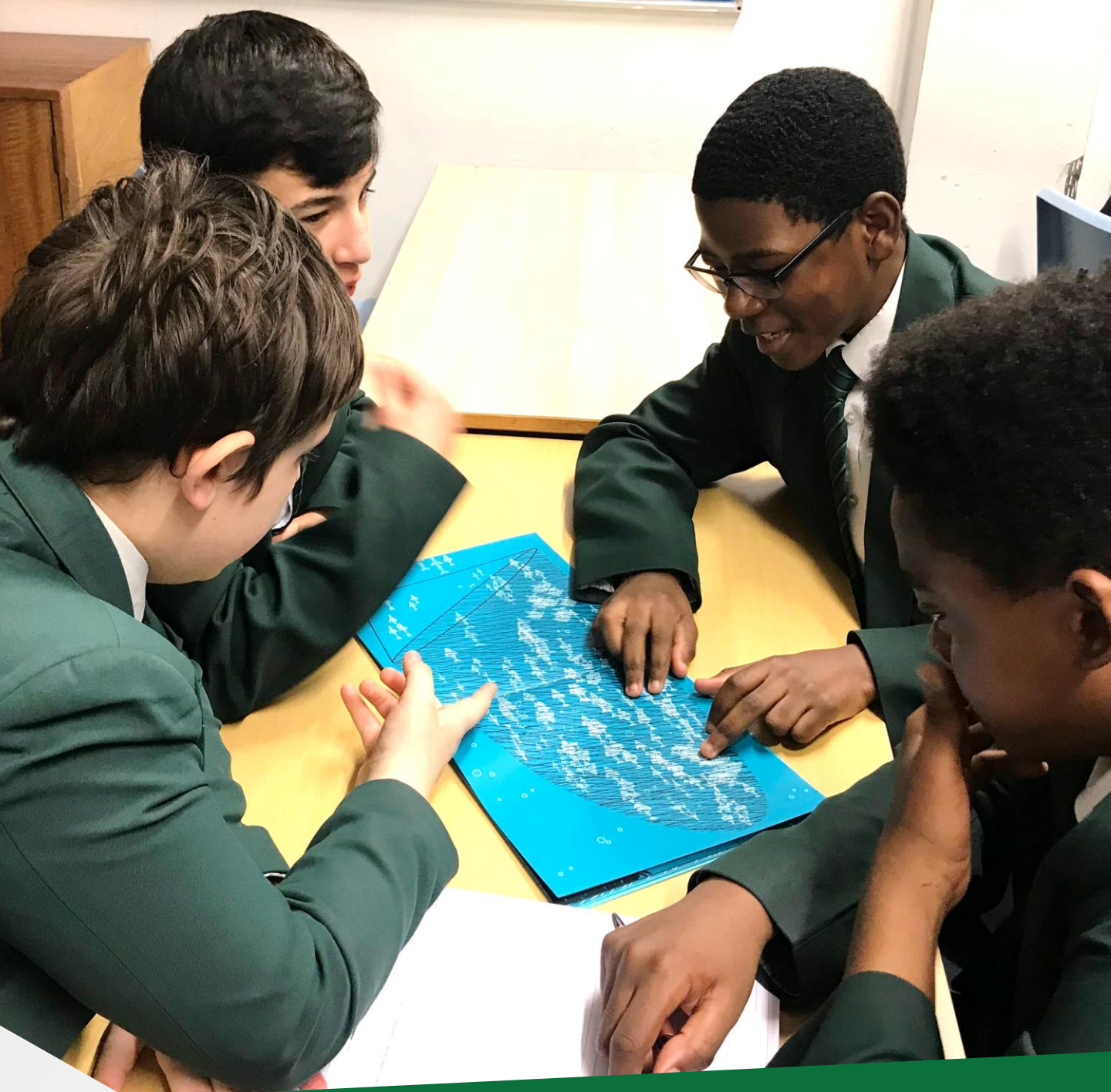
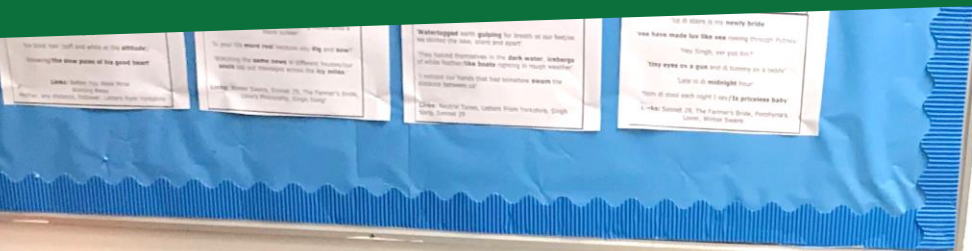


Year 10 Curriculum Booklet



St Aloysius' College
2020/2021

Contents Page



Introduction	1
Art	3
Business Studies	4
Computer Science	5
Design and Technology	6
English	7
Geography	8
History	9
Mathematics	10
Media Studies	11
Modern Foreign Languages (French)	12
Modern Foreign Languages (Spanish)	13
Music	14
P.E. (GCSE)	15
P.E.	16
Psychology	17
Religious Education	18
Science	19
Show My Homework	20
Leaning Apps	23
Go4Schools	24



Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten

Assistant Headteacher – Curriculum & Outcomes



Dear Parent/Carer,

During Year 10 your son will gain a deep knowledge of his subjects in preparation for his GCSE exams and assessments next year. This will also be a key year for you son to develop aspirations and gain employability skills through programmes and work experience.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 10. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 10 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours sincerely,

Mr A Halsall

Head of Year 10



	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Introductory Course to GCSE Art 2. Research on Artists 3. And 4 – Experimentation (traditional and experimental recording materials) 5. Work in an artist’s style 6. Work in artist’s style. 7. AfL: Peer and self-assessment.	Week: 1. Portfolio of Work: Theme individual and group discussions 2. Research on Artists 3. Development of Personal Project ideas 4. Work on Personal Project. 5. Work on Personal Project 6. Experimentation with media. 7. AP1 – Christmas Test
	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Portfolio of work: contextual studies 2 and 3 – Experimentation (traditional and experimental recording materials) 1. Development of ideas informed by contextual and other sources 2. Test/Afl: Peer and Self-Assessment 3. Enrichment	Week: 1. Portfolio of work: Refine Ideas 2 and 3 – Select appropriate resources, media, materials, techniques and processes 4- Develop their ideas through investigations informed by contextual and other sources 5- Test/Afl: Peer and Self-assessment 6 – Enrichment
	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Portfolio of Work: Recording 2. Ideas Proposals – Tutorials 3. Ideas Proposals – Research 4. Development – Record ideas and development 5. Development – Theme discussions 6. Test/Afl: Peer and self-assessment	Week: 1. Portfolio work– Tutorials 2. Portfolio work – Research 3. Portfolio work – Experimentation 4. Summer Moderation 5. AP2 – Summer Test 6. Work Experience.



You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects businesses and all the people involved.

Focus/Context for Learning	Autumn 1	Autumn 2
	<p><u>2.1 Growing the business</u></p> <p>2.1.1 Business growth</p> <p>2.1.2 Changes in business aims and objectives</p> <p>2.1.3 Business and globalisation</p> <p>2.1.4 Ethics, the environment and business</p>	<p><u>2.1 Growing the business</u></p> <p>2.1.3 Business and globalisation</p> <p>2.1.4 Ethics, the environment and business</p>
Focus/Context for Learning	Spring 1	Spring 2
	<p><u>2.2 Making marketing decisions</u></p> <p>2.2.1 Product</p> <p>2.2.2 Price</p> <p>2.2.3 Promotion</p> <p>2.2.4 Place</p> <p>2.2.5 Using the marketing mix to make business decisions</p>	<p><u>2.3 Making product decisions</u></p> <p>2.3.1 Business operations</p> <p>2.3.2 Working with suppliers</p> <p>2.3.3 Managing quality</p> <p>2.3.4 The sales process</p>
Focus/Context for Learning	Summer 1	Summer 2
	<p><u>2.4 Making financial decisions</u></p> <p>2.4.1 Business calculations</p> <p>2.4.2 Understanding business performance</p> <p><u>2.5 Making people decisions</u></p> <p>2.5.1 Organisational structures</p> <p>2.5.2 Effective recruitment</p> <p>2.5.3 Effective training and development</p>	<p><u>Exam Practice & Revision</u></p> <p><u>Theme 1 & Theme 2</u></p>



Head of Department: Ms M. Acquah

Year 10

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns. Computing:

- Enables you to make a positive difference in the world.
- Computing offers many types of lucrative careers.
- Computing jobs are here to stay, regardless of where you are located.
- Expertise in computing helps even if your primary career is something else.
- Computing offers great opportunities for true creativity and innovativeness.
- Computing has space for both collaborative work and individual effort.
- Computing is an essential part of well-rounded academic preparation.
- Future opportunities in computing are without boundaries.

	Autumn 1	Autumn 2
Focus/Context for Learning	A. Algorithms <ul style="list-style-type: none"> • Computational Thinking • Searching Algorithms • Sorting Algorithms B. Programming techniques (Python)	A. Algorithms <ul style="list-style-type: none"> • Pseudocode • Flowchart • Interpret, correct or complete algorithms B. Programming techniques (Python)

	Spring 1	Spring 2
Focus/Context for Learning	A. Programming <ul style="list-style-type: none"> • Programming Concepts • Sequence and selection • Iteration • Arrays B. Python Programming <ul style="list-style-type: none"> • Producing robust programs 	A. Programming <ul style="list-style-type: none"> • Procedures and functions • Records and files • Introduction to SQL B. Python Programming <ul style="list-style-type: none"> • Producing robust programs

	Summer 1	Summer 2
Focus/Context for Learning	A. Logic and languages <ul style="list-style-type: none"> • Logic diagrams and truth tables • Defensive design • Errors and testing • Translators and facilities of languages B. Python Programming <ul style="list-style-type: none"> • Producing robust programs 	A. Programming Project B. Exam Styled Programming Challenges C. Past Papers: Exam Styled Questions



Head of Department: Mr E. Frazer

Year 10

The course will focus on producing creative and iterative design work and innovative practical work utilising an increasing use of CAD, workshop tools and equipment and CAM. It will allow students the opportunity to explore and perfect new skills and techniques whilst developing confidence and experience with specialist equipment and materials where possible. Students are required to undertake the iterative design process of exploring, creating and evaluating. The majority of the course will be delivered through theory and practical activities. Retrieval methods and testing for revision will be taught and encouraged.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Specialist Technical Principle</p> <ul style="list-style-type: none"> • Selection of materials • Forces and stresses • Ecological & social footprint. • Sources & origins of materials • Stock forms: types & sizes • Practical Focus Tasks <p>Assessment: regular test and exam practice questions.</p>	<p>Specialist Technical Principles</p> <ul style="list-style-type: none"> • Scales of production • Specialist techniques & processes • Surface treatments & finishes <p>Mini NEA Project 1 - (TBD) Assessment Objective 1 (AO1)</p> <ul style="list-style-type: none"> • Explore design context • Identify needs and wants • Identifying & investigating design possibilities. <p>End of term exam</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Designing & making principles</p> <ul style="list-style-type: none"> • Research and Investigate • Sustainability challenge • Design strategies • Anthropometrics & Ergonomics. <p>Mini NEA Project</p> <ul style="list-style-type: none"> • Generate design Ideas/proposals • Refine and develop Ideas using the iterative design process • Final design idea 	<p>Designing & making principles</p> <ul style="list-style-type: none"> • Prototype development • Tolerances • Manufacturing processes <p>Mini NEA Project - continued AO2 – Design and make prototype that are fit for purpose</p> <ul style="list-style-type: none"> • Production of prototype • Testing and evaluation <p>Assessment: regular test and exam practice questions.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Core technical principles</p> <ul style="list-style-type: none"> • New & emerging technologies • Energy generation and storage • New and modern materials • Mechanical devices <p>Revision for Assessment Point 2</p> <ul style="list-style-type: none"> - regular test & exam practice questions and mark schemes. <p>End of term exam.</p>	<p>AQA - NEA Contextual Challenge</p> <ul style="list-style-type: none"> • Introduce NEA contextual challenge from exam board (AQA). <p>Assessment Objective 1 (Summer holiday)</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities. • Consider a range of design brief • Specification • Design proposals (rough models and annotated sketches).



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Language Paper 1 & 2:</u></p> <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 & 2 (1 HOUR 45 MIN EACH)</p>	<p><u>Language Paper 1 & 2:</u></p> <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 & 2 (1 HOUR 45 MIN EACH)</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Dennis Kelly's DNA & AQA Poetry Anthology – relationships cluster</p> <ul style="list-style-type: none"> • Unseen poetry approaches • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>	<p>Dennis Kelly's DNA & AQA Poetry Anthology – relationships cluster</p> <ul style="list-style-type: none"> • Unseen poetry approaches • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>



“If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world.”

- Richard Burton (1821-1890) to the Royal Geographical Society.

Focus/Context for Learning	Autumn 1	Autumn 2
	<p>UK Physical Landscapes: Coasts</p> <ul style="list-style-type: none"> • Coastal management – hard and soft engineering strategies • Case Study – Lyme Regis in Dorset 	<p>Changing Economic World</p> <ul style="list-style-type: none"> • Reducing the development gap. • Some LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change • Case Study – Nigeria
Focus/Context for Learning	Spring 1	Spring 2
	<p>Changing Economic World</p> <ul style="list-style-type: none"> • Major changes in the economy of the UK • Changes to employment patterns and regional growth • The north-south divide • Improvements made to transport in the UK 	<p>The Living World</p> <ul style="list-style-type: none"> • Ecosystems (interaction between biotic and abiotic components) • Tropical rainforests (causes and effects of deforestation, the need for sustainable management) • Animal and plant adaptations • Case Study – Amazon Rainforest
Focus/Context for Learning	Summer 1	Summer 2
	<p>The Living World</p> <ul style="list-style-type: none"> • Hot deserts (opportunities and challenges, causes and effects of desertification) • Animal and plant adaptation • Case Study – Western Deserts, USA 	<p>UK Physical Landscapes: Rivers</p> <ul style="list-style-type: none"> • Fluvial Processes • Landforms of erosion and deposition



	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Introduction to the year 10 course. 2. Graphic design – drawing skills. 3. Graphic design – painting skills. 4. Graphic designers – selection. 5. Graphic designers – selection. 6. Skill development – photo shop. 7. Skill development – illustrator. 	<ol style="list-style-type: none"> 1. Artist – influence on graphic design. 2. Artist– Influence on graphic designers. 3. Drawing skills project. 4. Drawing skills project two. 5. Photoshop Project. 6. Photoshop Project – continuation. 7. AP1 – Christmas Test.
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Contextual studies – graphic designers. 2. Context of studies – graphic designers. 3. Drawing skills – sketchbook. 4. Painting skills – Sketchbook. 5. Photoshop skills – coursework development. 6. Photoshop – experimentation. 	<ol style="list-style-type: none"> 1. Portfolio work – contextual Studies. 2. Photoshop skills development. 3. Experimentation – traditional materials. 4. Experimentation – New materials. 5. Development of ideas – project work. 6. Development of ideas – continuation of project work.
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Design Project – selection. 2. Design project – concept Analysis. 3. Design project – contextual studies; artists’ and designers. 4. Design project – ideas development. 5. Design project – Photoshop work. 6. Design project – Photoshop work. 7. Design project – drawing work. Painting. 	<ol style="list-style-type: none"> 1. Final design development. 2. Illustrator work on design. 3. Illustrator work on design. 4. Transfer of the main/key images. 5. Transfer of work to sketchbook. 6. Final piece design – portfolio. AP2 – summer test.



Head of Department: Mrs G. Rimmer

Year 10

In Year 10, you will complete your study of America 1920-1973.

You will then move on to study Power and the People 1215 – 1980. A thematic study of the changing relationship between monarchy and the people, studying the rise and development of Parliament.

Focus/Context for Learning	Autumn 1	Autumn 2
	<p style="text-align: center;">America 1920-1973 continued</p> <p>The Great Depression and The New Deal</p> <p style="text-align: center;">Popular culture in the 1930s.</p> <p>The impact of the Second World War on the USA</p> <p style="text-align: center;">The Rock and Roll generation. McCarthyism and the Red Scare.</p>	<p style="text-align: center;">The Civil Rights Movement and the role of Martin Luther King</p> <p style="text-align: center;">John F Kennedy and the New Frontier LB Johnson and the Great Society</p> <p style="text-align: center;">The Women’s Movement</p>
Focus/Context for Learning	Spring 1	Spring 2
	<p style="text-align: center;">Power and the People</p> <p>1) Challenging Royal authority and feudalism: Magna Carta Simon De Montfort The Peasants Revolt</p> <p>2) Challenging Royal authority The Pilgrimage of Grace</p> <p style="text-align: center;">The Civil War and the execution of Charles 1</p>	<p style="text-align: center;">The American Revolution</p> <p>3) Reform and Reformers The Anti Slavery Campaign Voting reform and the Chartists The Great Reform Act 1832 The Anti Corn Law League</p> <p style="text-align: center;">The Growth of Trade Unionism in the 19th century</p>
Focus/Context for Learning	Summer 1	Summer 2
	<p style="text-align: center;">4) Equality and Rights</p> <p style="text-align: center;">The campaign to get Votes for Women Industrial relations 1926 General Strike Minority Rights , the Brixton Riots and the Scarman Report.</p>	<p style="text-align: center;">Conflict and Tension in Asia</p> <p style="text-align: center;">1950-1975</p> <p style="text-align: center;">The Korean War</p> <p style="text-align: center;">A study in depth</p>



Head of Department: Ms A. Toprak

Year 10

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

	Autumn 1	Autumn 2
Focus/Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.	Number Angles Data Transformations Calculations Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework. AP1

	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Proportion and percentages Transformations Graphs and sequences Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.

	Summer 1	Summer 2
Focus/Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Calculations Constructions Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check. AP2



	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Component 1A – Magazine covers Studying the two magazine cover set products – <i>Pride</i> and <i>GQ</i> – in terms of Media Language and Representation, and starting to practise GCSE style questions</p> <p>Component 1B – Videogame Analysing the set product <i>Fortnite</i>, in terms of Industries and Audience</p> <p>Component 2A – Crime Drama Studying the set product <i>Luther</i>, in terms of Media Language and Representation, Audience and Industries Practice exam questions</p>	<p>Component 2A – Crime Drama <i>Continuing study of the set product Luther, Audience and Industries and also the historical example The Sweeney. Comparisons between the two and exam questions regarding contexts</i></p> <p>Practice exam questions</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Component 2A – Crime Drama (All Contexts) Completing study of <i>Luther</i> and <i>The Sweeney</i></p> <p>Component 1B – Radio (Industries and Audience) Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries</p>	<p>Component 2A – Print Marketing Analysing the set product <i>Quality Street</i> and <i>This Girl Can</i> adverts, focusing on Media Language and Representation</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Component 1B – Newspapers Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience</p> <p>Component 3 – Controlled Assessment</p>	<p>Component 3 – Controlled Assessment Continuation of controlled assessment project</p>



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Module 4: De la ville à la campagne – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about where you live, weather and transport Describing a town and asking the way Describe a regions Using the pronoun <i>y</i> Talking a bout your town, village or district Using negatives 	<p><u>Module 4: De la ville à la campagne – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Discussing what to see and do Asking questions using <i>quel/quelle/quels/quelles</i> Discussing plans and the weather Using the near future Describing community projects Using the present, perfect and future tenses
Focus/Context for Learning	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Module 5: Le grand large... – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about what you normally do on holiday Talking about holidays Talking about an ideal holiday Using the conditional Booking and reviewing hotels Using reflexive verbs in the perfect tense 	<p><u>Module 5: Le grand large... – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Ordering in a restaurant Using <i>en</i> + present participle Talking about travelling Using <i>avant de</i> + infinitive Buying souvenirs Using demonstrative adjectives and pronouns Talking about holiday disasters
Focus/Context for Learning	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Module 6: Au collège - School</u></p> <ul style="list-style-type: none"> Revising school subjects Talking about your school Using the pronouns <i>il</i> and <i>elle</i> Comparing school in the UK and French-speaking countries Using the pronouns <i>ils</i> and <i>elles</i> Discussing school rules 	<p><u>Module 6: Au collège - School</u></p> <ul style="list-style-type: none"> Using <i>il faut</i> and <i>il est interdit de</i> Talking a bout getting the best out of school Using the imperative Talking about a school exchange Using the past, present and future timeframes



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Módulo 3: Mi gente – Identity and culture</u></p> <ul style="list-style-type: none"> Talking about socialising and family Describing people Talking about social networks Making arrangements Using the present continuous Improvising dialogues Talking about reading references Using a range of connectives Using a range of connectives Describing people 	<p><u>Módulo 3: Mi gente – Identity and culture</u></p> <ul style="list-style-type: none"> Using <i>ser</i> and <i>estar</i> Talking about friends and family <p><u>Módulo 4: Intereses y influencias – Identity and culture</u></p> <ul style="list-style-type: none"> Talking about free time activities Talking about TV programmes and films Talking about what you usually do Using <i>suelo</i> + infinitive
Focus/Context for Learning	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Módulo 4: Intereses y influencias – Identity and culture</u></p> <ul style="list-style-type: none"> Talking about sports Using the imperfect tense Talking about what is tending Using the perfect tense Discussing different types of entertainment Using <i>algunos/ ciertos/ otros/ muchos/ demasiados/ todos</i> Talking about who inspires you Using a range of past tenses 	<p><u>Módulo 6: De costumbre – Identity and culture</u></p> <ul style="list-style-type: none"> Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical food Using the passive Comparing different festivals Describing a special day Using reflexive verbs in the preterite Ordering in a restaurant
Focus/Context for Learning	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Módulo 6: De costumbre – Identity and culture</u></p> <ul style="list-style-type: none"> Using absolute superlatives Talking about a music festival Using <i>expressions followed by an infinitive</i> <p><u>Módulo 1: Desconéctate – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about holiday and the weather Saying what you do in the summer Using the present tense 	<p><u>Módulo 1: Desconéctate – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about holiday preferences Saying what you did on holiday Using the preterite tense Describing where you stayed Booking accommodation and dealing with problems Using verbs with <i>usted</i> Giving an account of a holiday in the past Using three tenses together

Head of Department: Mr T. Graham

Year 10

Students will develop their knowledge of all 8 set works

in the Edexcel GCSE Music in detail.

Students will work on both their solo & ensemble performance repertoire.

Students revise their composition skills and then aim to complete a draft 'Free Composition'

	Autumn 1	Autumn 2
Focus/Context for Learning	SW1: Brandenburg – Level 1 analysis SW4: Killer Queen – Level 1 analysis Solo Instrument Study Composition Techniques 1-6 revision Composition Technique 7: Music structures & forms	SW6: Star Wars – Level 1 analysis SW7: Release – Level 1 analysis Solo Instrument Study Composition Technique 8: Composing with expression: articulation & dynamics
	Spring 1	Spring 2
Focus/Context for Learning	SW2: Sonata No8 – Level 1 analysis SW3: Music for a While – Level 1 analysis Ensemble Instrument Study Planning a 'Free Composition'	SW5 Defying Gravity – Level 1 analysis SW8 Samba em Preludio – Level 1 analysis Ensemble Instrument Study 'Free Composition' starting ideas draft submission & written account
	Summer 1	Summer 2
Focus/Context for Learning	SW1: Brandenburg – Level 2 detailed analysis SW4: Killer Queen – Level 2 detailed analysis Solo Instrument Study 'Free Composition' second draft submission & written intentions for the complete work	SW6: Star Wars – Level 2 detailed analysis SW7: Release – Level 2 detailed analysis Solo Instrument Study Composition Technique 8: Composing with expression: articulation & dynamics



In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

	Autumn 1	Autumn 2
Focus/Context for Learning	1.1a The structure and function of the skeletal system 1.1b The structure and function of the muscular system 1.1c Movement analysis	1.1d The cardiovascular and respiratory systems
	Spring 1	Spring 2
Focus/Context for Learning	1.1e The effects of exercise and the body systems 2.1c Ethical and socio-cultural issues in physical activity and sport	2.2 Sport psychology
	Summer 1	Summer 2
Focus/Context for Learning	GCSE Coursework Focus – practical and theory	Recap on previous topics covered throughout the year

Head of Department: Mr S. Henderson

Year 10

Physical education is compulsory for all Year 10 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Cricket, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

Focus/Context for Learning	<p>Autumn 1</p> <p>Basketball/Handball: More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.</p>	<p>Autumn 2</p> <p>Badminton: Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity.</p> <p>Table Tennis: More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.</p>
	Focus/Context for Learning	<p>Spring 1</p> <p>Health Related Fitness: Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.</p>
Focus/Context for Learning		<p>Summer 1</p> <p>Athletics: Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.</p>



	Autumn 1	Autumn 2
Focus/ Context for Learning	<p>4.1 The Brain and Neuropsychology</p> <p>4.1.1 Know the structure and function of the brain, including:</p> <ol style="list-style-type: none"> temporal occipital frontal parietal lobes cerebellum <p>4.1.2 Understand the lateralisation of function in the hemispheres, including: a. asymmetrical function b. role of the left hemispheres c. role of the right hemispheres d. role of the corpus callosum e. strengths and weaknesses of lateralisation as an explanation of sex differences between males and females</p> <p>4.1.3 Know what neurons and synapses are, including: a. function of neurotransmitters b. synaptic functioning c. how neurons and synapses interact d. understand the role of the central nervous system.</p>	<p>4.1 The Brain and Neuropsychology</p> <p>4.1.4 Understand the impact of neurological damage on cognitions and behaviour, including:</p> <ol style="list-style-type: none"> the term 'visual agnosia' the term 'prosopagnosia' the symptoms of visual agnosia the symptoms of prosopagnosia the impact of damage to the pre-frontal cortex <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>4.2.1 Damasio et al (1994) The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient</p> <p>4.2.2 Sperry (1968) Hemisphere Disconnection and Unity in Conscious Awareness.</p> <p>4.3.1 Understand how psychology has changed over time, including: the use of content, theories, and research drawn from studying the brain to explain how psychology has changed over time.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p>5.1 Social influence</p> <p>5.1.1 Know the terms.</p> <p>5.1.2 Understand factors affecting bystander intervention.</p> <p>5.1.3 Understand conformity to majority influence and factors affecting conformity to majority influence.</p> <p>5.1.4 Understand obedience to authority and factors affecting obedience to authority figures.</p> <p>5.1.5 Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour.</p>	<p>5.1 Social influence</p> <p>5.1.6 Understand possible ways to prevent blind obedience to authority figures.</p> <p>5.2 Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:</p> <p>5.2.1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon?</p> <p>5.2.2 Haney, Banks, and Zimbardo (1973)</p> <p>5.3 Issues and debates 5.3.1 Understand social and cultural issues in psychology.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p>6.1 Criminal Psychology</p> <p>6.1.1 Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory.</p> <p>6.1.2 Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory.</p> <p>6.1.3 Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment.</p>	<p>6.1 Criminal Psychology</p> <p>6.1.4 Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes b. anger-management programmes.</p> <p>6.2 Studies Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>6.2.1 Bandura, Ross and Ross (1961)</p> <p>6.2.2 Charlton et al (2000)</p>

Religious Education



Head of Department: Ms L. Carter

Year 10

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Catholic Beliefs and teachings</u> Students will look at the teachings on the Trinity, how the Trinity is expressed in the Bible and worship. Students will look at what the Bible teaches about creation and understand how different Christian denominations interpret Genesis. Students will examine what it means to be made in the image of God and how this effects their relationship and place within the world.</p> <p><u>Catholic Practices</u> Students will understand the importance of the Seven Sacraments and the role of grace in their lives. Students will understand the importance of the mass and different Christian denominations' views on liturgical worship. Students will understand the aims of a funeral rite and how they are achieved through the ritualistic practices of a funeral. Students will understand the importance of different types of prayers and different ways of connecting to God through worship.</p>	<p><u>Arguments for the existence of God</u> Students will examine the importance of revelation, in particular the revelation of Jesus. Students will examine and evaluate how visions, miracles and religious experience can be proof that God exists.</p>
Focus/Context for Learning	<p><u>Catholic Beliefs and teachings</u> Students will look at what the incarnation is and what it reveals to us about God. Students will understand the events of the Paschal mystery and their significance for the lives of Christians today. Students will examine the role of the Holy Spirit and grace in human salvation. Student will understand the different Christian teachings on the afterlife and the impact that has on Christians today.</p>	<p><u>Catholic Practices</u> Students will understand different practices of popular piety practiced within the Church. Students will understand where and why Catholics go on pilgrimage. Students will understand the themes of Catholic Social Teaching and how these values influence the lives of Catholics today. Students will understand what is involved in Catholic mission and different Christian views to evangelisation.</p>
Focus/Context for Learning	<p><u>Arguments for the existence of God</u> Students will examine and evaluate how the Design and Cosmological argument proves that God exists. Students will understand the problem of evil and how Catholics respond to the problem of evil in their lives today.</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past year; they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>



Head of Department: Ms H. Clarke

Year 10 Combined Science

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Higher Electricity (Recovery) 1C. Atomic structure and Periodic table 2B. Homeostasis and control</p> <p>Foundation Homeostasis (Recovery) Bonding, structures and the properties of matter (Recovery)</p>	<p>Higher 3C. Bonding, structures and the properties of matter</p> <p>Foundation 1B. Digestive system & Enzymes 2P. Atomic structure</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Higher 4B. Digestive system and enzymes 5P. Atomic structure</p> <p>Foundation 3C. Chemical changes 4B. Lungs, heart, blood and respiration</p>	<p>Higher 6C. Chemical changes 7B. Lungs, heart, blood and respiration</p> <p>Foundation 5P. Forces 6C. Energy changes 7B. Photosynthesis</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Higher 8P. Forces 6C. Energy changes</p> <p>Foundation 8P. Electromagnetism</p>	<p>Higher 10B. Photosynthesis 11P. Electromagnetism</p> <p>Foundation 9C. Quantitative chemistry 10B. Interdependence</p>



Head of Department: Ms H. Clarke

Year 10 Separate Science

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	Homeostasis (Recovery) Bonding, structures and the properties of matter (Recovery)	1B. Digestive system & Enzymes 2P. Atomic structure
	Spring 1	Spring 2
Focus/Context for Learning	3C. Chemical changes (Part 1) 4B. Lungs, heart, blood and respiration	5P. Forces 6C. Energy changes
	Summer 1	Summer 2
Focus/Context for Learning	7B. Photosynthesis & plant disease 8P. Electromagnetism	9C. Quantitative chemistry & Chemical changes (Part 2)

	Autumn 1	Autumn 2
--	----------	----------

Focus/ Context for Learning	<p>3.4 Education</p> <p>3.4.1 Roles and functions of education</p> <ul style="list-style-type: none"> - Different views of the role and functions of education. - The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. <p>3.4.2 The relationship between education and capitalism</p> <ul style="list-style-type: none"> - Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis. 	<p>3.4 Education</p> <p>3.4.3 Educational achievement</p> <ul style="list-style-type: none"> - Factors affecting educational achievement. - The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. <p>3.4.4 Processes within schools</p> <ul style="list-style-type: none"> - Processes within schools affecting educational achievement. - The work of Ball on teacher expectations and Willis on the creation of counter school cultures.
--	---	---

	Spring 1	Spring 2
--	----------	----------

Focus/ Context for Learning	<p>3.3 Families</p> <p>3.3.1 Functions of families</p> <ul style="list-style-type: none"> - Differing views of the functions of families. <p>Parsons - functionalist perspective on primary socialisation and the stabilisation of adult personalities.</p> <p>3.3.2 Family forms</p> <p>How family forms differ in the UK and within a global context.</p> <p>The work of the Rapoport on family diversity.</p> <p>3.3.3 Conjugal role relationships</p> <p>Different views of conjugal role relationships.</p> <p>The feminist perspective of Oakley on the idea of the conventional family.</p>	<p>3.3 Families</p> <p>3.3.4 Changing relationships within families</p> <p>Changing relationships within families.</p> <p>How relationships within families have changed over time.</p> <p>The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</p> <p>3.3.5 Criticisms of families</p> <p>Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).</p> <p>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</p> <p>3.3.6 Divorce</p> <ul style="list-style-type: none"> - Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.
--	--	--

	Summer 1	Summer 2
--	----------	----------

Focus/ Context for Learning	<p>3.5 Crime and deviance</p> <p>3.5.1 The social construction of crime and deviance</p> <p>The social construction of concepts of crime and deviance and explanations of crime and deviance.</p> <p>The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>3.5.2 Social control</p> <p>Formal and informal methods of social control.</p> <p>The work of Heidensohn on female conformity in male dominated patriarchal societies.</p>	<p>3.5 Crime and Deviance</p> <p>3.5.3 Criminal and deviant behaviour</p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</p> <p>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p>3.5.4 Data on crime</p> <p>The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>
--	---	--



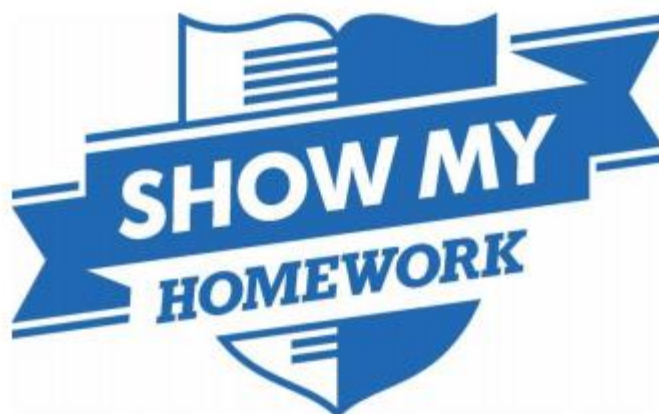
In Sport BTEC....

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Unit 6 - A1, A2, A3- Sports Leaders and their attributes and responsibilities.</p> <p>Unit 6 - B1 and B2 - Planning a sports activity.</p>	<p>Unit 6 - B3 and B4 - Lead a sports activity and measuring success</p>

	Spring 1	Spring 2
Focus/Context for Learning	<p>Unit 6 - B3 and B4 - Lead a sports activity and measuring success</p> <p>Unit 6 - C1 and C2 - Review and targets for development</p>	<p>Unit 1 - A1 - Components of Physical Fitness</p> <p>Unit 1 - A2 - Components of Skill-Related Fitness</p> <p>Unit 1 - A3 - Why fitness components are important for successful participation in given sports</p> <p>Unit 1 - A4 - Exercise intensity and how it can be determined.</p>

	Summer 1	Summer 2
Focus/Context for Learning	<p>Unit 1 - A5 - The basic principles of training (FITT)</p> <p>Unit 1 - A6 - Additional principles of training</p> <p>Unit 1 - B1 - Requirements for each of the different training methods</p> <p>Unit 1 - B3 - Fitness training methods - Speed training</p>	<p>Unit 1 - B2 - Additional requirements for each of the fitness training methods.</p> <p>Unit 1 - B3 - Fitness training methods - Flexibility training</p> <p>Unit 1 - B3 - Fitness training methods - Strength, muscular endurance and power training</p> <p>Unit 1 - B3 - Fitness training methods - Aerobic Endurance</p>

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary



The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

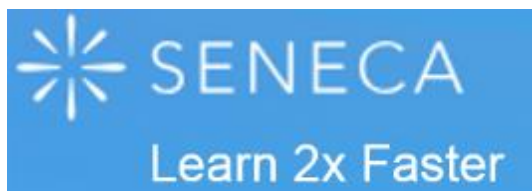
checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.

Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS **GO**

Logged in as: Mrs M Adams Parent home **My Inbox** **My settings** Logout

Mrs M Adams

Click on your child's name below to view their current progress.

- Chloe ADAMS Timetable
- George ADAMS Timetable
- Sophie ADAMS Timetable**

Click 'Timetable' to view the child's timetable.

Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

Parent home view

When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS **GO**

Logged in as: Mrs M Adams Parent home My Inbox My settings Logout

ADAMS, Sophie - Year 11 (Current)

There are unread progress reports for this student: 22 Oct 2018, 07 Nov 2018

Click these quick links to access unread progress reports.

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Click these quick links to access information about your child from previous academic years.

Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

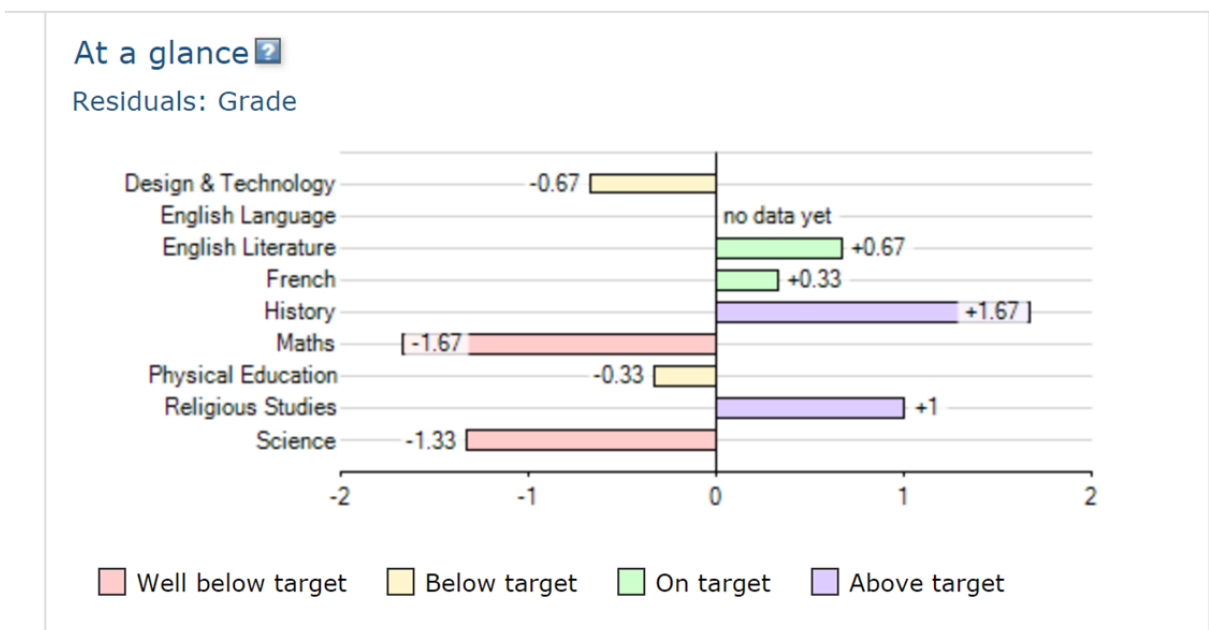
There are managed detentions coming up

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> ■ Attendance ■ Authorised absences ■ Unauthorised absences ■ Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
<input type="checkbox"/> English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
<input type="checkbox"/> English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
<input type="checkbox"/> Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
<input type="checkbox"/> Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
<input type="checkbox"/> Head of Year Comments Ms A Gamb	-	-	-	
<input type="checkbox"/> Maths Ms K Royston	9B	3L	1M (24%)	Assessment Point 1M
<input type="checkbox"/> PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
-----------	---	---	--	-------	--	-------	--	-------	--	-------

[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

St. Aloysius' College GCSE Revision Guide



Name: _____ Form: _____ Date: _____

Getting started

It can be hard to start revision but, once you find your stride, mastering areas of learning is rewarding and the process can even be fun. The key is sticking to your routine and using effective methods:

- ✓ **S**ort your space
- ✓ **M**ake a timetable
- ✓ **A**nalyse weaknesses
- ✓ **R**emember it
- ✓ **T**est it

1. Sort your space - What will help you focus?

Your study environment can make or break any great revision plan. Get it right and guard it with your life!

- **Space** - clear from distractions or clutter
- **Put your phone away** - given the choice, what will get your attention? Leave it in the cupboard, give it to your parent(s) check it during your break if you must.
- **Don't listen to music** - apparently it just loads up your brain. (No lyrics if you must)
- **Resources** - have them all ready before you begin.



2. Make a timetable - How should I organise my time?

Building a revision timetable adds structure to your revision and helps you identify which GCSE subjects you need to prioritise to get better marks. Creating a revision timetable is a great way to organise your study time, plus it also helps boost your motivation to revise for your exam

- 1) Work out how many revision sessions you have left before your exam and divide them up proportionally between each subject
- 2) Plan all of your time adding in any social events you have planned e.g. Family meal or football training.
- 3) List specific things you will do (from your to-do lists) rather than just the subject you will study e.g. *Flash cards on Biology unit 2.1 or practice paper - Maths paper 2*

	Saturday 13 th June	Sunday 14 th June
7.00-8.30	Sleep Breakfast	RE Unit 7 & 8 Seneca
8.30-10.00	Biology - flash cards on unit 2, 3 & 4	RE Practice paper - Paper 2
10.00-11.30	Maths - practice paper - Calculator	Church
11.30-1.00	Basketball	Church Family Lunch
1.00-2.30	Lunch Mark Maths calculator paper	Family Lunch
2.30-4.00	Geography <u>Educa</u> ke - Unit 6, 7 & 8	Music - rehearse exam piece and complete flashcards on Unit 1 & 2
4.00-5.30	French - Unit 1 & vocab tests French practice paper - Reading	Geography Unit 6, 7 & 8 practice paper
5.30-7.00	Physics - flash cards Unit 3 & 4 Dinner	Jag Dinner
7.00-8.30	English - mind-maps and poetry practice questions	Get someone to test me on flash cards - Physics, Biology, RE & Geography
8.30-10.00	Relax	Relax

Be realistic and stick to your plan!

3. Analyse weaknesses - What do I revise?

GCSE Religious Studies (Edexcel Religious Studies A - 1RA0)			
Personal Learning Checklist			
PAPER 2 (25%)		Covered in lessons	Revision notes made
Judaism	Beliefs & teachings		
	7.1 The Almighty		
	7.2 The Shekhinah		
	7.3 The Messiah		
	7.4 The covenant at Sinai		
	7.5 The covenant with Abraham		
	7.6 The sanctity of life		
	7.7 The moral principles and <i>Mitzvot</i>		
	7.8 Life after death		
	7.9 The afterlife		
Practice			
8.1 Public acts of worship			
8.2 The <i>Teshah</i> and Talmud			
8.3 Private prayer			
8.4 The Shema and the Amidah			
8.5 Ritual and ceremony			
8.6 Shabbat			
8.7 Festivals			
8.8 Features of the synagogue			
PAPER 3 (25%)		Covered in lessons	Revision notes made
Philosophy & Ethics	9.1 Revelation		
	9.2 Visions		
	9.3 Miracles		
	9.4 Religious experiences		
	9.5 The design argument		
	9.6 The cosmological argument		
	9.7 The evidence of suffering		
	9.8 Solutions to the problem of suffering		
	10.1 Marriage		
	10.2 Divorce		

Make sure you know exactly what it is you'll be tested on and that you've got the right exam board. You don't want to be revising for questions & topics you'll never be tested on!

1. **PLC** - Each subject has given you Personal Learning Checklists (PLCs) to help you find out your strengths and weaknesses and where you can make most gains. If you are unsure where these are, ask your teacher on SMHW.
2. **RAG** each topic on the PLC based on how confident you are. Be careful not to overestimate your knowledge on topics you like less or to overestimate how well you know topics you really enjoy.
3. **To-do** Once you identify the key areas, make a to-do list for each subject and then add tasks to your revision timetable.



Subject	Exam board	Paper number and name	To do:
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

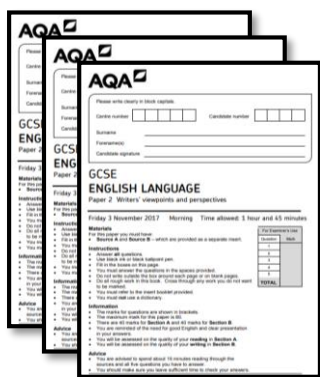
4. Remember it - How can I improve my memory?

"One of the most striking research findings is the power of active retrieval—testing—to strengthen memory, and that the more effortful the retrieval, the stronger the benefit." (The Science of Successful Learning, Brown, P 2013)



There are lots of different methods for improving your memory. Once you've identified your weakness, commit to re-learning and memorising that content. The key to retaining information is regularly revisiting it - see the 4 top Active Recall study methods below.

5. Test it - Do I really know it?



You'll hopefully be feeling confident by this stage. You've gone back over your PLC and AQA are feeling confident on this unit. However, do you really know what you think you do in a test situation? There are a huge range of practice exam activities on SMHW. Past papers and consolidation tests. Review your learning and go back over the process above. These will be available to you on SMHW. If not, just ask your teacher!

Practice papers



Mark schemes



Examiners reports

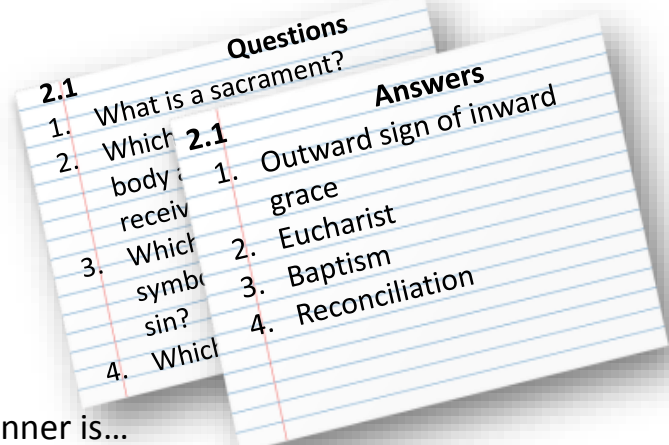
What are the most effective revision methods?

So you've got this far - you've sorted your space, planned your time out and identified the areas you need to revise in each subject. The last thing you want to do now, is adopt revision methods that are ineffective. Put simply, many of the favourite revision methods just do not work.

Dunlosky et al (2013) did a study which showed that some of the most common revision techniques are highly ineffective. They may feel like they're working there and then but the evidence showed that they do not help us to remember as well as those strategies which support long-term memorisation. What the studies conclude is that **active recall** is the most effective form of revision.

Technique	What it involves	Effectiveness
Practice testing	Self-testing to test knowledge: E.g. Flash cards, quizzing apps, past-exam questions	HIGH
Spaced repetition	Spreading out and returning to topics regularly over time i.e. Regular revision / Spaced timetabling	HIGH
Elaborative interrogation	Thinking about 'why' you have answered a question or creating an explanation for a response	MODERATE
Self-explanation	Explaining how new information is related to known information, or explaining how a problem was solved. E.g. mind-mapping	MODERATE
Interleaved practice	Switching between different kinds of problems	MODERATE
Summarising	Writing summaries of concepts/texts	LOW
Keyword mnemonic	Choosing a word or story to associate with information	LOW
Highlighting	Marking potential important portions of to-be-learned materials while reading	LOW
Imagery	Forming mental pictures while reading or listening	LOW
Re-reading	Going over material you've read before	LOW

Effectiveness of study techniques adapted from Dunlosky et al (2013) pg 6.



Highlighting vs Flash Cards – and the winner is...

Top 4 Active Recall Study methods

1. Quizzing

Self-testing is proven to be a highly effective revision strategy which allows you to improve your memory. Each subject has a chosen quizzing app - access can be found on the Student Hub.

Make it work by: Revisit the topics you perform least well on more frequently (Some apps do this automatically)

Recommended for: All subjects



2. Flashcards

Flashcards are the ultimate form of active recall and if used well involves the most effective revision strategies: spaced repetition, elaborative interrogation and practice-testing.

Make it work by: Writing notes as Q & A. (Use flashcard apps like Anki or Quizlet to make your own)

Recommended for: MFL, History, RE, Geography, Science, Maths

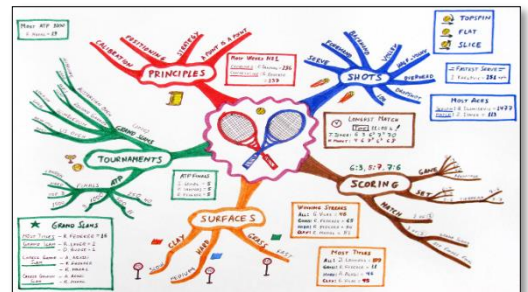


3. Mind-maps

If you find it difficult to remember tons of new study notes, Mind Maps may be the key to improving your memory. The theory behind mind mapping explains that making associations by connecting ideas helps you to memorise information easier and quicker.

Make it work by: Making connections between ideas

Recommended for: English, History, RE, Geography, Science

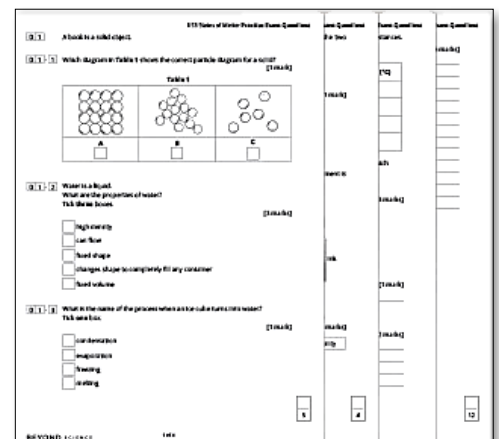


4. Practice questions

One of the biggest recommendations that past GCSE students recommend is to do as many GCSE past papers as you can. Practising past papers will help you get familiar with the exam format, question style, time pressure and overall improve your ability to retrieve information quicker

Make it work by: Learning a topic thoroughly first and then once complete use the mark scheme to check your answers and build confidence.

Recommended for: A must for all subjects with written exams!



Revision Top Tips



1. Plan ahead and start early to avoid freaking out

Start early to avoid cramming later. Once you've got your exam dates work backwards to plan your revision well ahead of time. The longer you give yourself the less pressure you'll be under throughout the exams and you'll have time to focus, get help and go over all you need to know. Remember with most of the examinations at the end of the course, students will need to constantly revisit material and not rely on 'cramming' at the end.

2. Take Regular Study Breaks

Do you feel stressed, tired and that no new information is entering your head? There is no point forcing yourself to study for hours upon hours as this will not result in a positive outcome. Taking regular study breaks and exercising is proven to engage your brain in studying and improve your exam performance in the long-run.

3. Adapt for Different GCSE Subjects

It may seem obvious but many students try to study for different subjects using the same study methods. Your GCSE revision should take account of the difference between your subjects and the challenges they represent. For example, Flashcards are an ideal study aid to help you prepare for a Spanish, French, German and exam such as GCSE Science where you need to remember key definitions. An Online Quiz is a great way to test your GCSE Maths skills while you would highly benefit from using a Note to study English

4. Involve friends or family

Teaching others is perhaps one of the best ways to actually revise and learn yourself. Get with a group of friends and see who needs help on what topics and teach each other or as a group. You can also grab a friend or family member who doesn't do your course and ask them to quiz you using your flashcards.

5. Watch some videos

If you are struggling to understand a particular topic, don't just keep reading your notes or revision books, get interactive by watching videos too. There are many good revision YouTube channels dedicated to revision notes on your course!

6. Prioritise

Organise your revision time so that you focus more on your troublesome topics and tough subjects. You don't need to waste time going over areas that you already know inside out.

7. Reward yourself

Cross off your revision sessions on your timetable/to-do list. Reviewing your progress at the end of each day gives you a real sense of satisfaction. Show your completed work to your parent(s).

8. Managing your wellbeing during revision

- ✓ **Nutrition & hydration** - Eat & drink healthily = think clearly
- ✓ **Fresh air & exercise** - proven to boost concentration and reduce stress
- ✓ **Sleep** - when we're sleep deprived we make more mistakes, find it harder to concentrate and get stressed more easily.

St Aloysius' College



Hornsey Lane,
London, N6 5LY

0207 561 7800



@StAloysiusC