

## **English**

### **Remote Learning: Half term 1**

Lessons have been preparing pupils for the two writing tasks on AQA 8700 GCSE Language Paper 1 and Language Paper 2. Both questions carry a total of 40 marks; 24 marks available for content and organisation and a further 16 marks available for technical accuracy. When combined, these two writing tasks are worth 50% of the entire English Language GCSE.

#### **Language Paper 1 - *Explorations in creative reading and writing.***

Pupils will write a descriptive or narrative piece in the GCSE Language exam. Remote lessons focused on the importance of vocabulary choices; the exploration of structural features at whole, paragraph and sentence levels and the use of literary devices for impact. Lesson resources included: fiction extracts from well-known authors; examiner comments and exemplar student responses. Lessons and accompanying revision materials are available on the CATalogue [here](#)

#### **Language Paper 2 - *Writers' viewpoints and perspectives.***

In the exam, pupils will write a response to a statement and will need to adapt their writing for a specific audience, format and purpose. Remote lessons provided a brief outline of the conventions of journalism before introducing pupils to polemical newspaper articles. Lessons provided examples of articles from broadsheet newspapers; examiner feedback and advice on how to vary sentence structures for effect. Lessons and accompanying revision materials are available on the CATalogue [here](#).

### **Remote Learning: Half term 2**

Remote lessons are preparing pupils for English Literature 8702 Paper 2, Section C: Unseen Poetry. This section is worth 32 marks which is 20% of the English Literature GCSE. Lessons focus on reading and analysing unseen poems and provide guidance on how to approach the exam questions. Lessons have accompanying Loom audio files and are available on the CATalogue [here](#).

In addition, there have been fortnightly revision lessons on Shakespeare's play 'Macbeth'. Lessons and accompanying revision materials for 'Macbeth' are available on the CATalogue [here](#)

## **Chemistry**

During year 10 students have completed the following units:

In school:

- Unit 1 – Atomic Structure and the Periodic Table
- Unit 2 – Bonding, structure and the properties of matter
- Unit 3 – Quantitative Chemistry (some classes may still need to cover one or two lessons)
- Unit 8 – Chemical Analysis (some classes may still need to cover one or two lessons)
- Unit 9 – Chemistry of the atmosphere
- Unit 10 – Using resources

These are the units that students would normally complete during year 10 and this means that we are at the same point in terms of coverage of content as we would normally be. The units set for home learning have been chosen as these are the units that students would normally complete and these build on the ideas covered in previous units. These units are also most suitable for home learning as they do not include lots of practical work that the students are unable to complete. Year 11 units will be the same as the units that the students normally complete.

## **Physics**

The Physics course is divided into Paper 1 (covering Energy, Electricity, Radioactivity and Kinetic Theory) and Paper 2 (covering Forces, Electromagnetism and Waves). Before Christmas, all students studied Radioactivity and the first half of the Electricity topic. After Christmas, students worked through a rotation of Paper 1 topics, with different classes studying different topics to ensure there was enough practical equipment to go around. Since lockdown, the decision was made to teach all students the Forces topic from Paper 2, as this topic is less focused on practical work and therefore better suited to home-learning. Topics will be re-organised so that students study all of the GCSE course by the end of year 11, with the exact order being determined on an ongoing basis.

## **Biology**

The Biology course is divided into Paper 1 (Cell Biology, Organisation, Infection and Response and Bioenergetics) and Paper 2 (Homeostasis and response, Inheritance, Variation and Evolution, and Ecology). Before Christmas, all students studied Cell Biology. After Christmas, students worked through a rotation of Paper 1 topics. Since lockdown, the decision was made to teach all students the Ecology topic from paper 2, as this topic is less focused on practical work and therefore better suited to home learning. Topics will be re-organised so that students study all of the GCSE course by the end of year 11, with the exact order being determined on an ongoing basis.

## **Maths**

Students have continued to work through the GCSE Maths specification by following the scheme of work that they started in class in September. Students have continued to look at new topics in Number, Algebra, Ratio, Geometry and Data. The teaching has been delivered through pre-recorded videos by a maths teacher via Hegarty Maths and Corbett Maths as well presentations with voiceovers from teachers. Submission of work has been online through Hegarty Maths and Mymaths, which gives students instant feedback and allows teachers to review this, as well as some work being submitted by show my homework. We are also starting to provide some live Q & A sessions with teachers as well. Following the May half term holiday, work will include some practice GCSE exam papers to help to prepare students for their end of year Maths assessment. This assessment will take the format of one non-calculator and one calculator GCSE exam paper.

## **MFL**

### **Spanish**

Year 10 have been completing Module 4 of the GCSE course this term, as well as consolidating and revising key tenses and content from Modules 1-4. This is so that they can begin Year 11 having completed exactly half of the GCSE course and with a firm grasp of the key grammar structures needed. In June we will be focusing on exam skills, with a particular focus on Speaking exam preparation and how to approach the Writing exam. This is so that they will be ready to revise for the speaking exams in Year 11 and can approach the writing exam with confidence.

### **German**

From mid-March pupils learnt to understand and talk about family activities and relationships and have completed assessments on these topics. They have moved on to the topic of life at home; throughout the course pupils have continued to practise the three main tenses, German word order and prepositions. Pupils have continued to do speaking work as far as it is possible to do so remotely. The intention has been for pupils to encounter the new topic areas and to develop mastery in the fundamentals of German grammar. Pupils have followed the course as they would have done without the closure although learning activities have been adapted for remote learning. Pupils have been given a range of extension tasks based on our subscription websites, online videos and songs.

### **French**

From mid-March pupils learnt to understand and talk about where they live and about places in general. As we were ahead in any case with our scheme of work, we taken the opportunity in some lessons to revise the material from previous units with supplementary resources, and to practise the fundamentals of French grammar, notably the tenses. Pupils have continued all-important pronunciation and speaking practice. The overall intention has been for pupils to encounter the new topic areas, consolidate previous ones and to develop mastery in the basics. Pupils have followed much of the course as they would have done without the closure although learning activities have been adapted for remote learning. Pupils have been given a range of extension tasks based on our subscription websites, online videos and songs.

## **Options subjects**

### **RPE**

Students in Y10 RPE have been continuing their studies of the course. One topic of the course, the Existence of God, has been explained through a booklet containing a range of tasks, and students have been set sections of this to cover each lesson, along with online questions on a regular basis to check what is being understood. After finishing the Existence of God theme, Y10 will be working through the Religion, Peace and Conflict topic, and this will also take the form of a booklet. Combined these two topics make up a quarter of the GCSE course, so the booklets have been designed to provide a clear, detailed, and thorough study of this content.

Y10 RPE students will not sit a test at this time but will continue to answer exam style questions as part of their lessons. During Y11 there will be chance to consolidate the knowledge from Y10, and this will lead to short assessments in lessons.

### **Photography**

GCSE Photography is comprised of 2 units – coursework (unit 1) and an Externally Set Assignment (ESA). The ESA concludes with a final exam lasting 10 hours spread across two school days.

As it stands, the coursework unit will be worth 60% of the final grade. This unit concludes in December before we move on to the ESA unit, worth 40%, in January of Year 11.

Prior to school closures, pupils were building skills in photographic techniques and had just started to generate ideas in response to their chosen themes. They had also looked at how other photographers have responded to similar themes and made comparisons and analyses of chosen photographs.

So, there is a need for year 10 keep momentum with exploring the directions they have chosen for their work.

Their main focus at present should be generating ideas, shooting lots of photographs, either with DSLR cameras or Camera Phones and editing if they can. We have been promoting the use of 'Snapseed', a free editing app, as we know most pupils don't have Photoshop at home.

I cannot stress enough the importance of experimentation and exploring ideas at this stage. We are not necessarily looking for highly polished outcomes. More we are looking for investigating techniques and developing ideas. When we are back in school and nearing December deadlines, pupils will be producing more polished and refined outcomes as a result of experimentation completed now.

We have attempted to maintain progress through providing feedback and individual targets, achieved mainly through email dialogue and sharing images and personalised resources. Where needed, we have made telephone calls. It is worth adding here that where pupils have been very communicative, they have made considerable progress. Where pupils have not engaged with their teacher, progress has inevitably been slow.

## **Art**

GCSE Art and Design is comprised of 2 units – coursework (unit 1) and an Externally Set Assignment (ESA). The ESA concludes with a final exam lasting 10 hours spread across two school days.

As it stands, the coursework unit will be worth 60% of the final grade. This unit concludes in December before we move on to the ESA unit, worth 40%, in January of Year 11.

Prior to school closures, pupils had already started on their coursework units. They had chosen themes to respond to and had generated visual ideas. They had started to explore and develop those ideas. They had also looked at how other artists have responded to similar themes and made comparisons and analyses of chosen artworks.

At this point in the unit, pupils should be exploring ideas, experimenting with them and developing them. In their sketchbooks they should be presenting this 'journey' in a sense like a diary, constantly reviewing and evaluating to inform next steps.

So, there is a need for year 10 keep momentum with exploring the directions they have chosen for their work. We have attempted to maintain progress through providing feedback and individual targets, achieved mainly through email dialogue and sharing images and personalised resources. Where needed we have made telephone calls. It is worth adding here that where pupils have been very communicative, they have made considerable progress. Where pupils have not engaged with their teacher, progress has inevitably been slow.

As well as individual targets, we have set an 'Artist Study' task for this half term. Now that pupils are clearer on their directions in response to themes, studying a relevant artist in more depth to understand context and techniques is very valuable.

## **BTEC Sport**

Year 10 BTEC Sport covers two units which, combined, make up 50% the final grade.

In the second half of the year, including remotely, students have been doing preparatory work for Unit 3: Applying the principles of personal training. They have had to plan a 6-week training programme with the aim of improving one aspect of their fitness. Students have also been completing this self-planned programme whilst maintaining a training diary. Once this is complete, students will go on to review the successes and areas of improvement of their training programme in a review. Finally, students will look at the biology behind exercise training by completing an assignment on different bodily systems (muscular-skeletal and cardio-respiratory).

## **GCSE PE**

GCSE PE students have covered three of the six units of their theory content for their final exam; Physical Training, Health, Fitness & Wellbeing and Sport Psychology. In the summer term, they have been working on the coursework element which is worth 10% of their final grade. This Personal Exercise Programme is a 6 week training programme to improve a selected component of fitness for their chosen sport. The year 10 test will cover all three units taught so far in one paper, instead of the usual two papers. There will be a mixture of multiple choice and short answer questions to test application of the content.

## **Business Studies**

At the end of the Spring term, GCSE Business students continued and completed the 'Influences on Business' unit, learning about how competition, uncertainty and risk can impact a business. In the Summer term, they have been developing knowledge of different organisational structures, recruitment methods, types of employment contracts, motivation and training of employees, which are the key themes of the Human Resources unit of learning. Throughout these lessons, students have been encouraged to think critically, consider potential benefits and drawbacks of different approaches to Human Resources including examining how it links to staff retention, productivity, costs and customer satisfaction. Through remote learning tasks, students should have built up a complete set of class notes which they can use later on as a revision resource. In addition, students have also been encouraged to gain familiarity with exam-style questions including developing strategies to analyse case studies and build the specific business context into their written work. By fully engaging in the remote Business lessons, students will have fully covered the expected curriculum content for Year 10, ready for the final three GCSE Business units in Year 11 (Business Operations, Marketing and Finance).

## **iMedia**

Pupils have been largely focused on the R082 unit of work, 'Creating Digital Graphics'. This is a coursework unit worth 25% of the overall grade. LO1 is based around understanding and investigating the different types and properties of digital graphics. We have explored the purpose of different graphics, properties such as resolution and file types, the impact of colour and the need to meet target audience requirements. As practice for LO2-4 we have explored an old coursework brief and interpreted client requirements, compiled assets to be used and reviewed the work of others. When we return to school we will complete the practical component to this work which requires pupils to produce a digital graphic in line with a client brief. We will also explore the R092 unit of work, 'Developing Digital Games' and prepare in much the same way as for R082.

## **Psychology**

Prior to home learning, students studied: Psychological problems; Developmental psychology; some aspects of research methods; and Criminal psychology lessons 1-4.

As home learning, students have studied:

- Criminal psychology – whilst at home students have learned about the two core studies, one theory of criminal psychology and the application of these ideas to everyday life. They have completed an assessment so that gaps in learning or areas of misunderstanding can be identified, so that these can be addressed when we return to school.
- Some aspects of research methods including: self-report methods, experiments, descriptive statistics, analysing data and graphs.

Psychological problems, Criminal psychology and Developmental psychology are all assessed on Paper 1 of the GCSE Psychology course. Ideas from research methods will be assessed on both paper 1 and paper 2. Students have covered the following in all topics: key ideas; two theories relating to that area; two studies that support or refute the theory; and applications of the ideas covered in everyday life.

## **GCSE DT**

GCSE DT students have been learning the theoretical side of the course, which is tested in their end of Year 11 exam. This is split into Core and In-depth knowledge. Students have now completed both of these theoretical sections. Alongside this, students have been working on and have now completed a trial coursework project which was designed to prepare them for their real coursework, starting soon. Moving forward students will be working on their coursework project and learning how to apply their theoretical knowledge into answering real exam questions.

## **Engineering**

At the beginning of school closure, the Year 10 Engineers completed the Controlled Assessment piece (Unit R110) they had been working on in school (G-Clamp production plan). We then shifted to covering theory for the Engineering exam (R109). We recapped topics previously covered such as Material Properties, and have moved onto new topics such as Material Testing. We will be moving back to producing the computer-based work for unit R110.

## **Hospitality and Catering:**

Hospitality and Catering students have been preparing high-quality notes relating to nutrition and menu-planning, to use in their Controlled Assessment next Spring. So far they have addressed the following:

- Functions of nutrients in the human body
- Nutritional needs of specific groups
- Characteristics of unsatisfactory nutritional intake
- How cooking methods impact on nutritional value
- Factors to consider when proposing dishes for menus

Written notes are the only resource that students will be allowed to use, so there has been a strong emphasis on detail and using their own words so that they fully understand what they have written. In the controlled assessment, they will need to apply their theoretical knowledge to a context given by the exam board. It is crucial that students catch up on any learning they may have missed.

In addition, three optional practicals have been demonstrated. These aim at developing higher-level practical skills for the practical element of the Controlled Assessment. Students who are targeted towards Merit or Distinction at Level 2 are highly advised to attempt these practicals, though all are welcome to do so.

### **Film Studies**

Film studies comprises two written exam components worth 65% and a coursework component worth 35%. This year we have been focusing our studies on Component 2 which explores “Global film: narrative and film techniques” and have studied a contemporary British film (Skyfall) and a Global English film (Slumdog Millionaire). During remote learning we have consolidated our learning within these two areas and have moved onto the last element of Component 2 which is a Global non-English film. Pupils have watched ‘Let The Right One In’ as part of this component and we have begun to analyse how the film works cinematically and contextually. This will enable pupils to complete a test on this whole component by the end of this academic year before moving onto Component 1 and coursework in Year 11.

### **BTEC Animal Care**

The BTEC Animal Care course consists of four units. During teaching in school, students studied Unit 1: Animal Health and sat the exam for this unit. They started Unit 2: Animal Handling, but when lockdown began, switched to studying Unit 3: Animal Welfare through remote learning. This change was made as unit 3 requires no practical experience. During this term they will complete Unit 3 and the accompanying three pieces of coursework. This means that when learning resumes in September, students will have completed more than half of the course. They will be in a strong position to complete Unit 2: Animal Handling and the final unit on Principles of Animal Behaviour, in Year 11.

### **BTEC Child Development**

The BTEC Child Development course consists of three components. During teaching in school, students studied Component 1: Children’s Growth and Development, completed the two accompanying pieces of coursework and began Component 2: Learning Through Play. Since working remotely, students have completed the first piece of coursework for this unit. They are completing the learning and will be writing the second (and final) piece of coursework for Component 2 before the summer holidays. This means that when studies resume in September, students will have completed all intended Year 10 learning. They will be in a strong position to complete Component 3 in Year 11 as planned, since the exam that assesses student knowledge of this final component builds on knowledge from their studies this year.

### **Science Entry Level Certificate**

In school this year, students have studied a combination of Combined Science GCSE and Science Entry Level Certificate. Remote learning has focused on the Science Entry Level Certificate content. This is split into six components. Students are completing learning for these components using on-line resources and the Combined Science Trilogy and Entry Level Certificate Workbook supplied by the school at the start of lockdown. At the end of each component, progress is being assessed using a practice test. When studies resume in September students will therefore be in a strong position to complete the assessed practical work and tests to complete their Science Entry Level Certificate. Student progression with GCSE course(s) will be decided dependent on their learning.

## **Computer Science**

This term, we have been studying the content required for the Paper 2 exam of the GCSE. This paper consists of the logical and physical construction of computers and networks. The learning materials have introduced new ideas and areas of knowledge, and worked to highlight how concepts interlink with each other to build up a picture of computing systems. Throughout, pupils have been answering GCSE style questions to prepare them for the final written paper and the test at the end of this year.

## **Drama**

Year 10 have been studying the set text *DNA* for component 3 of the GCSE.

Over the course of the last half term students have been looking at both the Design and Practical sides to the exam. This covers many of the technical elements including lights and sound as well as being able to use their knowledge to suggest how they would perform a certain role or direct another actor. This is studied at this point of the year so that students have gained the knowledge needed for their exam before we start the two practical components at the beginning of Year 11.

## **Geography**

Students have completed *The Living World* topic (part of Paper 1) and they are currently learning about *The Challenge of Resource Management* (part of Paper 2). Dedicated time for revision has also been allocated over the past few months to consolidate knowledge and understanding from earlier in Year 10. The delivery of the GCSE Geography course has generally continued as planned, but there has been some disruption to our fieldwork arrangements. The compulsory field trip to London was not able to take place in May. It is hoped that this trip will be able to go ahead in October or early in 2021 (subject to government guidelines).

## **Statistics**

Students have continued to look at new topics in Statistics, the three topics being Binomial Distribution, Box and whisker plots and now Index Numbers. This work has included online submission through Show My Homework and Mymaths. In Binomial Distribution, there were lessons in which the students created their own questions. We were delighted with the high quality of questions, which showed real understanding of the topic.

## **Music**

The three areas we have been focusing on in Music have been Performance, Composition and Listening. For the Performance element, pupils have been developing solo performances, and working on them so that they are ready to formally record. For Composition, pupils have been developing a free composition, which it is anticipated will be part of their coursework portfolio in Year 11. Pupils have been doing a combination of extending, developing, and refining their pieces, and in some cases have started to work on a second composition. For the Listening element, they have been focusing on some of the set Areas of Study (Concerto Through Time, Film Music) and some of the techniques they need to develop for the Listening Paper (Melodic Dictation, Musical description, Comparison questions, Instrument identification etc.)

## History

Year 10 students have continued with their study of The Norman Conquest and its impact on Britain as part of their History GCSE. Students have covered a significant amount of this unit:

- Establishing and maintaining control
- Life under the Normans: Feudalism, government, economic and social changes
- The role of the church and education
- Site Study: The White Tower

Students have mainly used recorded lessons to complete their work but have also undertaken work via Seneca Learn and through the completion of work booklets. Practice exam questions are set as part of the online lessons.

All the lesson resources and revision material are available via the catalogue. Live drop-in sessions are every Thursday 3-4pm. These sessions are optional but recommended and the links are sent to students via email and SMHW. Optional extensions are available via the Catalogue every week.

We highly recommend that students review the work that they have completed throughout the year and use the resources on the catalogue to catch up on any work missed.