

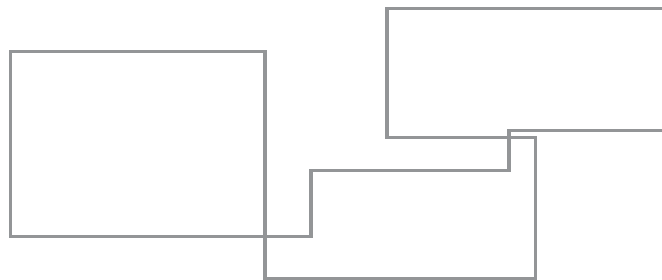


MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

GCSE INFORMATION GUIDE

**Years 10 and 11
(2026-2028)**



SECTION 1

INTRODUCTION TO GCSEs AND HOW THEY ARE ASSESSED

INTRODUCTION

Now that you have arrived in Year 10, you will have started to study GCSE courses that will last until the final examinations in the summer of 2028. During the next two years all the work you will be doing will directly contribute to your final GCSE grade. It is very important, therefore, that you keep up to date with all your class work and homework throughout the two-year course in order for you to achieve your best possible grade.

The aim of this booklet is to set out the work you will be doing in Year 10 that will all contribute towards your final grade and also to give you some advice on how to study for the examinations.

All of the GCSEs you are taking are called 'Reformed GCSEs' and are assessed using the 9-1 scale.

- Grade 9 is awarded to the top 3-4% students in the country.
- Grade 5 is called a 'good pass'.
- Grade 4 is called a 'standard pass'.
- It is the school's aim for nearly all students to achieve at least grade 5 by the end of Year 11. This is reflected in your target grades.

As you will see from reading this booklet, very few subjects have coursework. Everything rests on the final examinations. Therefore, it is important that you revisit what you have learnt in class at home. There should be ongoing revisiting and recapping. As Year 10 progresses, it will also be vital to begin regular exam question practice.

If you have any queries or concerns about your child's progress in Year 10, please contact Mr Cripps (Standards and Progress Leader) bcripps@moulshamhigh.org or Mrs Hadlow (Pastoral Manager) lhadlow@moulshamhigh.org in the first instance.

SECTION 2

YEAR 10 GCSE INFORMATION

Subject:	<i>FINE ART / ART, CRAFT AND DESIGN / PHOTOGRAPHY</i>	Edexcel
All Art and Photography courses are 100% coursework. The specification has two components: • Component 1: 60% of final GCSE grade • Component 2: 40% of final GCSE grade		
Component 1: Consists of ALL work from September of Year 10 to December of Year 11. All work is assessed and a selection of the highest quality work is collated.		
Overview of Content: • Students will develop knowledge and understanding of a range of materials and processes used in Fine Art, Art Craft & Design and Photography • Students will learn about artists, photographers and designers to contextualise their work • Students are encouraged to create professional industry standard outcomes that relate to current commercial practice • The knowledge and understanding students develop in unit 1 can be applied to Component 2		
Overview of Assessment: • Component 1 is partially assessed through a ten-hour examination spread across two school days. One exam at the end of Year 10 and the other in the first term of Year 11 • 25% of the total mark for Component 1 comes from exam work, 75% from the portfolio of work • The students must demonstrate their ability to adhere to four assessment objectives based on research, experimentation, recording and realising their intentions to produce a sustained piece of work		
Component 2: Externally Set Exam Paper		
Overview of Content: • Students will receive an exam paper with a theme which they must explore through their practical and research-based work. • Students should visit an art gallery or exhibition as part of their investigation • Students need to build a portfolio of work responding to the chosen theme ensuring they fulfil each of the four assessment objectives • Students have guided support but are creatively independent to develop their own ideas		
Overview of Assessment • This unit comprises 40% of the qualification • Students complete a body of work to support their final ten-hour exam in May • Internally assessed and externally moderated • Marks are awarded out of 96		

Subject:	<i>FINE ART</i>	Edexcel
Autumn Term – Year 1	Component 1 will include: Observational drawing, research and contextualising artists' work, photography and experimentation Students must provide some analytical observations using technical language to convey their understanding of the technical elements of their art work. Students will be required to undertake independent study to reinforce knowledge of techniques and processes.	
Spring Term – Year 1	During the second term, students will be given specific themes to broaden and deepen individual interests and talents as they explore new media, more challenging and independently created art, based on the work of contemporary and classic fine artists.	
Summer Term – Year 1	Students will develop their own responses to a theme, exploring the concept and preparing a final idea to then create during a ten hour exam. Students will evaluate their work in a written document after this process. Students will be issued with regular feedback and a series of interim deadline dates to ensure that they know what is required to make progress.	
Year 2	Students will consolidate their knowledge and skills through additional practical projects, design assignments and revision-style activities.	
Autumn Term – Year 2	Students continue to develop their own personal responses to their component 1 theme. This will help them prepare for their December Yr 11 prelim.	
Spring/Summer Term – Year 2	Students will receive their externally set exam paper and will build an independent portfolio of work until their final exam in May.	

Further Guidance

For more information please go to <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

PLEASE NOTE – This course is 100% coursework. Therefore, all work must be stored and accounted for from Autumn Term Year 10 until Summer Term Year 11. Loss of coursework could result in affected marks.

Subject:	<i>ART, CRAFT AND DESIGN</i>	Edexcel
Autumn Term	Year 10 Students start their exploration of crafting techniques immediately by working three dimensionally with new materials that they may not have experience with, such as Modroc, Clay, textiles and Wire. Students will produce a number of crafted pieces from initial design concept through to final outcomes. Work will be contextual to the work of other artists and craftspeople. Students will be exposed to a number of 'Technique based workshops' building on their knowledge of materials and processes and actively improving their confidence.	
Spring Term	Students will start the new Spring Term by summarising and reflecting on their best work and identifying the best approach. Relevant speakers and Industry links will be sourced to inspire their creativity and ensure their work has relevance to a commercial setting.	
Summer Term	Students will identify their chosen pathway specialising in a specific technique or medium. All outcomes from early design work through to final outcome will be specific in technique to the individual. Preparations for final Year 10 exam will come in the form of the previous year's exam paper. Each student will choose a question to answer and will create a body of work in response. The final exam will conclude their work.	

Year 2

The students will be set a project to start over the summer break and will continue building on this during the Autumn term. During this important term the students must identify a minimum of two design techniques and explore these thoroughly through experimentation and research.

The externally set exam paper will be distributed in January as soon as the students return from the winter break and they will be independently building a body of work based around their chosen theme. This is an opportunity for students to select a personal pathway that really suits their chosen specialism and will assist greatly in their course selection at A Level and Further Education.

The course will conclude with a ten-hour exam.

Further Guidance

For more information please go to www.aqa.org.uk GCSE Art, Craft and Design.

PLEASE NOTE – This course is 100% coursework, therefore, all work must be stored and accounted for from Autumn Term Year 10 until Summer Term Year 11.

Loss of coursework could result in affected marks.

All students will be expected to purchase a portfolio case for presentation of their final work. Students are advised to do this through the school and details will be given to them by their teacher. The Art, Craft and Design portfolio should be A2 size with five sleeves.

Subject:	<i>PHOTOGRAPHY</i>	Edexcel
Autumn Term	Students start their photographic journey by learning the full technical aspects of a Digital Single Lens Reflex camera over a period of 8 weeks. They will respond with photographic evidence to each of the camera settings ensuring they fully understand the creative use and impact on their photographs. Alongside this, students will learn the basics of Photoshop required to edit their photographs. Compositional techniques carry the students into a winter project based on portraiture. Students will record all of their work onto a PowerPoint presentation. Homework will include a series of photoshoot tasks.	
Spring Term	The new term brings a more independent onto a themed project, encouraging students to individualise their ideas. This project will be supported by workshops set within the classroom to reinforce technical skills.	
Summer Term	Students will be given a final theme and they will be responding with a full body of contextualised work right up until their final Year 10 exam. The exam is a 10hr practical exam.	
Year 2 The students will return to the Autumn Term with a large selection of photos taken over the summer break. These photos will be edited and reviewed in order to create a final outcome. Students will be advised how to further expand upon their theme and this work will culminate with the ten-hour prelim exam in December. In January students will receive their externally-set exam paper from which they will be asked to select one question to analyse and investigate. Students will choose their own creative direction and will be supported both technically and purposefully throughout the process. The course will conclude with a final ten-hour practical exam		

Further Guidance

For more information please go to <https://qualifications-pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html> .

PLEASE NOTE – This course is 100% coursework, therefore, all work must be saved from autumn term Year 10 until summer term Year 11.

Subject:	<i>BUSINESS</i>	Edexcel
Theme 1 : Investigating Small Business (Paper Code: 1BS0 / 01) Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)		
Autumn Term	• Topic 1.1 Enterprise and Entrepreneurship • Topic 1.2 Spotting a Business Opportunity • Year 10 Common Assessment Based on Theme 1	
Spring Term	• Topic 1.3 Putting a Business Idea into Practice • Topic 1.4 Making the Business Effective • Topic 1.5 Understanding External Influences on Business	
Theme 2 : Building a Business (Paper Code: 1BS0 / 02) Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)		
Summer Term	• Year 10 Internal Examination Based on Themes 1 • Commence Theme 2: Building a Business • Year 11 continue to teach Theme 2.	
Further Guidance		
<u>Assessment overview</u>		
<u>Theme 1: Year 10 content</u>		
• The paper is divided into three sections Section A: 35 marks Section B: 30 marks Section C: 25 marks • The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. • Questions in Sections B and C will be based on business contexts given in the paper. • Calculators may be used in the examination.		
<u>Theme 2: Year 11 content</u>		
• The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks • The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. • Questions in Sections B and C will be based on business contexts given in the paper. • Calculators may be used in the examination.		

Subject:	<i>PEARSON BTEC LEVEL 1/LEVEL 2 TECH AWARD IN ENTERPRISE</i>	Equivalent to at least one GCSE at Grade 4 and above
Autumn Term and Spring term Year 10	Introduction to Course Component 1: Exploring Enterprises (internal assignment) A: Understand how and why enterprises are successful B: Understand customer needs and competitor behaviours through market research C: Understand how the outcomes of situational analyses affect enterprise Completed through ongoing class work and homework, involving research and writing of assignments, including improvements of the assignment Graded: Pass, Merit or Distinction	
Summer Term of Year 10 and Autumn term Year 11	Component 2: Planning and presenting a Micro-Enterprise idea (internal assignment) A: Choose an idea and produce a plan for a micro-enterprise idea B: Present a plan for the micro-enterprise idea C: Review the presentation of the micro-enterprise idea Completed through ongoing class work and homework, involving research and writing of assignments, including improvements of the assignments. Graded: Pass, Merit, Distinction	
Year 11 – Spring and Summer term	Component 3: Marketing and Finance for Enterprise (External assessment) A: Marketing activities B: Financial documents and statements C: Financial planning and forecasting This links to students prior learning in components 1 and 2 With the exam taken in the summer GCSE exam window The paper consists of calculations, short-answer, and extended writing questions	

Further Guidance

- The course is comprised of three components
- Component 1 is completed by the summer exam window of Year 10
- Component 2 is started at the end of Year 10 and is submitted in the winter exam window of year 11
- Component 3 teaching happens throughout Year 10 and 11, and is the key focus from January in Year 11 for the summer exams
- Each Unit is graded at Pass, Merit and Distinction
- The results for each of the three units are collated and a final grade is awarded and is equivalent to one grade at GCSE
- The grades awarded and their GCSE equivalence are as follows at Level 2:
Distinction Star = Grade 9/8
Distinction = Grade 7
Merit = Grade 5/6
Pass = Grade 4

Subject:	<i>CHILD DEVELOPMENT</i>	Cambridge National
OCR Cambridge National in Child Development This vocational qualification provides students with the opportunity to develop knowledge and understanding of child development from conception through to five years of age. The course explores the physical, intellectual, emotional and social aspects of a child's growth and development, while developing valuable transferable skills. Students will study three mandatory units: • Health and well-being for child development • Create a safe environment and understand the nutritional needs of children from birth to five years • Understand the development of a child from birth to five years The qualification combines both theoretical learning and practical coursework, making it ideal for students with an interest in childcare, education, health and social care. Students will prepare for the externally assessed written examination, which contributes 40% of the overall qualification. Areas of study include: • Reproduction and pregnancy • Antenatal care and preparation for birth • Postnatal checks and care • Childhood illnesses and preventive measures • Nutrition and healthy lifestyles • Child safety and well-being Students will apply their knowledge to real-life scenarios and learn how professionals support children and families throughout early childhood. Students will complete two centre-assessed units, which contribute 60% of the overall qualification. Unit 1: Create a Safe Environment and Understand the Nutritional Needs of Children (30%) Students will investigate how to create a safe environment for children from birth to five years. They will also develop knowledge of children's nutritional requirements and learn how to select appropriate equipment and resources for childcare settings. Unit 2: Understand the Development of a Child from Birth to Five Years (30%) Students will explore the expected developmental milestones of children from birth to five years. They will examine the stages of physical, intellectual, social and emotional development and consider factors that may influence a child's progress.		

Throughout these units, students will develop important skills in research, planning, observation, analysis and evaluation. These are highly transferable skills that support progression into many educational and career pathways.

Further Guidance

A practical element forms part of the qualification. For one of the centre-assessed units, ideally students will need regular access to a child aged between birth and five years to allow them to undertake observations and collect evidence for their coursework portfolio.

Students should be prepared to engage independently with research tasks and portfolio work throughout the course.

Student Notes

The internally assessed coursework units contribute **60% of the final qualification grade**. Maintaining a well-organised and up-to-date folder of work is therefore essential.

Students are expected to:

- Meet all coursework and homework deadlines.
- Keep a folder of work organised and complete.
- Attend lessons regularly and participate fully in class activities.
- Conduct independent research where appropriate.
- Apply feedback to improve the quality of coursework submissions.

Strong organisational skills, effective time management and consistent effort throughout the course will help students achieve their full potential.

OCR Cambridge National in Child Development offers students a fascinating insight into the growth and development of children while developing practical, research and analytical skills that are valuable for further study and future careers in childcare, education, health and social care.

Subject:	<i>COMPUTER SCIENCE</i>	OCR
-----------------	--------------------------------	------------

This qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

OCR's GCSE (9-1) specification in Computer Science encourages learners to be inspired, and challenged through completing a coherent, satisfying and worthwhile course of study. The specification will help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.

Please note that this is **NOT** a traditional ICT qualification, which had a great focus on office skills. This qualification requires a great deal of mathematics, problem solving, computational and algorithmic thinking, writing and debugging code, decomposing problems down into their constituent parts. Students with a high level of aptitude in mathematics and science are well suited to this course. ***Students must be clear that this is a science and maths based qualification.***

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Coursework?

There is no coursework component to this qualification. The student's final grade will be based on two exams only at the end of year 11. However, during the two years of study, all students will be given the opportunity to undertake programming tasks, either to a specification or to solve a problem. Students will draw on some of the content from the *Computer Systems* component and the *Computational Thinking, Algorithms and Programming* component when engaged in Practical Programming.

Exam 1: Computer Systems (J277/01)	Exam 2: Computational Thinking, Algorithms and Programming (J277/02)
This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.	This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing

Overview of the Content 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology Overview of the Assessment (J277/01) • 80 marks, Externally assessed by an exam • 1 hour and 30 minutes • Written paper • No calculators allowed Represents 50% of the total assessment weighting of the GCSE in Computer Science qualification This paper consists of multiple choice questions, short response questions and extended response questions.	languages and data representation. Learners will become familiar with computing related mathematics. Overview of Content 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments Overview of Assessment (J277/02) • 80 marks, Externally assessed by an exam • 1 hour and 30 minutes • Written paper • No calculators allowed Represents 50% of the total assessment weighting of the GCSE in Computer Science qualification This paper questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.
--	---

Where do I go from here?

This course will provide excellent progression to A-Level Computer Science (also available at MHS) and on to a degree level course in the areas of computing, engineering and science. It will also provide a sound preparatory basis for studying industry standard IT qualifications as well as providing the knowledge, skills and understanding that a growing number of employers are demanding.

How can I find out more?

Visit <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Subject:	<i>DESIGN AND TECHNOLOGY</i>	Edexcel
The Edexcel specification has two components: • Component 1: Written Exam (IDTO/1B or IDTO/IF) • Component 2: Non-examined Assessment (IDTO/02)		
Component 1: Written Exam (IDTO/IB or IDTO/IF)		
Overview of Content: • Students will develop knowledge and understanding of a wide range of materials and processes used in Design and Technology. • Students will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times. • The knowledge and understanding students develop in this unit can be applied easily to Component 2: Non-Examined Assessment.		
Overview of Assessment: • This unit is assessed through a written examination of 1 hour and 45 minutes. • It contains a mixture of different question styles, including open-response, graphical, calculation and extended open-response questions. • This unit comprises 50% of the qualification. • The total number of marks available is 100 marks. • The paper consists of two sections: • Section A is assessed on the core content – 40 marks, including 10 marks of calculation questions. • Section B is assessed on one material category chosen from: Papers and Boards or Timbers – 60 marks, including 5 marks of calculation questions.		
Non-examined Assessment (IDTO/02)		
Component 2: Overview of Content • Students design and make one product chosen from the material category of either Papers and Boards or Timbers. • Students will develop skills in researching, designing, reviewing, planning, making and testing and evaluating.		

Overview of Assessment (J276/02)

- Non-examined assessment.
- This unit comprises 50% of the qualification.
- Students complete a design and make project based on a contextual challenge released on 1st June.
- Tests students' skills in investigating, designing, making and evaluating a prototype of a product.
- Internally assessed and externally moderated.
- Marks are awarded for: Investigating (16 marks); designing (42 marks); making (36 marks); evaluating (6 marks). One overall mark out of 100.

Overview of Course Structure

Autumn Term

- During the first half term you will undertake skills-based activities to prepare you for the project-based learning in the second half term. The project will be set up by the school and is designed to test your thinking and research skills and how well you can use tools and equipment to make things.

You will be required to undertake homework that will help reinforce your knowledge of the design process.
- During the second half of the term you will be given a range of topics that you will need to consider so that you can make an informed choice on the major piece of work required for assessment under Component 2.

An internal test will take place near to the end of the term to monitor progress and give an indication of the types of questions that will feature in future examinations.

You will need to keep a photo record of the projects you make during the autumn term as well as a small design folder

Spring Term

- During the term you will develop your drawing skills to prepare you for the project-based learning in the second half term. The second project will be set by the school and will test your thinking and research skills and how well you can use tools and equipment to produce a finished design.

You will be required to undertake homework that will help you to reinforce your knowledge of the design process.
- During the second half of the term you will be given a range of topics that you will need to consider so that you can make an informed

	choice on the major piece of work required for the assessment under Component 2. You will need to keep a photo record of the projects you make.
Summer Term	<u>Design Folder</u> You will start your design folder for Component 2 of the examination. This work is carried out under the controlled assessment regulations and will form part of your final assessment. There will be limited practical work during this time. Students will be issued with a check list and a series of interim deadline dates to ensure that they know what is required of them and by when. Homework will cover elements of the Component 1 written examination. <u>Year 2</u> Students will complete their controlled assessment project for Component 2. Students will consolidate their knowledge and skills through additional practical projects, design assignments and revision-style activities. There will also be an opportunity to revisit the major piece of controlled assessment to boost grades.
Further Guidance You are studying a GCSE in Design and Technology and will take the examination offered by the exam board Edexcel (1DT0). There are two elements: • Component 1: Written Exam (IDTO/1B or IDTO/IF) • Component 2: Non-examined Assessment (IDTO/02)	

Subject:	<i>DRAMA</i>	OCR
-----------------	---------------------	------------

GCSE Drama is an exciting, challenging and rigorous course that includes:

- **Practical** exploration of modern and classic **plays**.
- **Academic** study of how texts can be interpreted and staged.
- **Devising** new dramatic work.
- **Understanding** drama practitioners, styles, traditions and modern theatre.
- Learning **skills** in acting, movement, directing, staging and technical areas.
- **Evaluating** live performance seen in professional theatre settings.

What will I be doing in lessons?

GCSE drama lessons will be **mostly practical**, although you will be expected to keep a rehearsal log of work which will form the basis of your coursework and complete practice questions for the exam paper.

You will learn about how to devise your own drama in groups, using ideas from traditional theatre practitioners, such as Brecht or Berkoff, as well as modern theatre companies, such as Frantic Assembly.

You will adapt and perform work from published plays, taking part in a drama showcase, seen by a visiting examiner.

To prepare for the written exam you will study plays from a list of set texts. The work will be a mixture of practical exploration and written responses, focused on how texts can be rehearsed and performed. You will also go on theatre trips and evaluate live theatre performances.

How is the course assessed?

At Moulsham we follow the exciting specification for GCSE Drama offered by OCR.

Components	Description	When?	Assessment	% of exam
1 and 2	Devising Drama	Year 10, Term 3 Year 11, Term 1	Create a devised performance with an accompanying portfolio about the process. Internally assessed.	30%
3	Presenting and Performing Texts	Year 11, Term 2	Take part, as a performer or designer, in a drama showcase, using extracts from published plays. Externally assessed.	30%
4	Performance and response – the written exam	Year 10 Terms 1 & 2 Year 11 Terms 1, 2 & 3	Section A: questions about one set text. Short and medium length answers. Section B: Evaluate live theatre	40%

Subject:	GCSE ECONOMICS	AQA
Paper 1: How markets work Worth 50% of Final mark		
Autumn Term	3.1.1 Economic foundations 3.1.2 Resource allocation 3.1.3 How prices are determined	
Spring Term	3.1.4 Production, costs, revenue and profit 3.1.5 Competitive and concentrated markets	
Summer Term	3.1.6 Market failure. 3.2.5 The role of money and financial markets	
Further Guidance Assessment Overview There will be two written question papers assessing the two components. Each will be 1 hour 45 minutes Each worth 80 marks Each worth 50% of total GCSE Each question paper will consist of: - Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. - Section B: five questions involving a mix of calculations, short and extended responses. The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students go through the course they're presented with opportunities to focus on real-world issues. Students should consider and reflect upon moral, ethical and sustainable issues that arise as a result of the impact of economic activity. Students should use their economic knowledge and skills to investigate national and global economic situations and issues from the last 15 years. Students should also be aware of the policies that governments have used to attempt to manage these situations and issues. Students will develop quantitative skills relevant to the subject content. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of graphs and charts. Students should be able to recognise the possible limitations of both quantitative and qualitative data.		

Subject:	<i>ENGLISH LANGUAGE ENGLISH LITERATURE</i>		AQA
Autumn Term	Students' will have language and literature lessons with the same teacher throughout Year 10. For Language GCSE, the course begins with Paper 1 exam preparation. During the first term, students will develop and be assessed on their skills in narrative and descriptive writing, as well as developing their analytical skills in the close reading of 20th Century fiction extracts. Literature teachers will spend the first term by reading a modern prose text <i>My Name is Leon</i> in preparation for the Literature Paper 2 exam. Students will be assessed on their knowledge of a whole text's plot, characters, themes and techniques. They will also begin their study of poetry.		
Spring Term	Students in Language lessons spend the term developing their Language Paper 2 skills. They will examine and develop their ability to write, persuasive texts, as well as develop their reading skills and study 19th and 21st Century non-fiction extracts. In Literature lessons they will look at a second text for the Literature Paper 1 exam – a 19th Century fiction text. Students will develop their ability to analyse plot, characters, themes and techniques in a 19th Century fiction text. Students will also complete their study of poems relating to the Literature Paper 2 exam.		
Summer Term	Students will complete revision for the Language Paper 2 and Literature Paper 2 leading up to the Year 10 exams.		
Further Guidance There is no longer any coursework or controlled assessment at GCSE so all work completed in class will be exam preparation. Each GCSE has two separate examinations that will be taken at the end of Year 11. - Both English Language Papers are worth 50% of the GCSE. - English Literature Paper 1 is worth 40% of the GCSE and Paper 2 worth 60%			
Student Notes Wider reading of challenging texts is an expectation at GCSE and all Year 10 students are required to borrow and read library books that will stimulate and challenge them. The focus will be on engaging with 19th Century fiction and non-fiction both in and outside of class, as well as addressing the new emphasis on spelling and punctuation through termly school strategies. Students will need to engage with poetry, drama and prose and aim to develop their use of relevant terminology for each of these areas of study.			

Subject:	FILM STUDIES	Eduqas
Autumn Term	In Year 10, students begin by developing an understanding of the key elements of film form, including cinematography, editing, sound and mise-en-scène. These foundations underpin all aspects of GCSE Film Studies and help students analyse how meaning is constructed on screen. Students then study a range of contemporary films through different critical lenses. <i>Jojo Rabbit</i> is explored through narrative and genre, allowing students to investigate story structure, character roles and the ways filmmakers construct meaning. <i>Attack the Block</i> focuses on film aesthetics, including visual style, cinematography, colour and genre conventions. Students also study <i>Girlhood</i>, examining representation, identity and social context through detailed analysis of key sequences In Year 11, students move on to American film, studying <i>Rebel Without a Cause</i> and <i>Ferris Bueller's Day Off</i>. These texts allow students to explore changing representations of youth, family, education and society across different historical contexts. Students also study <i>The Hate U Give</i> as part of the specialist writing element of the course, developing extended analytical responses and critical arguments.	
Spring Term	The Spring Term in Year 10 focuses heavily on the Non-Exam Assessment (NEA). Students respond to an exam board brief by planning and writing an original screenplay. They learn how to apply genre conventions, develop characters and structure narratives before producing a screenplay extract and written evaluation. This creative project allows students to demonstrate their understanding of film language through practical application. In Year 11, students begin a structured programme of revision and retrieval practice. Key concepts from all studied films are revisited through timed essays, exam-style questions and analysis activities. Students refine their use of film terminology and improve their ability to apply contextual knowledge within written responses.	
Summer Term	During the Summer Term of Year 10, students complete and submit their NEA before undertaking a mock examination based on the films studied in Component 2. This provides valuable experience of the examination format and helps identify areas for development before beginning Year 11. The Summer Term of Year 11 is dedicated to final examination preparation. Students take part in focused revision workshops, knowledge retrieval activities and timed examination practice designed to build confidence and secure understanding across all areas of the specification. The course concludes with the externally assessed GCSE examinations.	
Further Guidance Throughout the course, students develop a wide range of transferable skills including critical analysis, visual literacy, interpretation, research, creative writing and extended academic writing. They learn to analyse film using specialist terminology, construct well-supported arguments and evaluate the social, cultural and historical contexts that influence film production and reception.		

Assessment takes place through a combination of regular exam-style questions, mock examinations and the Non-Exam Assessment screenplay project. The curriculum is designed to prepare students for further study in Film Studies, Media Studies and other humanities subjects while fostering creativity, cultural awareness and confident communication.

Subject:	<i>FOOD AND NUTRITION</i>	OCR
-----------------	----------------------------------	------------

OCR GCSE Food Preparation and Nutrition

The GCSE Food Preparation and Nutrition course is designed to inspire and challenge learners through the study of food, nutrition, science and practical cooking skills. Students will develop a broad range of knowledge and skills that support healthy living and informed food choices.

Throughout the year, students will study the key principles of nutrition and their application to food preparation and healthy eating. Content will be delivered in line with the OCR specification to support success in the final examinations.

Topics covered include:

- *Nutrition and health*
- *Food science*
- *Food safety and hygiene*
- *Food choice*
- *Food provenance*
- *Food preparation skills*

Students will regularly participate in practical cooking activities to develop and demonstrate their culinary skills.

Students will continue to build their practical and theoretical knowledge, applying their understanding of nutrition, food science and food preparation through a range of increasingly challenging practical tasks. This will help prepare them for both the Non-Exam Assessment (NEA) and written examination in Year 11.

Further Guidance

The Non-Exam Assessment (NEA) accounts for 50% of the final GCSE grade and takes place during Year 11.

Students will complete:

- **Food Investigation Task (15%):** *A scientific investigation into the working characteristics, functional and chemical properties of ingredients.*
- **Food Preparation Task (35%):** *Planning, preparing, cooking and presenting a menu of dishes in response to a given brief.*

The remaining 50% of the qualification is assessed through a written examination at the end of Year 11.

Student Notes

Success in GCSE Food Preparation and Nutrition requires a strong commitment to both practical and written work.

Students are expected to:

- *Meet all homework and coursework deadlines.*
- *Bring the required ingredients and equipment for practical lessons.*
- *Follow food safety and hygiene procedures at all times.*
- *Maintain organised notes and revision materials throughout the course.*
- *Participate fully in practical and theory lessons.*

Regular attendance, effective organisation and independent revision will help students achieve their full potential in this subject.

GCSE Food Preparation and Nutrition is an engaging and practical course that equips students with valuable life skills while developing their understanding of the science behind food and nutrition.

This qualification is linear which means that students will sit all their exams at the end of the course.

Subject content**Themes**

The specification covers three distinct themes. These themes apply to all four question papers.

Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks.

Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Assessments

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What's assessed:

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed:

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions:

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed:

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed:

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)

- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
- Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
- Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
- Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

How it's assessed:

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

- Section A – reading comprehension questions in English, to be answered in English or non[1]verbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How it's assessed:

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Further Guidance

Students will be thoroughly prepared for the examinations throughout the two years and will undertake practice tasks both in lessons and as homework in all four skills. Knowledge Tests and half-termly Core Assessments will also ensure students are revisiting topics regularly. We would encourage students to make mind maps of all of the vocabulary for topics 1-9 and continuously review and RAG these - Red (unknown words), Amber (recognisable words but unsure of spelling), Green (recognised and learned words) - to become familiar with all terms. For further vocabulary revision, copying out the red and amber words x 5 times each will consolidate the spelling of these.

The school subscribes to very useful language websites that students are always encouraged to use:

The BBC website www.bbc.co.uk/languages/French is also handy for practising reading and listening skills.

www.kerboodle.com will provide students access to a digital version of the AQA textbooks as well as a wealth of extra resources.

In addition, there are many other websites that students can access at home to support their learning. These include;

www.quizlet.com to embed vocabulary

www.memrise.com for vocabulary

www.seneca.com for exam style questions

www.languagenut.com to practice vocabulary, sentence building and grammar

This qualification is linear which means that students will sit all their exams at the end of the course.

Subject content**Themes**

The specification covers three distinct themes. These themes apply to all four question papers.

Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks.

Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Assessments

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What's assessed:

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed:

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions:

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed:

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed:

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
- Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
- Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
- Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed:

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from Spanish into English

How it's assessed:

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

- Section A – reading comprehension questions in English, to be answered in English or non verbally (40 marks)
- Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed:

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

How it's assessed:

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Further Guidance

Students will be thoroughly prepared for the examinations throughout the two years and will undertake practice tasks both in lessons and as homework in all four skills. Knowledge Tests and half-termly Core Assessments will also ensure students are revisiting topics regularly. We would encourage students to make mind maps of all of the vocabulary for topics 1-9 and continuously review and RAG these - Red (unknown words), Amber (recognisable words but unsure of spelling), Green (recognised and learned words) - to become familiar with all terms. For further vocabulary revision, copying out the red and amber words x 5 times each will consolidate the spelling of these.

The school subscribes to very useful language websites that students are always encouraged to use:

The BBC website www.bbc.co.uk/languages/Spanish is also handy for practising reading and listening skills.

www.kerboodle.com will provide students access to a digital version of the AQA textbooks as well as a wealth of extra resources.

In addition, there are many other websites that students can access at home to support their learning. These include;

www.quizlet.com to embed vocabulary

www.memrise.com for vocabulary

www.seneca.com for exam style questions

www.languagenut.com to practice vocabulary, sentence building and grammar

Subject:	<i>GEOGRAPHY</i>		AQA GCSE Year 10
Year 10 Autumn Term	AQA Geography Pupils start their GCSE by completing Unit 2a. Challenges in the human environment: A) Urban issues and challenges (World population growth, Urbanisation, sustainable urban living) including case studies on Lagos, Nigeria & London, UK.		
Year 10 Spring Term	Pupils complete Unit 1 - Living with the physical environment: B) Physical landscape of the UK (Locations of mountains & rivers, the coastal landscapes and river landscapes).		
Year 10 Summer Term	Unit 3 – Geographical application - Students complete their Physical Geography field work at Walton on the Naze. Students will be given time to in class and homework to complete a field work project. Students are required to answer exam questions in paper three in regard to this field work. Pupils complete Unit 1 - Living with the physical environment: C) The living world (ecosystems, tropical rainforests and hot deserts).		
Further Guidance (if Any) All students must participate in a one day field trip to collect data for their physical geography environment study. This will take place in the summer term. Students must also participate in a second one day field trip in Year 11 based around human geography.			
Student Notes To help students revise we would recommend the Pearson ‘Revise AQA GCSE (1-9) Geography Revision Guide’ ISBN 978-1292131320. We also recommend students sign up and use the Seneca revision website (https://senecalearning.com/) as well as completing the revision quizzes available on the school’s ‘Show my homework’ platform. Students can also make use of the web site below to view past papers: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources			

Year 10 Autumn Term	AQA Geography Students complete part A of unit 1. Living with the physical environment A) The challenge of natural hazards (Tectonic, tropical storms, extreme weather and climate change). Students also complete a second piece of fieldwork based upon Human Geography. Students will be expected to attend a second field trip to collect data to support this study. This will take at Greenwich in London.
Year 10 Spring Term	Completion of Unit 2: B) The changing economic world (Economic development, reducing the global development gap, economic future of the UK). C) The challenge of resource management (Demand & provision of resources within the UK, the growth in energy demands, different strategies to increase energy supply). Revision will begin to support students with preparation for exams. Twelve weeks before the exam, AQA will send us pre-release material for the Unit 3 exam (Geographical application – Issue evaluation). Students will complete tasks based around this material to help them to prepare for this exam.
Year 10 Summer Term	Final revision and exam preparation.
Further Guidance (if Any) The course is assessed in three parts by exams which are sat at the end of Year 11: • Paper one – Living with the physical world – Written exam which makes up 35% of the GCSE. • Paper two – Challenges in the human environment - Written exam which makes up 35% of the GCSE. • Paper three – Geographical application – Written exam which makes up 30% of the GCSE.	

Subject:	<i>HISTORY</i>	AQA
Year 1 Autumn Term And Spring Term	Section B (Part 1): Period studies Britain: Health And The People: c1000 To The Present Day This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. • Medicine and Health AD 1000 – 1400: The Middle Ages • Medicine and Health AD 1400 – 1750: The Renaissance and scientific revolution • Medicine in the Industrial World c. 1700 – present day.	
Year 1 Summer Term	Section A (Part 1): Period Wider World Depth Studies Conflict And Tension, 1894–1918 This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. • It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. • This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. The study concludes by looking in detail at the First World War from 1914 to the signing of the armistice in 1918.	

Year 2 Autumn Term	Section A (Part 2): Period Studies Germany, 1890–1945: Democracy And Dictatorship This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. • What were the weaknesses and strengths of Weimar democracy? • How was Hitler able to come to power? • How did Hitler create a dictatorship? • How effectively did the Nazis control Germany in the years 1933-1945? • How much change did the Nazis bring about in German society? • How successful were the Nazis in rebuilding the German economy? • How successful were the Nazis in influencing young people? • How important in Germany were the Nazis' ideas on race?
Year 2 Spring Term	Section B (Part 2): Thematic Studies British Depth Studies, Including The Historic Environment Medieval England - the reign of Edward I, 1272–1307 This option allows students to study in depth Medieval England and the reign of Edward I. The depth study will focus on the major events of the reign of Edward considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.
Year 2 Summer Term	Revision and Examination
Further Guidance How is the GCSE assessed? • Written exam: 2 X 2 hour examinations • 84 marks (including 4 marks for spelling, punctuation and grammar) for each paper	
Student Notes Websites: http://www.bbc.co.uk/schools/gcsebitesize/history/ http://www.johndclare.net/	

Subject:	MATHEMATICS	Edexcel
Autumn Term	During Years 10 and 11, mathematics is taught to extend the students knowledge depending on their individual ability. There are two tiers of entry: Foundation (Levels 1-5); Higher (Levels (4-9))	
Spring Term	Foundation (grades 1-5) Paper 1 Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes Paper 2 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes Paper 3 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	
Summer Term	Higher (grades 4-9) Paper 1 Non-calculator 33.3% weighting 80 marks 1 hour and 30 minutes Paper 2 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes Paper 3 Calculator 33.3% weighting 80 marks 1 hour and 30 minutes	
Further Guidance Useful web address www.mymaths.co.uk and Mathswatch – students have their own individual log in and password – examination questions for all topics available. Keep up with SPARX Within student resources there are past papers to use with mark schemes, as well as exam questions by topic and grade.		

Subject:	MUSIC	Eduqas
Autumn Term	One practice solo performance completed this term (Year 10) One practice solo performance completed this term (Year 11)	
Spring Term	One practice solo performance completed this term (Year 10) One recorded solo performance completed this term (Year 11) One recorded ensemble performance completed this term (Year 11) One composition set to a brief by the board completed this term (Year 11)	
Summer Term	'Free' composition completed this term (Year 10)	
Further Guidance Performing: Total duration of performances: 4-6 minutes Non-exam assessment: internally assessed, externally moderated and is worth 30% of qualification. Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces of which at least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances. Students must complete two compositions (30%), of at least three minute combined duration. Each composition will be out of 30 marks. One composition must be completed to a brief set by the exam board, of at least one minute in duration. The second must be a 'free' composition set by the student, of at least one minute in duration. Students will undertake a written examination (40%) comprising of 8 set works. Section A of the paper will consist of: Multiple choice, short open questions, dictation and a skeleton score question. Section B has one extended writing question that requires a comparison between a set work and an unfamiliar piece.		
Student Notes Students are advised to listen to the 8 set works as much as possible for the 1hour 45 minute written paper and analyse the musical elements found in the prescribed repertoire. Rehearsals for the solo and ensemble performances should be organised by the students themselves on a regular weekly basis. Individual practice on the student's chosen instrument/ voice should be completed on a daily basis for 30 minutes. The written exam makes up 40% of the overall GCSE mark.		

Subject:	<i>PHYSICAL EDUCATION</i>	OCR
-----------------	----------------------------------	------------

Learners must complete all components (01, 02 and 03) to be awarded the OCR GCSE in Physical Education.

Content Overview		Assessment Overview
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 Marks 1 Hour Written Paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, Fitness and Well-being	Socio-cultural issues and sports psychology (02) 60 Marks 1 Hour Written Paper	30% of total GCSE
Practical activity assessment Evaluating and Analysing Performance (AEP)	Performance in physical education (03)* 80 Marks Non-exam assessment (NEA)	40% of total GCSE

Cambridge National level 2 – Sports Studies (OCR)

R184: Contemporary issues in sport

This is assessed by an exam.

By completing this unit students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. Students will also learn how participation is impacted by the promotion of values and ethical

behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

- o Issues which affect participation in sport
- o The role of sport in promoting values
- o The implications of hosting a major sporting event for a city or country
- o The role National Governing Bodies (NGBs) play in the development of their sport
- o The use of technology in sport

R185: Performance and leadership in sports activities

This is assessed by a set assignment

In this unit students will have an opportunity to develop students skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when students perform. Students will perform under pressure, both as a participant and as a leader, and will use students initiative to solve problems and make decisions. Finally, students will deal with rapidly changing conditions and situations. Topics include:

- o Key components of performance
- o Applying practice methods to support improvement in a sporting activity
- o Organising and planning a sports activity session
- o Leading a sports activity session
- o Reviewing students own performance in planning and leading a sports activity session.

R186: Sports and the media

This is assessed by a set assignment

In this unit students will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. Students will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. Students will then develop students ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- o The different sources of media that cover sport
- o Positive effects of the media in sport
- o Negative effects of the media in sport.

How is the course assessed?

60% of the course is assessed through written assignments for both R185 and R186. The remainder of the course is assessed through an exam at the end of Year 11 based around Contemporary Issues in Sport.

Subject:	<i>RELIGIOUS STUDIES</i>	Edexcel Specification B
<u>Religion and Ethics through the study of Christianity- topics studied in year 10:</u>		<u>Religion, Peace and Conflict through the study of Islam- topics studied in year 11:</u>
<u>Believing in God</u> • The Trinity • Interpretations of Creation • The Incarnation • The last days of Jesus’ life • Salvation • Life after death • Evil and suffering • Solutions to evil and suffering		<u>Believing in God</u> • The Six Belief of Islam • The five roots of ‘Usul ad-Din • The nature of Allah • Risalah (prophethood) • Muslim holy books • Malaikah (angels) • Al-Qadr (predestination) • Akhirah (life after death)
<u>Marriage and the Family</u> • Marriage • Sexual Relationships • Families • Roles within the family • The family in the local parish • The family in the parish today • Family planning • Divorce • Men and women in the family • Gender prejudice and discrimination		<u>Crime and Punishment</u> • Justice • Crime • Good, evil and suffering • Punishment • Aims of punishment • Forgiveness • Treatment of criminals • The death penalty
<u>Living the Christian Life</u> • Christian worship • The role of the sacraments • The nature and purpose of prayer • Pilgrimage • Celebrations • The future of the Church • The church and the local community • The worldwide church		<u>Living the Muslim Life</u> • The Ten Obligatory Acts for Shi’a Muslims • The Shahadah (declaration of faith) • Salah (prayer) • Sawm (fasting) • Zakah and khums (charitable giving) • Hajj (pilgrimage) • Jihad (struggles) • Celebrations and commemorations
<u>Matters of Life and Death</u> • Origins and value of the universe • Sanctity of life • Human origins • Christian attitudes to abortion • Life after death • Euthanasia • Issues in the natural world		<u>Peace and Conflict</u> • Peace • Peacemaking • Conflict • Pacifism • The Just War theory • Holy war • Weapons of mass destruction • Issues surrounding conflict

Subject:	<i>SOCIOLOGY</i>	AQA
Sociology is the study of social life, social change and the social causes and consequences of human behaviour. Sociologists investigate the structure of groups, organisations and societies and how people interact within these contexts, since all human behaviour is social. As students go through the course, they are presented with opportunities to focus on real-world issues. <u>Paper 1</u>- topics studied in Year 10: In year 10, students start the course with an introduction to sociology. They will then study the family unit which looks at topics such as functions of families, family forms, changing relationships and the impact of divorce. The education unit focuses on roles and functions of education, educational achievement and processes within schools. In the final unit of year 10, students will have the opportunity to investigate the research methods that sociologists use. <u>Paper 2</u>- topics studied in Year 11: In year 11, students will study crime and deviance which focuses on social control, criminal behaviour, debates surrounding whether crime is socially constructed and investigating data on crime. Finally, students will study the social stratification unit which focuses on socio- economic class, life chances, poverty and power relationships within society.		

Subject:	<i>COMBINED SCIENCE (DOUBLE AWARD)</i>	AQA
Autumn Term	At GCSE (AQA 8464), students study the Combined Science Trilogy specification that leads to a double award. The award has six exams, two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from the distinct topic areas. Students start the course of study with nine lessons of science per fortnight. This is divided into three lessons in each of the subject areas of biology, chemistry and physics.	
Spring Term	Combined Science Trilogy will sit six 1-hour 15 minute written papers for the GCSE in June of Year 11. Each assessment is worth 70 marks and 16.7% of the GCSE. All exams consist of multiple choice, structured closed short answers and open response questions. Practical work is an essential part of science GCSEs and there are 21 required practical activities.	
Summer Term	When students undertake these required practical activities they will be using a wide range of apparatus and techniques, working with scientific and mathematical skills. The students' knowledge and understanding of practical skills will be assessed within the terminal exams.	

Further Guidance

The whole KS4 science programme of study contributes to the GCSE with the subject areas of biology, chemistry and physics presented separately. This means they can be taught by subject specialists.

Subject:	<i>SEPARATE SCIENCE (TRIPLE AWARD)</i>	AQA
Autumn Term	At GCSE (AQA Biology 8461, AQA Chemistry 8462, AQA Physics 8463), the students are studying the Separate Science specification that leads to a Triple Award. The programme of study is separated into the three science subjects (biology, chemistry and physics) as full GCSE courses. The award has four assessment units in each of the separate science subjects. Lessons are distributed between each of the subject areas of biology, chemistry and physics. The course content consists of three written exam papers (multiple choice, structured, closed short answer and open response questions) based on separate modules of study, leading to a separate GCSE in each subject.	
Spring Term	All Triple students will sit the Unit 1 written papers, which are 1hr 45mins in duration, for each subject (biology 1, chemistry 1 and physics 1), in June of Year 11. Each unit 1 assessment is worth 100 marks and 50% of the total separate GCSE grade,	
Summer Term	During the summer term of Year 10, all triple students will start the second part of the course in each subject (biology 2, chemistry 2 and physics 2). Unit 2 will be examined in June of Year 11 with a 1hr 45mins written exam in each science subject.	
Further Guidance Using a wide range of practical techniques, procedures and analysis of results is an important part of the GCSE Science course. There are 10 required practical activities for Biology, 8 for Chemistry and 10 for Physics. When students undertake these required practical activities they will be using a wide range of apparatus and techniques, working with scientific and mathematical skills. The students will be assessed on their knowledge and understanding of these within the terminal exams. The three subject areas of biology, chemistry and physics are presented separately; this means they are taught by subject specialists.		

SECTION 3

REVISION GUIDE

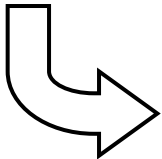
REVISION PREPARATION

Time Management and Goal Setting

It is important that you use your revision time effectively to enable you to maximise your potential. In order to make the most of your available time you must firstly identify what you need to revise and what *feasible* time you have available to do it.

Here are a few possible ways of organising your time:

- Make a calendar and write on it what subjects and particular areas you will cover on each day.
- Produce a chart displaying the total time available for revision (up to the day of the exam) and plot against it the time you will set aside for each subject.
- Keep a diary/organiser. Write down all of your commitments (such as football training, etc.) and divide up the time you have left to revise.



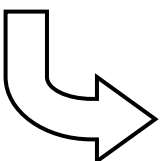
For effective revision it is vital that you set yourself ACHIEVABLE deadlines.

Of great significance can be the time and place that you choose to revise. Many believe that the morning is the most receptive time for learning. However, many people prefer to work at night - whatever suits you best.

- Perhaps in the mornings get up an hour early to do some revision before the rest of the family get up. Alternatively set aside some time in the evening to do some revision.

Revision Environment

- Find a place that you feel comfortable revising in.
- Tidy the table up so that it is free from clutter.
- Gather all the revision materials that you may need.
- Make sure that the room is well ventilated so that there is enough oxygen.

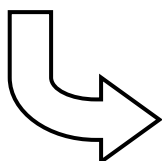


Try to avoid drinking caffeine-based drinks. Your brain will learn to associate this with revision, which is not good as you will not be allowed such drinks in the examinations.

'The Rule of Three'

This method of revision organisation can be used at best when you are not at school. In this time you must strike a balance between good quality revision and time at rest. You should aim to do approximately 6 hours of revision a day.

Below is a method of revision which balances work and rest productively.

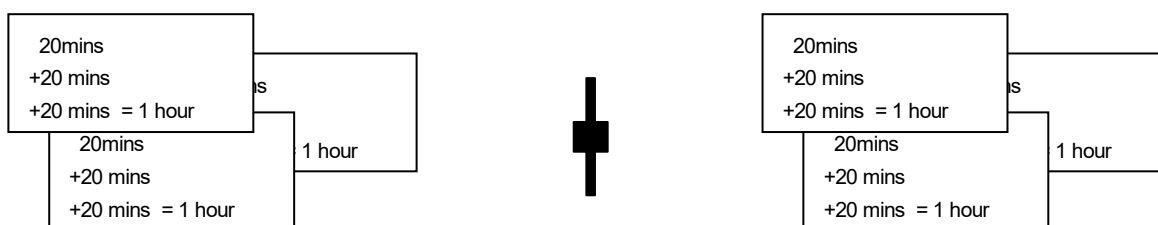


According to research, the average person's attention span is 20 minutes. Choose a topic and revise for this length of time.

After this it is best to have a short break and then have two more 20 minute sessions.

You should have now revised for one hour. Take a slightly longer break. Continue for two more hours, up to a total of 3 hours.

In one day there are three possible blocks of three hour segments that you can revise in, the morning, the afternoon and the evening. You should revise in two of these blocks.



REVISION TIPS

Methods of Revision

It is important for quality revision that you select the methods of revision that best suit you. Here is a selection of different tips for you to try for yourself.

■ Brainstorming

This is helpful to initiate the revision of a subject area. Start by writing down everything that you already know about the topic. Use this information to lead you to revise certain areas in more depth and add things that you didn't know before. This can work well in groups if you share the knowledge that each of you knows.

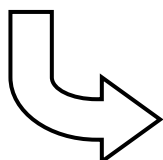
■ Mind-Mapping

Start by getting hold of a copy of the subject syllabus and, on separate pieces of paper, write down all of the things that it says you should know. Lay these notes down and put them in a logical order. You will find that many topics contain shared information. It is then easy to follow these maps and revise each area as you follow the chain.

■ Memory Aids

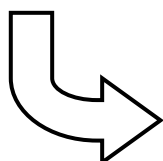
There are several types of memory aids that you may choose to use.

- A popular one is the use of **Cue-Cards** which have short pieces of information on. They can be read regularly and used to prompt you to relay additional knowledge that you have on the subject area.
- **Audio Recordings:** You can make a recording of the notes which you have made and play them back when you are doing something else.
- The use of **Mnemonics** (translated as 'trick of the memory') can be used in order to remind you of certain things, such as the expression 'Richard Of York Gave Battle In Vain' to remember the colours of the rainbow.
- Use of ICT; If you are good with computers you can use the Internet in order to visit revision websites (a list of which is included in this booklet). Alternatively, they can be used in order to jot down information that directly relates to the syllabus (as with the mind-map). It can then be re-played in a presentation slide-show package.



Revision needs to be active, so don't just sit there reading and re-reading your notes! You will remember far more if you make your revision an active learning process.

- **Making Notes;** This will most likely form the basis of the revision that you do. However there are several ways of making notes.
- **Simplify your notes:** It is most helpful if once you have made your notes you go back and simplify them. This process of condensing and re-writing will aid your long term memory of the subject.
- **Making Outlines:** This can be used in order to remember an overview of a subject area, or indeed they can be used to enable you to recognise the form of exam questions.
- **Making Lists:** Use lists to remember things like a series of events or parts of a flower for instance. They can be easily read and, in time, recalled.



TESTING YOURSELF! There can be a temptation to spend all your revision time reading and writing notes. However, it is vital that you spend time testing yourself in order to check whether you have actually absorbed the information.

KEY DATES FOR YEAR 10 IN 2026-27

By Friday 13 September	GCSE targets set and stuck on front of all exercise books.
Thursday 1 October	Settling-in review. Parents will be contacted if students have not settled-in to the academic demands of studying for GCSEs.
By 18 December	Datasheets issued for all students including: Attitude to Learning grade; Independent Learning grade, forecast GCSE grade Set reviews take place during this week (for English, maths and science) in preparation for the Spring term. Parents will be informed of any set changes.
Week beginning 18 January	Single Maths and Science Paper Mini-Prelim for all subjects: classroom based assessments which will help inform forecast grades submitted at the end of term.
<i>Week beginning 10 March</i>	<i>Possible Single GCSE English and Maths Papers</i>
Thursday 11 March	Datasheets issued for all students including: Attitude to Learning grade; Independent Learning grade, forecast GCSE grade. Set Reviews to follow Thursday 11th March Parents' Evening
Fortnight beginning 21 June	Full Prelims begin. Exam room-based assessments for all subjects.
Monday 20 July	Datasheets issued for all students including: Attitude to Learning grade; Independent Learning grade, forecast GCSE grade; Set Reviews to follow

Subjects and Examination Boards

Subject	Board
Science	AQA
English Lang and Lit	AQA
Geography	AQA
History	AQA
Spanish	AQA
French	AQA
Sociology	AQA
Economics	AQA
Child Development (Cambridge National)	OCR
Sport Studies (Cambridge National)	OCR
PE	OCR
Food	OCR
Drama	OCR
Maths	Edexcel
Art / Photography	Edexcel
D T	Edexcel
Btec Business	Edexcel
Business	Edexcel
Film	Eduqas
Music	Eduqas

Revision Resources

English Language and English Literature

Specification: -

English Lang - [English Language GCSE 8700 Specification](#)

English Literature - [GCSE English Literature Specification for first teaching in 2015](#)

Make use of GCSE Bitesize, Mr Bruff and Mr Salles on YouTube, for both Language and Literature. GCSE POD is also useful and Massolit for more in depth Literature based lectures .

Revision Resources:-

You can access past papers easily on the following website.

<https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-1/>

<https://www.physicsandmathstutor.com/past-papers/gcse-english-literature/aqa-paper-1/>

The literature texts they study are Macbeth, A Christmas carol, My Name Is Leon and Poetry Clusters (either Love and Relationships or Power and Conflict).

Maths

Specification: -

Revision Resources: -

Some excellent resources for Y 11 GCSE Edexcel - Maths

Keep up with SPARX and this will be an excellent start!

1. Mathsgenie (Videos and worksheets)
2. Corbettmaths (Videos and worksheets)
3. Physics and Maths tutor (Videos and worksheets)

Science -

Specification: -

Combined Science - [Combined Science: Trilogy GCSE 8464 Specification](#)

Triple Science: -

Biology –

[GCSE Biology Specification Specification for first teaching in 2016](#)

Chemistry –

[Chemistry GCSE 8462 Specification](#)

Physics –

[GCSE Physics Specification Specification for first teaching in 2016](#)

Revision Resources: -

Seneca <https://senecalearning.com/en-gb/>

Cognito – www.cognitoedu.org (also has Maths)

Has videos, flashcards, quick quiz questions, past papers and packs of exam questions by topic. All free, there is also a paid-for option that just gives access to more of these

things. I've never known students need to pay to get great use of it though! They also have a YouTube channel <https://www.youtube.com/@Cognitoedu>
<https://www.youtube.com/@teachmegcsebiology5399>

French

Specification:- [French GCSE 8652 Specification](#)

Revision Resources:-

<https://padlet.com/gemmafordyce/french-gcse-g6ttihq7bgw30x92>

Spanish

Specification:- [Spanish GCSE 8692 Specification v1.3](#)

Revision Resources:-

[KS4 Padlet for Spanish new GCSE \(2026\)](#)

Geography

Specification:- [GCSE Geography Specification Specification for first teaching in 2016](#)

Revision Resources:

Make use of GCSEPOD to revise content and then answer the Satchel:one quiz questions to check your understanding.

Make use of past papers and mark schemes from the AQA website.

History

Specification:- [GCSE History Specification Specification for first teaching in 2016](#)

Revision Resources:-

<https://www.sciencemuseum.org.uk/medicine>

<https://www.nam.ac.uk/explore/first-world-war>

Religious Studies

Specification:-

Revision Resources

Make use of GCSEPOD to revise content and then answer the Satchel:one quiz questions to check your understanding.

Make use of past papers and mark schemes from the Edexcel GCSE B website.

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/specification-gcse-l1-l2-religious-studies-b-june-2016-draft-4.pdf>

Music

Specification:- [wjec-gcse-music-specification-e-280425.pdf](#)

Revision Resources:-

Focus on Sound - O365 log in. <https://portal.focusonsound.com/>

Computer Science

Specification: - [Cambridge OCR Level 1/Level 2 GCSE \(9-1\) Computer Science J277 Specification](#)

Revision Resources: -

For 11 revision the best sites to go to are:

- [GCSE Computer Science - OCR - BBC Bitesize](#)
- [OCR GCSE Topic List | CSNewbs](#)
- [Python Tutorial](#)
- A revision list is on Satchel, as well as the outline.

Edexcel GCSE Business

Specification:- [1BSO](#)

Revision: -

2 papers / 90 marks. Each paper is 1hr 45mins

For revision the Green GCP Edexcel revision book

GCSE Business Edexcel Revision Guide (with Online Edition, Videos & Quizzes): for the 2027 and 2028 exams (CGP Edexcel GCSE Business) : CGP Books, CGP Books: Amazon.co.uk: Books

This book is also very good

GCSE Business Edexcel Complete Revision & Practice (with Online Edition, Videos & Quizzes): for the 2027 and 2028 exams (CGP Edexcel GCSE Business) : CGP Books, CGP Books: Amazon.co.uk: Books

Listen - 2Teachers on YouTube to listen to - get your headphones on to and from school!
Marketing Mix 4Ps | McDonald's Examples

Business is about advantages and disadvantages, so the best methods are flash cards and exam questions

Revision guides: [CGP](#)

Past exam papers: [Revision World](#)

Useful websites

[Tutor2u](#) – Free useful materials and revision resources

[BBC Bitesize](#) – Mini tests and lesson content

[Two Teachers](#) – Videos, worksheets

BTEC Tech Award Enterprise

[Specification](#) – Component 3 is the examination content

Revision guide: [Pearson](#) [CGP](#)

Useful websites

[Tutor2u](#) – Free useful materials and revision resources

[BBC Bitesize](#) – Mini tests and lesson content

[Two Teachers](#) – Videos, worksheets

Cambridge National PE.

Specification: - ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf

Revision Resource: -

Everlearner- access to exam questions, tutorials and revision aids.

GCSE PE.

Specification:- [Cambridge OCR GCSE \(9-1\) Physical Education Specification J587 - Version 1.4 \(February 2023\)](#)

Revision Resource: -

Everlearner- access to exam questions, tutorials and revision aids.

My Revision Notes: OCR GCSE (9–1) PE Third Edition- [Revision book](#)

Economics

Specification: - [GCSE Economics Specification Specification for first teaching in 2017](#)

Revision Resource: -

[Economy | Latest News & Updates | BBC News](#)

Past papers for GCSE Economics AQA:

<https://www.savemyexams.com/gcse/economics/aqa/past-papers/>

Study book:

AQA GCSE Economics book First edition by Jacob Stone

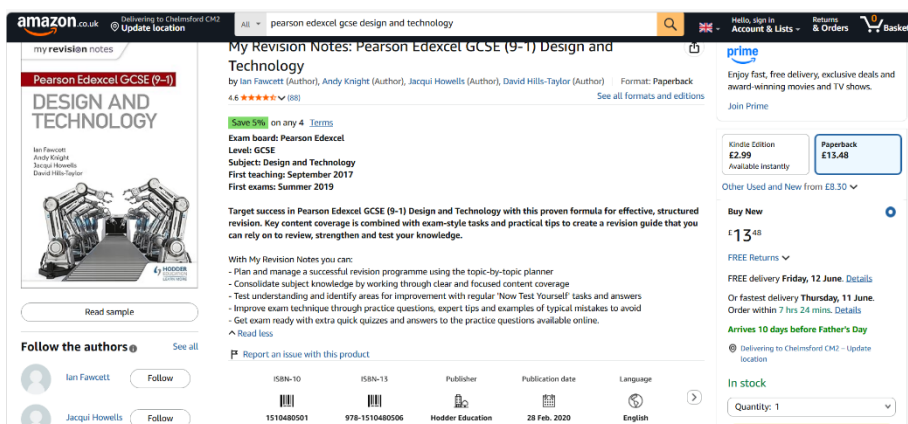
https://www.amazon.co.uk/AQA-GCSE-Economics-9-1-International/dp/B0CGLH8WGG/ref=sr_1_1?crid=3GA6UAKX5OPDQ&dib=eyJ2IjojMSJ9.z4CvxhhPTPCLGTiFLQkDIjRmAFJNvzx-QM0WW2fOKOO0KbSnCZ3z1sYrHlplJwhhS0eSAdi7WZicCqkkd38KuluUe_kEHkWpvX8zEl4jd6EX6aithmo0wQi3XwC-Yoif5bJpjZEXawTglvkl6KR-QApD9LawZrVZYec9eQSjuiF40v5szOb54QATpOeCsviLUPjwN5ftoFG9yCPLEIR0MLNT4Jyt9IO1CHr40Q1UA64.OPlpJarDWRVzBV7MZ78IPJ3YT_fyrFJaI3sKk9M39Pc&dib_tag=s&keywords=aqa+economics+gcse&qid=1781018381&srefix=aqa+economics%2Caps%2C177&sr=8-1

Design & Technology

Specification: - [GCSE Design and Technology Specification \(1DT0\)](#)

Revision Resource: -

We try and issue the following revision guides to Yr10 students once they have been returned by Yr11. If parents want to purchase a copy alternatively, details are here:



Bitesize is very good for DT, with the limited content there is lots of visual information and videos etc. It's only the 'core' and 'timbers' sections they need to do.

[GCSE Design and Technology - Edexcel - BBC Bitesize](#)

Food preparation and nutrition:

Specification: - [Cambridge OCR Level 1/Level 2 GCSE \(9-1\) in Food Preparation and Nutrition \(J309\) Specification](#)

Revision Resource:-

1. www.studyrocket.co.uk/revision/GCSE/gcse-food-preparation-and-nutrition-ocr

(made specifically for OCR – covers all topics)

2. www.savemyexams.com/gcse/food-and-nutrition/ocr/

(Lots of past papers and mark schemes)

3. Seneca

Child Development – Cambridge National:

Specification: - [Cambridge OCR Level 1/Level 2 Cambridge National in Child Development specification](#)

Revision Resources: -

1. Seneca
2. NHS

Sociology

Specification: - [Sociology GCSE 8192 Specification](#)

Revision Resource:-

Make use of Tutor2U to revise content and then answer the Satchel:one quiz questions to check your understanding.

Make use of past papers and mark schemes from the AQA website.

Film Studies

Specification: - [edugas-gcse-film-studies-spec-from-2017-e-01.pdf](#)

Revision Expectations

Throughout Year 11 students should:

- Rewatch key scenes from set films.
- Create revision cards and knowledge organisers.
- Practise past examination questions.
- Revise film terminology regularly.
- Attend any revision or support sessions offered by the department.

Short, regular revision sessions are far more effective than last-minute cramming.

How Parents Can Support

Parents play an important role in helping students succeed.

You can support your child by:

- Encouraging a regular revision routine.
- Discussing the films and themes they are studying.
- Asking them to explain key scenes and film techniques.
- Helping them stay organised with revision materials and deadlines.
- Ensuring they attend school regularly and make use of support opportunities.

Even a brief conversation about what they have learned in class can help reinforce knowledge and build confidence.

Set Films for Year 11

Component 1

- *Rebel Without a Cause* (Ray, 1955)
- *Ferris Bueller's Day Off* (Hughes, 1986)
- *The Hate U Give* (Tillman Jr., 2018)

Component 2 Revision

- *Jojo Rabbit* (Waititi, 2019)
- *Girlhood* (Sciamma, 2014)
- *Attack the Block* (Cornish, 2011)