
1 Number	1 Number
2 Fractions and percentages	2 Fractions, ratio and percentages
3 Ratio and proportion	3 Multiplicative reasoning
4 Multiplicative reasoning	4 Algebra
5 Algebra	5 Equations and inequalities
6 Equations, inequalities and sequences	6 Graphs
7 Graphs	7 Equations and graphs
8 Perimeter, area and volume	8 Area and volume
9 Angles	9 Similarity and congruence
10 Transformations	10 Transformations and constructions
11 Constructions, loci and bearings	11 Angles and trigonometry
12 Graphs, tables and charts	12 More trigonometry
13 Averages and range	13 Probability
14 Probability	14 Interpreting and representing data
15 Right-angled triangles	15 Further statistics

**Foundation tier**

<b>Term</b>	<b>Topic Title and unit</b>	<b>What students will be learning (Foundation tier)</b>
<b>Autumn 1</b>	<b>1 Number</b>	
	1.1 Calculations	Use priority of operations with positive and negative numbers. Simplify calculations by cancelling. Use inverse operations.
	1.2 Decimal numbers	Round to a given number of decimal place. Multiply and divide decimal numbers.
	1.3 Place value	Write decimal numbers of millions. Round to a given number of significant figures. Estimate answers to calculations. Use one calculation to find the answer to another.
	1.4 Factors and multiples	Recognise 2-digit prime numbers. Find factors and multiples of numbers. Find common factors and common multiples of two numbers. Find the HCF and LCM of two numbers by listing.
	1.5 Squares, cubes and roots	Find square roots and cube roots.

	Recognise powers of 2, 3, 4 and 5.
	Understand surd notation on a calculator.
1.6 Index notation	Find square roots and cube roots.
	Recognise powers of 2, 3, 4 and 5.
	Understand surd notation on a calculator.
1.7 Prime factors	Write a number as the product of its prime factors.
	Use prime factor decomposition and Venn diagrams to find the HCF and LCM.
<b>2 Fractions and percentages</b>	
2.1 Working with fractions	Compare fractions.
	Add and subtract fractions.
	Use fractions to solve problems.
2.2 Operations with fractions	Find a fraction of a quantity or measurement.
	Use fractions to solve problems.
2.3 Multiplying fractions	Multiply whole numbers, fractions and mixed numbers.
	Simplify calculations by cancelling.
2.4 Dividing fractions	Divide a whole number by a fraction.
	Divide a fraction by a whole number or a fraction.
2.5 Fractions and decimals	Convert fractions to decimals and vice versa.
	Use decimals to find quantities.
	Write one number as a fraction of another.
2.6 Fractions and percentages	Convert percentages to fractions and vice versa.
	Write one number as a percentage of another.
2.7 Calculating percentages 1	Convert percentages to decimals and vice versa.
	Find a percentage of a quantity.
	Use percentages to solve problems.
	Calculate simple interest.
2.8 Calculating percentages 2	Calculate percentage increases and decreases.
	Use percentages in real-life situations.
	Calculate VAT (value added tax).
<b>3 Ratio and proportion</b>	
3.1 Writing ratios	Use ratio notation.
	Write a ratio in its simplest form.
	Solve problems using ratios.
3.2 Using ratios 1	Solve simple problems using ratios.
3.3 Ratios and measures	Use ratios to convert between units.
	Write and use ratios for shapes and their enlargements.
3.4 Using ratios 2	Divide a quantity into 2 parts in a given ratio.
	Divide a quantity into 3 parts in a given ratio.
	Solve word problems using ratios.



	3.5 Comparing using ratios	Use ratios involving decimals.	
		Compare ratios.	
		Solve ratio and proportion problems.	
	3.6 Using proportion	Use the unitary method to solve proportion problems.	
		Solve proportion problems in words.	
		Work out which product is better value for money.	
	3.7 Proportion and graphs	Recognise and use direct proportion on a graph.	
		Understand the link between the unit ratio and the gradient.	
	3.8 Proportion problems	Recognise different types of proportion.	
	Solve word problems involving direct and inverse proportion.		
Autumn 2	<b>4 Multiplicative reasoning</b>		
	4.1 Percentages	Calculate a percentage profit or loss.	
		Express a given number as a percentage of another in more complex situations.	
		Find the original amount given the final amount after a percentage increase or decrease	
	4.2 Growth and decay	Find an amount after repeated percentage change.	
		Solve growth and decay problems.	
	4.3 Compound measures	Solve problems involving compound measures.	
	4.4 Distance, speed and time	Convert between metric speed measures.	
		Calculate average speed, distance and time.	
		Use formulae to calculate speed and acceleration.	
	4.5 Direct and inverse proportion	Use ratio and proportion in measures and conversions.	
		Use inverse proportions.	
	<b>5 Algebra</b>		
	5.1 Algebraic expressions	Use correct algebraic notation.	
		Write and simplify expressions.	
	5.2 Simplifying expressions	Use the index laws.	
		Multiply and divide expressions.	
	5.3 Substitution	Substitute numbers into expressions.	
	5.4 Formulae	Recognise the difference between a formula and an expression.	
		Substitute numbers into a simple formula.	
	5.5 Expanding brackets	Expand brackets.	
		Simplify expressions with brackets.	
		Substitute numbers into expressions with brackets and powers.	
	5.6 Factorising	Recognise factors of algebraic terms.	
		Factorise algebraic expressions.	
		Use the identity symbol $\equiv$ and the not equals symbol $\neq$	
	5.7 Using expressions and formulae	Write expressions and simple formulae to solve problems.	
		Use maths and science formulae.	
		<b>6 Equations, inequalities and sequences</b>	

	6.1 Solving equations 1	Understand and use inverse equations.
		Rearrange simple linear equations.
		Solve simple linear equations.
	6.2 Solving equations 2	Solve two-step equations.
	6.3 Solving equations with brackets	Solve linear equations with brackets.
		Solve equations with unknowns on both sides.
	6.4 Introducing inequalities	Use correct notation to show inclusive and exclusive inequalities.
		Solve simple linear inequalities.
		Write down whole numbers which satisfy an inequality.
		Represent inequalities on a number line.
	6.5 More inequalities	Solve two-sided inequalities.
	6.6 More formulae	Substitute values into formulae and solve equations.
		Change the subject of a formula.
		Know the difference between an expression, an equation, a formula and an identity.
	6.7 Generating sequences	Recognise and extend sequences.
	6.8 Using the nth term of a sequence	Use the nth term to generate terms of a sequence.
		Find the nth term of an arithmetic sequence.
<b>Spring 1</b>	<b>7 Graphs</b>	
	7.1 Coordinates	Find the midpoint of a line segment.
		Recognise, name and plot straight-line graphs parallel to the axes.
	7.2 Linear graphs	Generate and plot coordinates from a rule.
		Plot straight-line graphs from tables of values.
		Draw graphs to represent relationships.
	7.3 Gradient	Find the gradient of a line.
		Identify and interpret the gradient from an equation.
		Understand that parallel lines have the same gradient.
	7.4 $y = mx + c$	Understand what $m$ and $c$ represent in $y = mx + c$ .
		Find the equations of straight-line graphs.
		Sketch graphs given the values of $m$ and $c$ .
	7.5 Real-life graphs	Draw and interpret graphs from real data.
	7.6 Distance-time graphs	Use distance–time graphs to solve problems.
		Draw distance–time graphs.
		Interpret rate of change graphs.
	7.7 More real-life graphs	Draw and interpret a range of graphs.
	Understand when predictions are reliable.	
	<b>8 Perimeter, area and volume 1</b>	
8.1 Rectangles, parallelograms and triangles	Calculate the perimeter and area of rectangles, parallelograms and triangles.	
	Estimate lengths, areas and costs.	
	Calculate a missing length, given the area.	

	8.2 Trapezia and changing units	Calculate the area and perimeter of trapezia.
		Find the height of a trapezium given its area.
		Convert between area measures.
	8.3 Area of compound shapes	Calculate the perimeter and area of shapes made from triangles and rectangles.
		Calculate areas in hectares, and convert between ha and m <sup>2</sup> .
	8.4 Surface area of 3D solids	Calculate the surface area of a cuboid.
		Calculate the surface area of a prism.
	8.5 Volume of prisms	Calculate the volume of a cuboid.
		Calculate the volume of a prism.
	8.6 More volume and surface area	Solve problems involving surface area and volume.
		Convert between measures of volume.
<b>Spring 2</b>	<b>9 Angles</b>	
	9.1 Properties of shapes	Solve geometric problems using side and angle properties of quadrilaterals. Identify congruent shapes.
	9.2 Angles in parallel lines	Understand and use the angle properties of parallel lines. Find missing angles using corresponding and alternate angles.
	9.3 Angles in triangles	Solve angle problems in triangles. Understand angle proofs about triangles.
	9.4 Exterior and interior angles	Calculate the interior and exterior angles of regular polygons.
	9.5 More exterior and interior angles	Calculate the interior and exterior angles of polygons. Explain why some polygons fit together and some others do not
	9.6 Geometrical patterns	Solve angle problems using equations. Solve geometrical problems showing reasoning.
	<b>10 Transformations</b>	
	10.1 Translation	Translate a shape on a coordinate grid. Use a column vector to describe a translation.
	10.2 Reflection	Draw a reflection of a shape in a mirror line. Draw reflections on a coordinate grid. Describe reflections on a coordinate grid.
	10.3 Rotation	Rotate a shape on a coordinate grid. Describe a rotation.
10.4 Enlargement	Enlarge a shape by a scale factor.	

		Enlarge a shape using a centre of enlargement.
	10.5 Describing enlargements	Identify the scale factor of an enlargement.
		Find the centre of enlargement.
		Describe an enlargement.
	10.6 Combining transformations	Transform shapes using more than one transformation.
		Describe combined transformations of shapes on a grid.
	<b>11 Constructions, loci and bearings</b>	
	11.1 3D solids	Recognise 3D shapes and their properties.
		Describe 3D shapes using the correct mathematical words.
		Understand the 2D shapes that make up 3D objects.
	11.2 Plans and elevations	Identify and sketch planes of symmetry of 3D shapes.
		Understand and draw plans and elevations of 3D shapes.
		Sketch 3D shapes based on their plans and elevations.
	11.3 Accurate drawings 1	Make accurate drawings of triangles using a ruler, protractor and compasses.
		Identify SSS, ASA, SAS and RHS triangles as unique from a given description.
		Identify congruent triangles
	11.4 Scale drawings and maps	Draw diagrams to scale.
		Correctly interpret scales in real-life contexts.
		Use scales on maps and diagrams to work out lengths and distances.
		Know when to use exact measurements and estimations on scale drawings and maps.
		Draw lengths and distances correctly on given scale drawings.
	11.5 Accurate drawings 2	Accurately draw angles and 2D shapes using a ruler, protractor and compasses.
		Construct a polygon inside a circle.
		Recognise nets and make accurate drawings of nets of common 3D objects.
	11.6 Constructions	Draw accurately using rulers and compasses.
		Bisect angles and lines using rulers and compasses.
	11.7 Loci and regions	Draw loci for the path of points that follow a given rule.
		Identify regions bounded by loci to solve practical problems.
	11.8 Bearings	Find and use three-figure bearings.
		Use angles at parallel lines to work out bearings.
		Solve problems involving bearings and scale diagrams.
	<b>12 Graphs, tables and charts</b>	
	12.1 Frequency tables	Designing tables and data collection sheets.
		Reading data from tables.
	12.2 Two-way tables	Use data from tables.
		Design and use two-way tables.
<b>Summer 1</b>		

Summer 2	12.3 Representing data	Draw and interpret comparative and composite bar charts.
		Interpret and compare data shown in bar charts, line graphs and histograms.
	12.4 Time series	Plot and interpret time series graphs.
		Use trends to predict what might happen in the future.
	12.5 Stem and leaf diagrams	Construct and interpret stem and leaf and back-to-back stem and leaf diagrams.
	12.6 Pie charts	Draw and interpret pie charts.
	12.7 Scatter graphs	Plot and interpret scatter graphs.
		Determine whether or not there is a relationship between sets of data.
	12.8 Line of best fit	Draw a line of best fit on a scatter graph.
		Use the line of best fit to predict values.
	<b>13 Averages and range</b>	
	13.1 Mean and range	Calculate the mean from a list and from a frequency table.
		Compare sets of data using the mean and range.
	13.2 Mode, median and range	Find the mode, median and range from a stem and leaf diagram.
		Identify outliers.
		Estimate the range from a grouped frequency table.
	13.3 Types of average	Recognise the advantages and disadvantages of each type of average.
		Find the modal class.
		Find the median from a frequency table.
	13.4 Estimating the mean	Estimate the mean of grouped data.
	13.5 Sampling	Understand the need for sampling.
		Understand how to avoid bias.
	<b>14 Probability</b>	
	14.1 Calculating probability	Calculate simple probabilities from equally likely events.
		Understand mutually exclusive and exhaustive outcomes.
	14.2 Two events	Use two-way tables to record the outcomes from two events.
		Work out probabilities from sample space diagrams.
	14.3 Experimental probability	Find and interpret probabilities based on experimental data.
		Make predictions from experimental data.
	14.4 Venn diagrams	Use Venn diagrams to work out probabilities.
		Understand the language of sets and Venn diagrams.
	14.5 Tree diagrams	Use frequency trees and tree diagrams.
	Work out probabilities using tree diagrams.	
	Understand independent events.	
14.6 More tree diagrams	Understand when events are not independent.	
	Solve probability problems involving events that are not independent.	
<b>15 Right-angled triangles</b>		
15.1 Pythagoras' theorem 1	Understand Pythagoras' theorem.	

		Calculate the length of the hypotenuse in a right-angled triangle.
		Solve problems using Pythagoras' theorem.
	15.2 Pythagoras' theorem 2	Calculate the length of a line segment AB.
		Calculate the length of a shorter side in a right-angled triangle.
	15.3 Trigonometry: the sine ratio 1	Understand and recall the sine ratio in right-angled triangles.
		Use the sine ratio to calculate the length of a side in a right-angled triangle.
		Use the sine ratio to solve problems.
	15.4 Trigonometry: the sine ratio 2	Use the sine ratio to calculate an angle in a right-angled triangle.
		Use the sine ratio to solve problems.
	15.5 Trigonometry: the cosine ratio	Understand and recall the cosine ratio in right-angled triangles.
		Use the cosine ratio to calculate the length of a side in a right-angled triangle.
		Use the cosine ratio to calculate an angle in a right-angled triangle.
		Use the cosine ratio to solve problems.
	15.6 Trigonometry: the tangent ratio	Understand and recall the tangent ratio in right-angled triangles.
		Use the tangent ratio to calculate the length of a side in a right-angled triangle.
		Use the tangent ratio to calculate an angle in a right-angled triangle.
		Solve problems using an angle of elevation or depression.
	15.7 Finding lengths and angles using trigonometry	Understand and recall trigonometric ratios in right-angled triangles.
		Use trigonometric ratios to solve problems.
		Know the exact values of the sine, cosine and tangent of some angles.

### Higher Tier

TERM	Topic Title and unit	What students will be learning
Autumn 1	<b>1 Number</b>	
	1.1 Number problems and reasoning	Work out the total number of ways of performing a series of tasks.
	1.2 Place value and estimating	Estimate an answer.
		Use place value to answer questions.
	1.3 HCF and LCM	Write a number as the product of its prime factors. Find the HCF and LCM of two numbers.
	1.4 Calculating with powers (indices)	Use powers and roots in calculations. Multiply and divide using index laws.
		Work out a power raised to a power.
	1.5 Zero, negative and fractional indices	Use negative indices. Use fractional indices.

	1.6 Powers of 10 and standard form	Write a number in standard form.
		Calculate with numbers in standard form.
	1.7 Surds	Understand the difference between rational and irrational numbers.
		Simplify a surd.
		Rationalise a denominator.
	<b>2 Fractions, ratio and percentages</b>	
	2.1 Fractions	Add, subtract, multiply and divide fractions and mixed numbers.
		Find the reciprocal of an integer, decimal or fraction.
	2.2 Ratios	Write ratios in the form 1 : n or n : 1.
		Compare ratios.
		Find quantities using ratios.
		Solve problems involving ratios.
	2.3 Ratio and proportion	Convert between currencies and measures.
		Recognise and use direct proportion.
		Solve problems involving ratios and proportion.
	2.4 Percentages	Work out percentage increases and decreases.
		Solve real-life problems involving percentages.
	2.5 Fractions, decimals and percentages	Work out percentage increases and decreases.
		Solve real-life problems involving percentages.
	<b>3 Multiplicative reasoning</b>	
	3.1 Growth and decay	Find an amount after repeated percentage changes.
		Solve growth and decay problems.
	3.2 Compound measures	Calculate rates.
		Convert between metric speed measures.
		Use a formula to calculate speed and acceleration.
	3.3 More compound measures	Solve problems involving compound measures.
	3.4 Ratio and proportion	Use relationships involving ratio.
	Use direct and indirect proportion.	
<b>Autumn 2</b>	<b>4 Algebra</b>	
	4.1 Algebraic indices	Use the rules of indices to simplify algebraic expressions.
	4.2 Expanding and factorising	Expand brackets.
		Factorise algebraic expressions.
	4.3 Equations	Solve equations involving brackets and numerical fractions.
		Use equations to solve problems.
	4.4 Formulae	Substitute numbers into formulae.
	Rearrange formulae.	
	Distinguish between expressions, equations, formulae and identities.	

4.5 Linear sequences	Find a general formula for the $n$ th term of an arithmetic sequence.
	Determine whether a particular number is a term of a given arithmetic sequence.
4.6 Non-linear sequences	Solve problems using geometric sequences.
	Work out terms in Fibonacci-like sequences.
	Find the $n$ th term of a quadratic sequence.
4.7 More expanding and factorising	Expand the product of two brackets.
	Use the difference of two squares.
	Factorise quadratics of the form $x^2 + bx + c$ .
<b>5 Equations and inequalities</b>	
5.1 Solving quadratic equations 1	Find the roots of quadratic functions.
	Rearrange and solve simple quadratic equations.
5.2 Solving quadratic equations 2	Solve more complex quadratic equations.
	Use the quadratic formula to solve a quadratic equation.
5.3 Completing the square	Complete the square for a quadratic expression.
	Solve quadratic equations by completing the square.
5.4 Solving simple simultaneous equations	Solve simple simultaneous equations.
	Solve simultaneous equations for real-life situations.
5.5 More simultaneous equations	Use simultaneous equations to find the equation of a straight line.
	Solve linear simultaneous equations where both equations are multiplied.
	Interpret real-life situations involving two unknowns and solve them.
5.6 Solving linear and quadratic simultaneous equations	Solve simultaneous equations with one quadratic equation.
	Use real-life situations to construct quadratic and linear equations and solve them.
5.7 Solving linear inequalities	Solve inequalities and show the solution on a number line and using set notation.
<b>6 Graphs</b>	
6.1 Linear graphs	Find the gradient and $y$ -intercept from a linear equation.
	Rearrange an equation into the form $y = mx + c$ .
	Compare two graphs from their equations.
	Plot graphs with equations $ax + by = c$ .
6.2 More linear graphs	Sketch graphs using the gradient and intercepts.
	Find the equation of a line, given its gradient and one point on the line.
	Find the gradient of a line through two points.
6.3 Graphing rates of change	Draw and interpret distance–time graphs.
	Calculate average speed from a distance–time graph.
	Understand velocity–time graphs.
	Find acceleration and distance from velocity–time graphs.



	6.4 Real-life graphs	Draw and interpret real-life linear graphs.
		Recognise direct proportion.
		Draw and use a line of best fit.
	6.5 Line segments	Find the coordinates of the midpoint of a line segment.
		Find the gradient and length of a line segment.
		Find the equations of lines parallel or perpendicular to a given line.
	6.6 Quadratic graphs	Draw quadratic graphs.
		Solve quadratic equations using graphs.
		Identify the line of symmetry of a quadratic graph.
		Interpret quadratic graphs relating to real-life situations.
	6.7 Cubic and reciprocal graphs	Draw graphs of cubic functions.
		Solve cubic equations using graphs.
		Draw graphs of reciprocal functions.
		Recognise a graph from its shape.
6.8 More graphs	Interpret linear and non-linear real-life graphs.	
	Draw the graph of a circle.	
<b>Spring 1</b>	<b>7 Equations and graphs</b>	
	7.1 Solving simultaneous equations graphically	Solve simultaneous equations graphically.
	7.2 Representing inequalities graphically	Represent inequalities on graphs.
		Interpret graphs of inequalities.
	7.3 Graphs of quadratic functions	Recognise and draw quadratic functions.
	7.4 Solving quadratic equations graphically	Find approximate solutions to quadratic equations graphically.
		Solve quadratic equations using an iterative process.
	7.5 Graphs of cubic functions	Find the roots of cubic equations.
		Sketch graphs of cubic functions.
		Solve cubic equations using an iterative process.
	<b>8 Area and volume</b>	
	8.1 Perimeter and area	Find the perimeter and area of compound shapes.
		Recall and use the formula for the area of a trapezium.
	8.2 Units and accuracy	Convert between metric units of area.
		Calculate the maximum and minimum possible values of a measurement.
	8.3 Prisms	Convert between metric units of volume.
		Calculate volumes and surface areas of prisms.
	8.4 Circles	Calculate the area and circumference of a circle.
		Calculate area and circumference in terms of $\pi$ .
	8.5 Sectors of circles	Calculate the perimeter and area of semicircles and quarter circles.
	Calculate arc lengths, angles and areas of sectors of circles.	
8.6 Cylinders and spheres	Calculate volume and surface area of a cylinder and a sphere.	
	Solve problems involving volumes and surface areas.	
8.7 Pyramids and cones	Calculate volume and surface area of pyramids and cones.	

		Solve problems involving pyramids and cones.	
Spring 2	<b>9 Similarity and congruence</b>		
	9.1 Congruence	Show that two triangles are congruent. Know the conditions of congruence.	
	9.2 Geometric proof and congruence	Prove shapes are congruent. Solve problems involving congruence.	
	9.3 Similarity	Use the ratio of corresponding sides to work out scale factors. Find missing lengths on similar shapes.	
	9.4 More similarity	Use similar triangles to work out lengths in real life. Use the link between linear scale factor and area scale factor to solve problems.	
	9.5 Similarity in 3D solids	Use the link between scale factors for length, area and volume to solve problems.	
	<b>10 Transformations and constructions</b>		
	10.1 3D solids	Draw plans and elevations of 3D solids.	
	10.2 Reflection and rotation	Reflect a 2D shape in a mirror line. Rotate a 2D shape about a centre of rotation. Describe reflections and rotations.	
	10.3 Enlargement	Enlarge shapes by fractional and negative scale factors about a centre of enlargement.	
	10.4 Transformations and combinations of transformations	Translate a shape using a vector. Carry out and describe combinations of transformations.	
	10.5 Bearings and scale drawings	Draw and use scales on maps and scale drawings. Solve problems involving bearings.	
	10.6 Constructions 1	Construct triangles using a ruler and compasses. Construct the perpendicular bisector of a line. Construct the shortest distance from a point to a line using a ruler and compasses.	
	10.7 Constructions 2	Bisect an angle using a ruler and compasses. Construct angles using a ruler and compasses. Construct shapes made from triangles using a ruler and compasses.	
	10.8 Loci	Draw a locus. Use loci to solve problems.	
	Summer 1	<b>11 Angles and trigonometry</b>	
		11.1 Angle properties of triangles and quadrilaterals	Derive and use the sum of angles in a triangle and in a quadrilateral. Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.

11.2 Interior angles of a polygon	Calculate the sum of the interior angles of a polygon.
	Use the interior angles of polygons to solve problems.
11.3 Exterior angles of a polygon	Know the sum of the exterior angles of a polygon.
	Use the angles of polygons to solve problems.
11.4 Pythagoras' theorem 1	Calculate the length of the hypotenuse in a right-angled triangle.
	Solve problems using Pythagoras' theorem.
11.4 Pythagoras' theorem 1	Calculate the length of a shorter side in a right-angled triangle.
	Solve problems using Pythagoras' theorem.
11.6 Trigonometry 1	Use trigonometric ratios to find lengths in a right-angled triangle.
	Use trigonometric ratios to solve problems.
11.7 Trigonometry 2	Use trigonometric ratios to calculate an angle in a right-angled triangle.
	Find angles of elevation and angles of depression.
	Use trigonometric ratios to solve problems.
	Know the exact values of the sine, cosine and tangent of some angles.
<b>12 More trigonometry</b>	
12.1 Accuracy	Understand and use upper and lower bounds in calculations involving trigonometry.
12.2 Graph of the sine function	Understand how to find the sine of any angle.
	Know the graph of the sine function and use it to solve equations.
12.3 Graph of the cosine function	Understand how to find the cosine of any angle.
	Know the graph of the cosine function and use it to solve equations.
12.4 The tangent function	Understand how to find the tangent of any angle.
	Know the graph of the tangent function and use it to solve equations.
12.5 Calculating areas and the sine rule	Find the area of a triangle and a segment of a circle.
	Use the sine rule to solve 2D problems.
12.6 The cosine rule and 2D trigonometric problems	Use the cosine rule to solve 2D problems.
	Solve bearings problems using trigonometry.
12.7 Solving problems in 3D	Use Pythagoras' theorem in 3D.
	Use trigonometry in 3D.

	12.8 Transforming trigonometric graphs 1	Recognise how changes in a function affect trigonometric graphs.
	12.9 Transforming trigonometric graphs 2	Recognise how changes in a function affect trigonometric graphs.
	<b>13 Probability</b>	
	13.1 Combined events	Use the product rule for finding the number of outcomes for two or more events.
		List all the possible outcomes of two events in a sample space diagram.
	13.2 Mutually exclusive events	Identify mutually exclusive outcomes and events.
		Find the probabilities of mutually exclusive outcomes and events.
		Find the probability of an event not happening.
	13.3 Experimental probability	Work out the expected results for experimental and theoretical probabilities.
		Compare real results with theoretical expected values to see if a game is fair.
	13.4 Independent events and tree diagrams	Draw and use frequency trees.
		Calculate probabilities of repeated events.
		Draw and use probability tree diagrams.
	13.5 Conditional probability	Decide if two events are independent.
		Draw and use tree diagrams to calculate conditional probability.
		Draw and use tree diagrams without replacement.
		Use two-way tables to calculate conditional probability.
	13.6 Venn diagrams and set notation	Use Venn diagrams to calculate conditional probability.
		Use set notation.
<b>HALF TERM TEST</b>		
<b>Summer 2</b>	<b>14 Interpreting and representing data</b>	
	14.1 Statistical diagrams 1	Construct and use back-to-back stem and leaf diagrams.
		Construct and use frequency polygons and pie charts.
	14.2 Time series	Plot and interpret time series graphs.
		Use trends to predict what might happen in the future.
	14.3 Scatter graphs	Plot and interpret scatter graphs.
		Determine whether or not there is a linear relationship between two variables.
	14.4 Line of best fit	Draw a line of best fit on a scatter graph.
		Use the line of best fit to predict values.
	14.5 Averages and range	Decide which average is best for a set of data.
		Estimate the mean and range from a grouped frequency table.
		Find the modal class and the group containing the median.
	14.6 Statistical diagrams 2	Construct and use two-way tables.
		Choose appropriate diagrams to display data.
		Recognise misleading graphs.
	<b>15 Further statistics</b>	
	15.1 Sampling	Understand how to take a simple random sample.

		Understand how to take a stratified sample.
	15.2 Cumulative frequency	Draw and interpret cumulative frequency tables and diagrams.
		Work out the median, quartiles and interquartile range from a cumulative frequency diagram.
	15.3 Box plots	Find the quartiles and the interquartile range from stem-and-leaf diagrams.
		Draw and interpret box plots.
	15.4 Drawing histograms	Understand frequency density.
		Draw histograms.
	15.5 Interpreting histograms	Interpret histograms.
	15.6 Comparing and describing populations	Compare two sets of data.

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## Your Guide to Year 10 Media (BTEC Tech Award)

**Exam Board:** Edexcel (Pearson BTEC Award in Creative Media Production)

**Specification:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

### Assessment criteria:

- 60% course work – internal assessments, marked by the teacher.
- 40% external exam.

<b>Expectations of Students</b>			
Students are expected to come equipped with appropriate stationery. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment. A USB stick to back up work is highly recommended.			
<b>Year 10</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn</b>	Exploring Media Products	<p><u>Learning Aim 1A</u> Students will study a variety of media forms and produce investigative reports for example products in each, including films, documentaries, advertising, magazines and interactive media.</p> <p><u>Learning Aim 1B</u> Students will continue their investigation into media form, but focusing on a single form and exploring in greater depth. For this, students will examine a range of music videos and consider how meaning is created through media language.</p>	<p><b>Useful websites:</b> <a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a> <a href="https://brianair.wordpress.com/film-theory/glossary-of-media-terminology/">https://brianair.wordpress.com/film-theory/glossary-of-media-terminology/</a></p> <p><b>Useful Reading:</b> Creative Media Production Level 2 BTEC First Study Skills Guide by Pete Wardle (Edexcel) Media Studies: A Complete Introduction by Joanne Hollows</p>
<b>Spring</b>	Developing and applying Digital Media Production Skills	<p><u>Learning Aim 2A</u> Students will develop their media productions skills through acquiring and creating their own visual and textual materials, and experimenting with editing it through software such as Photoshop.</p> <p><u>Learning Aim 2B:</u> Students will learn to apply media production skills. They will 're-imagine' an existing online Media Production through the use of Photoshop for a specific target audience.</p>	<p><b>Useful websites:</b> <a href="https://www.youtube.com/watch?v=OnSAnAolpmI&amp;t=84s">https://www.youtube.com/watch?v=OnSAnAolpmI&amp;t=84s</a> <a href="https://helpx.adobe.com/uk/photoshop/how-to/ps-basics-fundamentals.html">https://helpx.adobe.com/uk/photoshop/how-to/ps-basics-fundamentals.html</a></p> <p><b>Useful Reading:</b> Adobe Photoshop CS6 Classroom in a Book by Adobe Creative Team</p>

<b>Summer</b>	Developing and Evaluating Digital Media Production Skills	<p><u>Learning Aim 2B continued:</u> Students will finalise and polish their 're-imagined' online magazine production.</p> <p><u>Learning Aim 2C:</u> Students will review own progress and development of skills and practices. In this unit, students will analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.</p>	<p><b>Useful websites:</b> <a href="https://www.youtube.com/user/photoshoptrainingch">https://www.youtube.com/user/photoshoptrainingch</a></p>
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## Your Guide to Year 10 Media (GCSE)

**Exam Board:** OCR

**Specification:** <https://www.ocr.org.uk/Images/316659-specification-accredited-gcse-media-studies-j200.pdf>

**Assessment criteria:**

- 70% external exam.
- 30% coursework – internal assessments, marked by the teacher.

<b>Expectations of Students</b>			
<p>Students are expected to come equipped with appropriate stationery. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment. A USB stick to back up work is highly recommended.</p>			
Year 10	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn	<p>Theoretical Framework (Component 1 and 2)</p> <p style="text-align: center;">and</p> <p>Media Forms (Component 2)</p>	<p>Students will be introduced to media and explore each area of the theoretical framework, by applying concepts of media language, audience and representation to examples from print, audio-visual and online media products.</p> <p>Students will also explore nine media forms through exploring existing media products, including television, film, radio, and newspapers, magazines, advertising, online, video games and music videos.</p>	<p><b>Useful websites:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></p> <p><a href="https://brianair.wordpress.com/film-theory/glossary-of-media-terminology/">https://brianair.wordpress.com/film-theory/glossary-of-media-terminology/</a></p> <p><b>Useful Reading:</b></p> <p>My Revision Notes: OCR GCSE (9–1) Media Studies by Aaron French, et al.</p>
Spring	<p>Media Language in the Crime Genre (Component 1)</p> <p style="text-align: center;">and</p> <p>Media Industries (Component 2)</p>	<p>In this term, students will engage in textual analysis of dramas and group work</p> <p>video exercises for the crime genre to develop understanding of the use of camera work, editing, mise en scene, and soundtrack.</p> <p>They will also be introduced to media industries from a variety of media forms, learning to use relevant media industry terminology, and be able to exemplify different kinds of media funding and regulation.</p>	<p><b>Useful websites:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqrdxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zqrdxsg/revision/1</a></p> <p><a href="https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg/videos">https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg/videos</a></p> <p><b>Useful Reading:</b></p> <p>My Revision Notes: OCR GCSE (9–1) Media Studies by Aaron French, et al.</p>



Summer	Creating Media Practice Production (Component 3)	Students will undertake a mini-production and create a production log in order to develop practical skills in one specific medium, learning to understand the process as a whole, practise meeting deadlines, and practise creating their own original material. They will also edit and refine their media product and evaluate their progress.	<p><b>Useful websites:</b>  Adobe Photoshop CS6 Classroom in a Book by Adobe Creative Team</p> <p><b>Useful websites:</b>  <a href="https://www.youtube.com/user/photoshoptrainingch">https://www.youtube.com/user/photoshoptrainingch</a></p>
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## Your Guide to Year 10 GCSE Sport

### Assessment Criteria

- 60% External Exam: 2 x 1 hour papers, worth 30% each, sat at the end of the course
- 40% Non-Exam Assessment (NEA): 3 x Practical performances (3 x 10%) and one performance analysis task (10%)

<p><b>Expectations of Students:</b> Students are expected to come with the correct equipment for every lesson, including lessons where they may be injured. In this case, students will not take an active part in the performance part of the lesson but may be required to act as a coach or an official.</p>			
	<b>Topic, title and unit</b>	<b>What students will be learning.</b>	<b>How can you specifically help your child</b>
<b>Autumn 1</b>	<p style="text-align: center;"><b>Component 1 – Physical Factors Affecting Performance</b></p> <p>1.1 – Applied anatomy and physiology</p>	<p>1.1.a – The structure and function of the skeletal system</p> <p>1.1.b – The structure and function of the muscular system</p> <p>1.1.c – Movement analysis</p>	<p>You can support your child by ensuring that they work outside of lesson time to go over new work learnt. If whilst re-visiting these topics your child has some further questions, please encourage them to independently find the answers out and then bring these to the next lesson to share this good practice with the class.</p> <p style="text-align: center;"><b>Useful websites</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>  <a href="http://www.revisionworld.com">www.revisionworld.com</a>  <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p> <p style="text-align: center;"><b>Useful reading</b></p> <p style="text-align: center;">OCR GCSE PE textbook  CGP GCSE PE revision guide</p>
<b>Autumn 2</b>	<p style="text-align: center;"><b>Component 1 – Physical Factors Affecting Performance</b></p> <p>1.1 – Applied anatomy and physiology</p>	<p>1.1.d – The cardiovascular and respiratory systems</p> <p>1.1.e – The effect of exercise on the body systems</p>	<p>You can support your child by asking them about the names of bones and muscles in different areas of the body, for example by pointing at your thigh and getting your child to name the bone and muscles in this area.</p> <p style="text-align: center;"><b>Useful websites</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>  <a href="http://www.revisionworld.com">www.revisionworld.com</a>  <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p>

			<p><b>Useful reading</b> OCR GCSE PE textbook CGP GCSE PE revision guide</p>
<p><b>Spring 1</b></p>	<p><b>Component 1 – Physical Factors Affecting Performance</b></p> <p>1.2 – Physical Training</p>	<p>1.2.a – Components of fitness</p> <p>1.2.b – Applying the principles of training</p>	<p>You can support your child by ensuring that they are training outside of PE lessons. Ideally every GCSE PE student will participate in at least one sport outside of school however if this is not the case it is imperative that your child has a high level of fitness to assist with getting the best possible practical marks.</p> <p><b>Useful websites</b> <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> <a href="http://www.revisionworld.com">www.revisionworld.com</a> <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p> <p><b>Useful reading</b> OCR GCSE PE textbook CGP GCSE PE revision guide</p>
<p><b>Spring 2</b></p>	<p><b>Component 1 – Physical Factors Affecting Performance</b></p> <p>1.2 – Physical Training</p>	<p>1.2.b – Applying the principles of training continued</p>	<p>You can support your child by ensuring regular revision is taking place. This can be done through the completion of revision guides, or using class work to create revision resources e.g. poster, note cards or mind maps.</p> <p><b>Useful websites</b> <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> <a href="http://www.revisionworld.com">www.revisionworld.com</a> <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p> <p><b>Useful reading</b> OCR GCSE PE textbook CGP GCSE PE revision guide</p>
<p><b>Summer 1</b></p>	<p><b>Non-Exam Assessment</b></p> <p>Component 4 – Practical Performances</p> <p>Component 5 – Analysing and Evaluating Performance</p>	<p>Students will complete practical lessons on a variety of different sports, incorporating the necessary skills for the analysis and evaluation of performance</p>	<p>You can support your child by ensuring they have their PE kit for all practical lessons and are fit and healthy. Ensuring your child has sufficient sleep, is eating healthily and drinking plenty of fluids will have a positive impact on their practical performances.</p>

		throughout all sessions.	<p><b>Useful websites</b>  <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a>  <a href="http://www.sportengland.org">www.sportengland.org</a>  <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p> <p><b>Useful reading</b>  OCR GCSE PE textbook  CGP GCSE PE revision guide</p>
<b>Summer 2</b>	<p><b>Component 2 – Socio-cultural issues and sports psychology</b></p> <p>2.1 Socio-cultural influences</p>	2.1.a – Engagement patterns of different social groups in physical activities and sports	<p>You can support your child by ensuring that they are revising Component 1 (Factors Affecting Performance) and that they are watching lots of sports, particularly their strongest ones, to utilise and build upon the analysis and performance skills gained in the last half term.</p> <p><b>Useful websites</b>  <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a>  <a href="http://www.sportengland.org">www.sportengland.org</a>  <a href="http://www.revisionworld.com">www.revisionworld.com</a></p> <p><b>Useful reading</b>  OCR GCSE PE textbook  CGP GCSE PE revision guide</p>
<p><b>Useful information:</b>  These lessons will focus on preparing learners for their external exams and developing the Non-Exam Assessment practical performances, at the end of the course in Year 11. Students will need to be practically assessed in three different sports (a mixture of individual and team sports) and so are actively encouraged to participate in sport outside of school to assist in achieving the best grades.</p>			

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## Your Guide to Year 10 BTEC Tech Award Performing Arts

### Assessment Criteria

60% course work – practical/theoretical assessments, marked by the teacher.

40% external exam.

<b>Expectations of Students:</b> Excellent attendance. Full commitment to rehearsals in and out of lessons			
	<b>Topic, title and unit</b>	<b>What students will be learning</b>	<b>How can you specifically help your child</b>
<b>Autumn 1</b>	Component 1 Exploring Performing arts industry. Learning Aim A.	To understand Practitioners and Styles. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry. Naturalism, Comedy and Musical Theatre, characters, creative intentions, roles and responsibilities, repertoire, practitioners.	<ul style="list-style-type: none"> <li>• Researching x8 different musicals and create a mind map.</li> <li>• Create a table on the similarities and differences.</li> <li>• Research in to roles and responsibilities in the theatre.</li> <li>• Watch Digital theatre and review a theatre piece.</li> </ul>
<b>Autumn 2</b>	Component 1- Exploring Performing Arts Industry. Learning Aim A.	To understand Practitioners and Styles. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry. Naturalism, Comedy and Musical Theatre, characters, creative intentions, roles and responsibilities, repertoire, practitioners.	<ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Creating a physical theatre timeline.</li> <li>• Reading x2 different plays of x2 different practitioners.</li> <li>• Take them to the theatre.</li> <li>• Research in to roles and responsibilities in the theatre.</li> <li>• Watch Digital theatre and review a theatre piece.</li> <li>• Research 8 different naturalistic theatre performances.</li> </ul>

<b>Spring 1</b>	Component 1- Exploring Performing Arts Industry. Learning Aim A.	To understand Practitioners and Styles. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry. Naturalism, Comedy and Musical Theatre, characters, creative intentions, roles and responsibilities, repertoire, practitioners.	<ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Creating a theatre practitioner timeline.</li> <li>• Reading x2 different plays of x2 different practitioners.</li> <li>• Take them to the theatre.</li> <li>• Research in to roles and responsibilities in the theatre.</li> <li>• Watch Digital theatre and review a theatre piece.</li> <li>• Research 8 different Comedy theatre performances.</li> </ul>
<b>Spring 2</b>	Component 1- Exploring Performing Arts Industry. Learning Aim B.	To understand Process, preparation and production. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry. Naturalism, Comedy and Musical Theatre, characters, roles and responsibilities whilst combining their interrelationships together.	<ul style="list-style-type: none"> <li>• National Theatre and all about theatre book to read/purchase.</li> <li>• To observe the process of theatre and how it comes together.</li> <li>• Research the responsibilities within rehearsal and production.</li> <li>• Evaluations to write: how does the director, actor and designer prepare in rehearsal compared to show week.</li> </ul>
<b>Summer 1</b>	Component 1- Exploring Performing Arts Industry. Learning Aim B.	To understand Process, preparation and production. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry. Naturalism, Comedy and Musical Theatre,	<ul style="list-style-type: none"> <li>• National Theatre and all about theatre book to read/purchase.</li> <li>• To observe the process of theatre and how it comes together.</li> <li>• Research the responsibilities within rehearsal and production.</li> </ul>

		characters, roles and responsibilities whilst combining their interrelationships together.	<ul style="list-style-type: none"> <li>Evaluations to write: how does the director, actor and designer prepare in rehearsal compared to show week.</li> </ul>
<b>Summer 2</b>	<p>Component 1- Exploring Performing Arts Industry. Learning Aim B.</p> <p>Component 2 Developing skills and techniques in the performing arts Learning Aim A.</p>	<p>To understand Process, preparation and production. To look at x3 styles and x3 plays and evaluate their impact on the performing arts industry.</p> <p>Naturalism, Comedy and Musical Theatre, characters, roles and responsibilities whilst combining their interrelationships together.</p> <p>To Understand the actors skill and auditing their skill in to the pupils own preparation.</p>	<ul style="list-style-type: none"> <li>National Theatre and all about theatre book to read/purchase.</li> <li>To observe the process of theatre and how it comes together.</li> <li>Research the responsibilities within rehearsal and production.</li> <li>Evaluations to write: how does the director, actor and designer prepare in rehearsal compared to show week.</li> <li>To complete an audit of their skills- from learning lines to remembering stage directions.</li> </ul>
<p><b>Useful information:</b>  After each practical exam, students will need to complete a diary entry.  Students will complete up to three practical units over the course.  Component 2/3 is completed in year 11- this is called 'performing to a brief'</p>			

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## Your Guide to Year 10 Photography

### Assessment Criteria

60% course work – practical assessments, marked by the teacher.  
40% external exam.

**Expectations of Students:** Students are expected to come equipped with appropriate art materials and sketchbooks. It is also expected that the student has some form of access to a camera at home, whether this be a good camera phone or a DSLR Camera. This is essential for students to be developing their own Photography while having the opportunity to capture a wide variety of images outside of school.

	<b>Topic, title and unit</b>	<b>What students will be learning.</b>	<b>How can you specifically help your child.</b>
<b>Autumn</b>	<b>Reflection</b>	<p>Research appropriate artists' work.</p> <p>Generate and develop a range of ideas relating to the theme and the work of others.</p> <p>Experimentation with different Photographic techniques.</p>	<p><b>Useful reading:</b></p> <ul style="list-style-type: none"> <li>• 50 Photographers you should know by Prestel</li> <li>• Photography: A Critical Introduction by Liz Wells</li> <li>• Adobe Photoshop CS6 Classroom in a Book by</li> <li>• Adobe Creative Team</li> <li>• The Photographer's Eye by Michael Freeman</li> <li>• 'Image Makers - Image Takers' by Anne Celine Jaeger</li> <li>• Photography - The Key Concepts' by David Bate</li> </ul>
<b>Spring</b>	<b>Reflection</b>	<p>Ensure portfolios are developing well and are showing evidence of all Assessment Objectives. Student will be developing their own ideas with a view to producing their own personal Imaginative and exciting Outcomes.</p>	<p><b>Things to see and do:</b></p> <p><a href="http://www.tate.org.uk/">www.tate.org.uk/</a></p> <p><a href="http://www.saatchigallery.com">www.saatchigallery.com</a></p> <p><a href="http://www.thephotographersgallery.org.uk">www.thephotographersgallery.org.uk</a></p> <p>Artists: Victoria Siemer Suzanne Saroff Cody William Smith</p>
<b>Summer</b>	<b>Mock</b>	<p>Students develop their</p>	<p><b>Useful website</b></p> <p><a href="http://www.art2day.co.uk">www.art2day.co.uk</a></p>



		projects towards an Outcome that will be completed in a controlled assessment.	<a href="http://www.pinterest.com">www.pinterest.com</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.photopea.com">www.photopea.com</a> <a href="https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1</a>
<b>Useful information:</b> The students should use a lunchtime/afterschool per week to add detail to their portfolio, the more interpretations and exploration within the sketchbook/portfolio, the more imagination and marks are available to the student. The sketchbook needs to show a journey of exploring.			

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## Your Guide to Year 10 Religious Studies – GCSE

### Assessment Criteria:

At the end of every unit, students are assessed using the AQA GCSE Spec A (8062) assessment criteria. This will be a written assessment including a mixture of explanations and evaluations. Students will re-sit if they are below target.

Visit the AQA website for access to exemplar material: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

<b>Expectations of Students:</b>			
<p>Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and act on the feedback given.</p> <p>All independent learning must be completed on time and brought to the next lesson.</p> <p>Students will be expected to complete on going revision using GCSE POD.</p>			
<b>Term</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	<b>How do religious believers put their beliefs into action?</b> Component 1	<b>The beliefs of Islam</b> <ul style="list-style-type: none"> <li>• The nature of God (tawhid).</li> <li>• Muslim beliefs about the afterlife.</li> <li>• Beliefs about angels and the Prophet Muhammad.</li> <li>• Muslim beliefs about the origins of the world</li> <li>•</li> </ul>	You can help support your child by discussing events in the national newspapers. Students may wish to access the notes and videos on the following website: <a href="http://www.bbc.co.uk/education/topics/z9khfrd">http://www.bbc.co.uk/education/topics/z9khfrd</a> Students can also access the AQA website: <a href="http://www.AQA.org.uk">www.AQA.org.uk</a>
<b>Autumn 2</b>	<b>How do religious believers put their beliefs into action?</b> Component 1	<b>Muslim worship</b> <ul style="list-style-type: none"> <li>• Worship according to the 5 Pillars of Islam.</li> <li>• Worship at the Mosque.</li> <li>• Religious festivals including Eid-al-Fitr.</li> <li>• Religious places of Pilgrimage including Mecca.</li> </ul>	Students should watch videos about religious beliefs and practices on GCSEPOD <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  They can see me for their log in.
<b>Spring 1</b>	<b>How do religious believers put their beliefs into action?</b> Component 1	<b>The beliefs of Christianity</b> <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• Christian beliefs about the afterlife.</li> <li>• Beliefs about the Trinity.</li> <li>• Christians' beliefs about the origins of the world</li> </ul>	Students should watch videos about religious beliefs and practices on GCSEPOD <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  They can see me for their log in.
<b>Spring 2</b>	<b>How do religious believers put their beliefs into action?</b> Component 1	<b>Christian worship</b> <ul style="list-style-type: none"> <li>• Worship at home and at church including Liturgy</li> <li>• Formal and informal worship.</li> <li>• Religious festivals including Easter and Christmas.</li> <li>• Religious places of Pilgrimage including Lourdes and Iona.</li> </ul>	Students should watch videos about religious beliefs and practices on GCSEPOD <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  They can see me for their log in.

<b>Summer 1</b>	<b><u>It's all relative</u></b> Component 2 – thematic Studies Theme A: Relationships and Families	Students will explore different family relationships including heterosexual and homosexual relationships. The nature of families, extended and nuclear and the purpose of families, including what happens when families break down and a divorce is granted. Students will also understand Christian beliefs about sexual relationships and the use of Contraception.	Please discuss sensitive issues with your child. You could evaluate arguments for and against the topics together. Students may wish to access the notes and videos on the following website: <a href="http://www.bbc.co.uk/education/topics/zx6rk7h">http://www.bbc.co.uk/education/topics/zx6rk7h</a>
<b>Summer 2</b>	<b><u>War and Peace</u></b> Component 2 - Theme D: Religion, Peace and Conflict	Students will explore the Catholic and Protestant approaches to the use of violence, the use of weapons of mass destruction and pacifism. Students will consider the Just War Theory and reasons for and against War. Can any War ever be justified?	<a href="http://www.bbc.co.uk/education/topics/z9khfrd">http://www.bbc.co.uk/education/topics/z9khfrd</a> (Please note that not all topics on this page are required)

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## Your Guide to Year 10 Sociology – GCSE

### Assessment Criteria:

At the end of every unit, students are assessed using the AQA GCSE Specification assessment criteria. This will be a written assessment including a mixture of theory and analysis. Students will re-sit if they are below target.

Visit the AQA website for access to exemplar material:

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

<b>Expectations of Students:</b>			
<p>Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and act on the feedback given.</p> <p>All independent learning must be completed on time and brought to the next lesson.</p> <p>Students will be expected to complete on going revision of the theories and theorists.</p>			
<b>Term</b>	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	<b>3.1 Conflict Versus Consensus</b> - The Sociological Approach	In this unit students will learn about the sociological approach, including debates within sociology. They will learn about the perspectives of different sociologist such as Durkheim, Marx and Weber.	You can help support your child by discussing events in the national newspapers. Students can also access the AQA website: <a href="http://www.AQA.org.uk">www.AQA.org.uk</a>
<b>Autumn 2</b>	<b>3.2 Thinking like a Sociologist</b> - Social structures, social process and social issues	Through this topic students will understand how Socialists conduct experiments and evaluate how the issues are interpreted by sociologists.	
<b>Spring</b>	<b>3.3 Families</b> What's love got to do with it?	Through this unit students will explore the different functions of families, including Parsons functionalist perspective. They will consider how family differs in the UK and with a wider context through the work of the Rapoport on family diversity and different views on conjugal role relationships from the feminist perspective of Oakley. This topic continues by exploring the changing relationships within families over time and the theory of the symmetrical family. Students will	Students should watch videos about religious beliefs and practices on GCSEPOD <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>  They can see me for their log in.

		explore different criticisms of families and the work of Zaretsky on developments in families. Finally, they will consider changes in the pattern of divorce in Britain since 1945.	Please discuss sensitive issues with your child. You could evaluate arguments for and against the topics together. Students may wish to access the notes and videos on the following website: <a href="http://www.bbc.co.uk/education/topics/zx6rk7h">http://www.bbc.co.uk/education/topics/zx6rk7h</a> <a href="http://www.bbc.co.uk/education/topics/z9khfrd">http://www.bbc.co.uk/education/topics/z9khfrd</a> (Please note that not all topics on this page are required)
<b>Summer 1</b>	<b>3.4 Education</b> We don't need no education	Students will explain the role and function of education and the functionalist perspective of Durkheim on transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. Students will explore different views of the correspondence principle on the relationship between education and capitalism from a Marxist perspective by Bowles and Gintis.  In the final part of this topic, students will discuss factors affecting educational achievement and the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools and the processes within schools affecting educational achievement and the work of Ball on teacher expectations and Willis on the creation of counter school cultures.	
<b>Summer 2</b>	<b>3.7 Sociological research methods</b>	Students should be able to identify, describe and explain methods and methodological issues, including the strengths and weaknesses of each method. Students need to be able to understand the research process, including practical and ethical issues. This includes presenting data in a variety of forms.	

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## Your Guide to Year 10 BTEC Sport

### Assessment Criteria

75% course work – practical assessments, marked by the teacher.

25% external exam.

<p><b>Expectations of Students:</b> Students are expected to work hard towards completing work to high standard whilst meeting the deadlines set for each assignment. They are expected to hand in any coursework on the deadline date and have completed it to their best ability. They will also be expected to attend lessons on time with the correct equipment required that includes PE kit for practical lessons.</p>			
	Topic, title and unit	What students will be learning.	How can you specifically help your child.
<b>Autumn 1</b>	Unit 4 – The mind and sports performer Assignment 1 – Personality  Assignment 2 – Motivation and self confidence	- Learning aim A) Investigate personality and how it effects sports performance  Learning aim B) Explore the influences that motivate self-confidence have on sports performance	You can support your child by confirming that they are on track to complete work in time for the deadline and ensuring work is complete outside of lesson if necessary. Encourage your child to attempt all levels of the criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.  <p style="text-align: center;"><b>Useful websites</b>  <a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a>  <a href="http://www.sportengland.org">www.sportengland.org</a>  <a href="http://qualifications.pearson.com">qualifications.pearson.com</a></p> <p style="text-align: center;"><b>Useful reading</b>            BTEC First Award Sport Student book.</p>
<b>Autumn 2</b>	Unit 4 – The mind and sports performer  Assignment 2 – Motivation and self confidence	- Learning aim B) Explore the influences that motivate self-confidence have on sports performance	You can support your child by confirming that they are on track to complete work in time for the deadline and ensuring work is complete outside of lesson if necessary. Encourage your child to attempt all levels of the

	Assignment 3 – Arousal and anxiety	Learning aim C) Know about arousal and anxiety and the effects they have on sports performance	criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.  <b>Useful websites</b> <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a> <a href="http://www.sportengland.org">www.sportengland.org</a> qualifications.pearson.com <b>Useful reading</b> BTEC First Award Sport Student book.
<b>Spring 1</b>	Unit 2: Practical Performance in Sport  Assignment 1 Rules and Regulations	Learning aim A: Understand the rules, regulations and scoring systems for selected sports	You can support your child by confirming that they are on track to complete work in time for the deadline and ensuring work is complete outside of lesson if necessary. Encourage your child to attempt all levels of the criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.  <b>Useful websites</b> <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a> <a href="http://www.sportengland.org">www.sportengland.org</a> qualifications.pearson.com <b>Useful reading</b> BTEC First Award Sport Student book.
<b>Spring 2</b>	Unit 2: Practical Performance in Sport	Learning aim B: Practically demonstrate skills, techniques and tactics in	You can support your child by confirming that they are on track to complete work in time for the deadline and ensuring work is complete

	Assignment 2 Practical Performance	selected sports	outside of lesson if necessary. Encourage your child to attempt all levels of the criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.  <b>Useful websites</b> <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a> <a href="http://www.sportengland.org">www.sportengland.org</a> qualifications.pearson.com <b>Useful reading</b> BTEC First Award Sport Student book.
<b>Summer 1</b>	Unit 2: Practical Performance in Sport  Assignment 2 Practical Performance	Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports	You can support your child by confirming that they are on track to complete work in time for the deadline and ensuring work is complete outside of lesson if necessary. Encourage your child to attempt all levels of the criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.  <b>Useful websites</b> <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a> <a href="http://www.sportengland.org">www.sportengland.org</a> qualifications.pearson.com <b>Useful reading</b> BTEC First Award Sport Student book.
<b>Summer 2</b>	Unit 2: Practical Performance in Sport	Learning aim C: Be able to review sports performance	You can support your child by confirming that they are on track to complete work in time for the deadline and



	Assignment 3 Review sports performance		<p>ensuring work is complete outside of lesson if necessary. Encourage your child to attempt all levels of the criteria to give them the best chance of achieving the highest grades. Be engaged in the subject with them by asking questions about what they are working on and what the different assignments involve.</p> <p><b>Useful websites</b>  <a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a>  <a href="http://www.sportengland.org">www.sportengland.org</a>  <a href="http://qualifications.pearson.com">qualifications.pearson.com</a></p> <p><b>Useful reading</b>  BTEC First Award Sport  Student book.</p>
<p><b>Useful information:</b>  These lessons will focus on developing coursework and preparing learners for an external exam that will all contribute towards the overall final grade. Deadlines will be set for the submission of coursework and it is vital that they are met. Failure to complete coursework on time can lead to difficulty in achieving the best grades.</p>			

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## Year 10 Guide to GCSE AQA Science

<b>Expectations of students</b>			
Students will sit a module exam for each topic. In lessons, there will also be assessment for learning tasks for all topics. At the end of the academic year, there will be an end of year exam covering all topics.			
	<b>Topic Title and unit</b>	<b>What students will be learning</b>	<b>How you can specifically help your child</b>
<b>Autumn 1</b>	Infection and response	Pathogens Virus, bacteria, fungi Vaccinations Human defence system	<p><b>BBC Bitesize</b></p> <p>On BBC bitesize, students have access to key information on each topic, video clips and tests.</p> <p><b>Biology</b></p> <p><a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a></p> <p><b>Chemistry</b></p> <p><a href="http://www.bbc.co.uk/education/subjects/zs6hvcw">http://www.bbc.co.uk/education/subjects/zs6hvcw</a></p> <p><b>Physics</b></p> <p><a href="http://www.bbc.co.uk/education/subjects/zpm6fg8">http://www.bbc.co.uk/education/subjects/zpm6fg8</a></p> <p><b>Youtube</b></p> <p>MyGCSE Science and FuseSchool channels provide a wealth of video clips on youtube.</p> <p><a href="https://www.youtube.com/user/myGCSEscience/videos">https://www.youtube.com/user/myGCSEscience/videos</a></p> <p><a href="https://www.youtube.com/results?search_query=mygcsescience">https://www.youtube.com/results?search_query=mygcsescience</a></p> <p><a href="https://www.youtube.com/user/virtualschooluk/videos">https://www.youtube.com/user/virtualschooluk/videos</a></p> <p><a href="https://www.youtube.com/results?search_query=fuse+school">https://www.youtube.com/results?search_query=fuse+school</a></p> <p><b>AQA</b></p> <p>Assessment resources (exam papers and mark schemes) can be found on the AQA website for Triple and Combined Science (Trilogy)</p> <p><b>Combined</b></p> <p><a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-">http://www.aqa.org.uk/subjects/science/gcse/combined-science-</a></p>
	Quantitative chemistry	Relative formula mass Relative mass and moles Balancing equations Limiting reactants and yields Concentration	
<b>Autumn 2</b>	Electricity	Current Charge Energy transfer	
	Photosynthesis Respiration	Photosynthesis How plants use glucose Aerobic and anaerobic respiration Metabolism and the liver Endothermic and exothermic reactions	
	Reactivity	Reactivity series Displacement reactions Extracting metals Salts and metals Strong and weak acids Neutralisation	
<b>Spring 1</b>	Electrolysis	Cations anions Electrolysis Extraction of metals using electrolysis	

	Specific latent heat	Half equations States of matter Density Internal energy Specific latent heat	<a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources">trilogy-8464/assessment-resources</a> <b>Biology</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources</a>
<b>Spring 2</b>	Homeostasis and the nervous system  Energy change	Reflex actions Control of blood glucose levels Treating diabetes Negative feedback Human reproduction Hormones and the menstrual cycle Control of fertility Infertility treatments  Endothermic Exothermic Temperatures change Energy transfer Reaction profiles Bond energy calculations	<b>Chemistry</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources</a> <b>Physics</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources</a>  Specifications can also be found on the AQA website. These provide information on the subject content that is assessed. <b>Combined</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance</a> <b>Biology</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance</a>
<b>Summer 1</b>	Radioactivity  Inheritance	Discovery of an atom and neutrons Alpha Beta Gamma Half lives  Cell division and sexual reproduction DNA and the genome Inheritance Inherited disorders Screening for genetic disorders	<b>Chemistry</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance</a> <b>Physics</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance</a>
<b>Summer 2</b>	Rates  Vectors and scalars (Forces)	Collision theory Catalysts Reversible reactions  Vectors / scalars Forces Resulting forces Centre of mass	

		Parallelogram of forces Resulting forces	
<b>Start of Next year</b>	Variation	Variation Evolution Natural selection Cloning Fossils and extinction Antibiotic resistance Classification	

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## Careers Information

As part of our continuing work on Careers Provision, I would like to take this opportunity to draw your attention to the Careers section of the school website.

<https://www.goffschurchgate.herts.sch.uk/720/careers-1>

This page is regularly updated and includes a wealth of information about careers education, current and up to date Labour Market Information, Work Experience and post 16 guidance.

Regardless of the Year Group your child is in this is a valuable resource and I encourage you to spend time looking at this together with your child.

In particular, I would like to draw your attention to the link to the Employability Skills page and the START page. Students have been provided with login details for these pages and they provide helpful resources.

