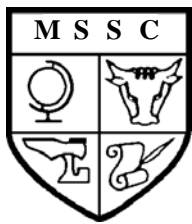


# MOULTON SCHOOL

and

# SCIENCE COLLEGE



Science

## CURRICULUM HANDBOOK

YEAR 10

2009 - 2010

## **INTRODUCTION**

The purpose of this booklet is to provide you with information about the curriculum that your son/daughter will study.

We hope you find the booklet useful and that you will encourage your son/daughter to complete those sections that are dependent on information received in September.

## **EQUIPMENT**

Students should always have the correct equipment with them for every lesson including pen, pencil, ruler, rubber, calculator – preferably contained in a pencil case. In some subjects, a small selection of coloured pencils or felt tip pens, together with a highlighter pen are also useful. Students should also remember to have their Planner for every lesson.

## CONTACTS

Name : .....

Form Group : ..... Form Tutor : .....

Head of House (Upper School Curriculum) :

## TEACHING GROUPS AND NAME OF TEACHER

**Pleas ask your child to complete this. This will help you to know who the most appropriate person to contact is in a given situation.**

English : .....

Mathematics : .....

Science: : .....

French : .....

Design Technology : .....

History : .....

Geography : .....

Religious Education : .....

Physical Education : .....

Personal & Social Education (PSE) : .....

Music : .....

Art : .....

Drama : .....

ICT : .....

The school telephone number is 01604 641600. Please telephone between 8.30 am and 4.00 pm.

Fax No. : 01604 641601

Email address: [admin.dept@moultonschool.co.uk](mailto:admin.dept@moultonschool.co.uk)

## CONTACTING STAFF

Please contact the school to make an appointment as staff have timetabled commitments for the majority of their time and are unlikely to be available to see you without discussing a mutually agreeable time.

### WHO SHOULD I CONTACT?

**Form Tutor** – Your son's/daughter's form tutor should be the first contact point for any queries both to do with progress and welfare. If, on ringing the school, your child's form tutor is unavailable, please leave a message and the form tutor will contact you. Form tutors are as follows :

10A1 Mrs C Green	10A2 Mr D Ward
10H1 Mr A Drew	10H2 Mrs P Burns
10R1 Mr P Valentine	10R2 Mr D O'Neil
10S1 Miss S Alcock	10S2 Mr P Moore

Head of Althorp House	Mr J Grant
Head of Holdenby House	Miss L Cavanagh
Head of Rockingham House	Mrs T Williams
Head of Sulgrave House	Miss H Tovey
Head of KS4	Mrs C May

Special Needs Co-ordinator	Mr P Crotty
Gifted & Talented Pupil Co-ordinator	Mr M Pinder

**School Governors** - If you require a list of the Governors please contact Mrs J Buckby, Bursar.

### Other useful contacts

Director of Studies – Mr A Lancaster deals with admissions to the school and bus passes.

Exams Officer – Mrs C Coulson

Student Services – Miss D Liddle deals with all queries concerning pupils

School Nurse – Mrs V Jamieson

Music Tuition – Mr M Ives (Head of Music)

School Transport, Northampton County Council – 01604 236236

EWO – Mrs S Choudhury 01604 259599

Charity Matters – See list attached

## LOCAL CHARITABLE TRUSTS

Trust	Clerk to the Trustees	Area served
Richard Humfrey Education Foundation	Mr R C Wood Jesmond Howard Lane Boughton Northampton NN2 8RS	Boughton
Thomas Roe Charity	Clerk to the Trustees The Thomas Roe Charity Highgate House Creaton Northampton NN6 8NN	Brixworth
Old School Charity	Mr T George Pump Cottage 62 Main Street Holcot Northampton NN6 9SP	Holcot (Children who are resident or whose parents are resident in the Parish of Holcot only)
Moulton & Overstone Educational Charity	Mr R A Hughes 3 Browns Close Moulton Northampton NN3 7AQ	Moulton & Overstone
Ekins Foundation	Mrs K Atkinson 4 Woodland Avenue Northampton NN2 3BY	Northampton (C of E)
Scaldwell Charity School	Mr P B Harriman Browne & Wells 60 Gold Street Northampton NN1 1RS	Scaldwell
Clara Alice Shipman	Clerk to the Trustees The Shipman Scholarships Northamptonshire County Council John Dryden House 8-10 The Lakes Northampton NN4 7YD	Northampton Borough
Connolly Thomas Wilson Foundation	Mr A W Fookes Wilcon Homes Thomas Wilson House Tenter Road Moulton Park Northampton NN3 6PZ	Northamptonshire
Kingsthorpe Free School Charity	Clerk to the Trustees The Kingsthorpe Free School Charity 7 Spencer Parade Northampton NN1 5AB	The old parish of Kingsthorpe
Sir Thomas White's Charity	Clerk to the Trustees Sir Thomas White's Charity 7 Spencer Parade Northampton NN1 5AB	Northampton Borough (aged 16 and over)

## CALENDAR 2009-2010

Autumn Term	Monday 7 Sept - Monday 2 Nov	-	Friday 23 Oct Friday 18 Dec
Spring Term	Monday 4 Jan Tuesday 23 Feb	-	Friday 12 Feb Wednesday 31 March
Summer Term	Monday 19 April [May Day Monday 7 June	-	Friday 28 May Monday 3 May] Friday 23 July

School is closed for Training Days on:  
 Thursday 3 September  
 Friday 4 September  
 Friday 9 October  
 Monday 22 February  
 Thursday 1 April

### THE SCHOOL DAY

	Mon, Wed, Thurs, Fri.	Tuesday
Bell	8.42	8.40
Registration	8.45 - 9.05	8.45 - 9.25
Lesson 1	9.05 - 9.55	9.25 - 10.10
Lesson 2	9.55 - 10.45	10.10 - 10.55
Break	10.45 - 11.02	10.55 - 11.12
Lesson 3	11.05 - 11.55	11.15 - 12.00
Lesson 4	11.55 - 12.45	12.00 - 12.45
Lunch and lunchtime activities	12.45 - 1.37	12.45 - 1.37
Lesson 5	1.40 - 2.30	1.40 - 2.30
Lesson 6	2.30 - 3.20	2.30 - 3.20

## MOULTON SCHOOL AND SCIENCE COLLEGE – AN E-LEARNING SCHOOL!

### Website

The school website contains a range of useful information for parents. This includes latest news, term dates and important policy documents. The school website can be found at [www.moultonschool.co.uk](http://www.moultonschool.co.uk)

### WE HAVE SUBSCRIBED TO TWO INTERNET SITES FOR WORKING AT HOME :

#### CHAMPS – a Learning Skills Course

You can access the Internet course now at [www.learntolearn.org](http://www.learntolearn.org) by “Entering the course” and going to the “First time user” link. Click the relevant school button. Type in the school’s unique access code, choose your own user name and then choose your own individual password (we suggest you use your mother’s first name). Submit your entry and then re-log with your user name and password. **Access to the online course is completely free.** The unique access code for Moulton School is UWQ527.

#### SAM Learning

SAM Learning is a top quality eLearning service that has been proven to improve exam results through exam practice and related revision. Access to this service is free at home or at school. **To access the service at [www.samlearning.com](http://www.samlearning.com) Students need three details:**

<b>Centre ID :</b>	<b>NN3MS</b>
<b>Username:</b>	<b>Date of birth followed by two initials, first name initial and then last name initial Example 010890DJ is the User ID for David Jones born 1 August 1990</b>
<b>Password:</b>	<b>Initially same as User ID. Students may wish to change this to the password they use on the school system.</b>

#### MYMATHS – [www.mymaths.co.uk](http://www.mymaths.co.uk)

Mymaths is a maths resources website which ranges from Year 7 to Year 13 and can be accessed by all pupils at school and at home. At the start of the new academic year, students will be issued with personal login details by the maths department to enable them to use the website.

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## PERSONAL AND SOCIAL EDUCATION

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PSE is an essential part of your curriculum and will help you cope with the decisions and challenges facing you as you approach adulthood.

Our main aim is to prepare and motivate you for the choices affecting your future education, training, career and life as a responsible member of society.

The lessons will focus on three main areas;

### **Personal well being**

### **Economic well being**

### **Financial capability**

The lessons will help you become;

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Your PSE lessons will help to develop your understanding in the following areas:

- Personal skills and qualities needed to make the most of your talents.
- How to help you learn in a way that suits you and helps you become successful.
- Your opinions and to respect those of others
- Respect for the differences between people.
- Good relationships.
- A healthy, safe lifestyle
- Checking your Progress, Target Setting and Action Planning to help you make progress in lessons and in your personal life.
- Careers Education.
- Drugs Education.
- Citizenship.
- Personal and social development (eg friendships, relationships, bullying, co-operation).
- Community and environmental issues.

## **ART – YEAR 10**

### **Coursework (60%)**

You will complete three projects over the two years plus the exam in Year 11.

### **Coursework Assessment**

Each project will be graded between A-G. All projects will be handed back after marking with advice notes on how to upgrade the project.

**Homework** – given weekly for both courses and marked out of A-E (A being top).

### **Exam (40%)**

Titles will be given out at least one month before the exam. The exam will be completed over a set time of 10 hours. Preparation and final exam piece will constitute the final mark.

### **How to research a topic**

- Collect visual information on your chosen theme or topic. This will be – primary source material (actual objects to work directly from), exploring visual and tactile qualities such as – form, tone, texture, colour, pattern. Also visiting galleries and experiencing art firsthand
- Secondary source material (photographs, illustrations and post cards of artists' work) to use as reference material. These should include references to artists, designers, architects, musicians, writers, the media, inspirations from your own home life, religion, history, popular culture, another culture – anything that is relevant to your chosen theme or topic and that can inspire you.
- In Years 10 and 11 there will be trips to a major art gallery (usually the Tate Gallery and National Gallery in London).
- Use the school and local libraries, the internet, art CDs.

### **The Nature of Projects**

The starting points for the two internally set projects will be :

Still life/Contrast – using real objects and observations as the basis for research and development looking at Cubism and abstraction for the construction of individual art works.

This project then develops on to:

Movement – looking at different ways of capturing or describing movement within life both human/living and mechanical.

Environment – focusing on your life experiences, immediate environment or contrasting environments and social groupings as the start point for development of art works in a variety of media.

Within these projects you will be assessed on :

- Collecting ideas, research, photos, drawing, visiting galleries.

- Looking at artists, images and artefacts using ideas explaining thoughts and opinions using an art vocabulary.
- Developing ideas experimenting with media and ideas, explaining successes, failures and intentions.
- Producing a strong conclusion and explaining links to artists.

All of the coursework and exam themes will show evidence of the above approaches in sketchbooks, study sheets and the final piece.

### Progress Record

		Present Grade	Target Grade
<b>PROJECT 1</b>	Sketch books, Study Sheets & Final piece	A B C D E F G	A B C D
<b>PROJECT 2</b>	Sketch books, Study Sheets & Final piece	A B C D E F G	A B C D
<b>EXAM</b>	Study Sheets Final Piece	A B C D E F G A B C D E F G	A B C D A B C D

### WORD BANK

Abstract	Lino-cut
Abstract – expressionism	Linear
Armature	Linear-composition
Blaue Reiter	Masking
Block print	Maquette
Colour range	Mixed Media
Complementary colour	Monochrome
Composition	Mood
Conceptual	Movement
Constructivism	Overlapping
Contour	Perspective
Contrast	Pop Art
Cross-hatching	Repetition
Cubism	Relief
Expressionism	Sensationalism
Fauve	Sgraffito
Focal point	Silk-screen
Foreshortening	Stencilart
Form	Still life
Framing	Surrealism
Frottage	Symbolism
Futurism	Symmetry
Genre	Tonal range
Hue	Tone
Impasto	Texture
Impressionism	Underpin
Layering	Vanishing point

**MATERIALS**

Students need to work in sketchbooks and these can be provided by themselves or obtained from school for 60 pence. Folders, paints and brushes and other specialist equipment can also be obtained from school at cost.

# **BUSINESS STUDIES – YEAR 10**

## **AIMS OF THE SUBJECT**

To equip students with knowledge about business concepts and issues

To be able to apply this knowledge to the circumstances of different businesses and entrepreneurs

To be able to explain how the actions of businesses affect other people and groups in society

To be able to develop arguments about the courses of actions that businesses should take and what consequences this might result in

## **CURRICULUM OUTLINE**

### Unit 1: Setting up a business

This unit examines how people start up and develop their own business. The focus in Year 10 is on smaller businesses and forming new organisations. Students will study larger organisations in Year 11.

The main topics covered in Year 10 are:

- Starting a new enterprise
- Setting aims & objectives
- Creating business plans
- Choosing what type of business to run
- Picking a location for a business
- Marketing a new business
- Financing a new business
- Human resources for a new business

## **HOMEWORK**

Homework activities will all be included in the student's study books that they will be given for each topic. Homework will commonly be set on a weekly basis.

## **HOW PARENTS CAN HELP**

Just by talking to your child. Asking your child what they have been learning about in Business Studies lessons and engaging them in a conversation about it will force them to recall what they have been studying and the process of explaining it to somebody else will develop their knowledge and understanding. They might even be able to teach you something new!

## **RECOMMENDED RESOURCES**

GCSE Business Studies students will be equipped with all of the resources that they need for this course. They will be provided with a study booklet that they will complete for each unit that they study. These can then be used as revision resources for class tests and mock exams during the course. Students will also be provided with revision booklets before their GCSE examination. If, however, you would like to supplement this with additional published material then any text book or revision guide written for AQA GCSE Business Studies would be useful.

# DESIGN & TECHNOLOGY – YEAR 10

## AIMS OF THE SUBJECT

GCSE in Design and Technology should encourage learners to be inspired, motivated and challenged while gaining an insight into related sectors, such as manufacturing and engineering. They should prepare learners to make informed decisions about further learning opportunities and career choices.

You will have the opportunity to:-

- actively engage in the processes of Design and Technology to develop as effective and independent learners
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make products
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape design and making
- develop decision making skills
- understand that designing and making reflect and influence cultures, and that products have an impact on lifestyle.
- develop skills of creativity and critical analysis

In Design & Technology students, through practical and written work, will demonstrate cultural understanding, designing skills, making and evaluating skills. They will develop their knowledge of sustainability, environmental concerns, cultural, moral and social issues. They will identify design needs, plan and develop products, modify their ideas and evaluate their work. Students will complete two controlled assessments which are internally marked and externally moderated, and two written examinations which are externally marked.

**Examination Board : OCR**  
**Syllabus Number : J303**

**Assessment Pattern**  
**60% Controlled Assessments**  
**40% Examination**

### Assessment Objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Design and Technology. Learners are expected to demonstrate the following in the context of the content described:

AO1 : recall, select and communicate their knowledge and understanding in design and technology, including its wider effects.

AO2 : apply knowledge understanding and skills in a variety of contexts and in designing and making products.

AO3 : analyse and evaluate products including their design and production

### Course structure

Unit 1 :

Introduction to designing and making - 30%

- Developing research and investigation skills
- Developing drawing skills
- Modelling
- Evaluating process

Unit 2 :

Sustainable Design – 20%

- Consideration of products
- Consideration of the environment
- Consideration of society and the economy

Externally assessed – 1 hour examination

Unit 3 :

Making quality products – 30%

- Designing for a need
- Working with tools and equipment
- Evaluating the product

Unit 4 :

Technical aspects of designing and making – 20%

- Working with tools, materials
- Selecting processes
- Designing for success

Externally assessed – 1 hour 15 mins examination

## **EXPECTATIONS:**

It is expected that students provide for themselves the following essential writing and drawing equipment:

Pen (blue or black), pencil (HB), 300mm ruler, range of coloured pencils.  
A3 Folder (available through Design department @ £2.50)

## **ENRICHMENT OPPORTUNITIES AND COSTS:**

It is highly recommended that all students have their own personal copy of the revision guide appropriate to their chosen course of study (available through the department approx. £6.75).

Contribution towards the cost of materials/ingredients will be requested.

GCSE Coursework will be periodically assessed internally.

## GCSE DRAMA – YEAR 10

**Moulton School  
Drama Department**



Course Element	Area of Assessment	Practical 80%	Written 20%	EXAM
<b>Paper 1</b> Unit 1 ~ Exploration of an issue / theme Unit 2 ~ Exploration of a published play	Responding	13.3%	6.6%	Two 6 hour practical exams. Two portfolios broken down into 3 essays on each area of assessment. An evaluation of a live professional theatre performance.
	Developing	13.3%	6.6%	
	Evaluating	13.3%	6.6%	
<b>Paper 2</b> <i>Either:</i> Scripted performance Devised Performance Performance support (set or costume design)	Performing / Design	40%		Final performance to a visiting examiner.

### COURSE OVERVIEW

Students will develop their skills in the four areas of assessment. They will take part in a number of workshop projects that will introduce them to a range of performance styles and techniques. Students will also learn about the Drama strategies, mediums and elements as well as applying them practically to their work. They will be given the opportunity to go and see and experience live professional theatre. Students will explore a range of topics and issues and published plays considering the social/cultural/historical context of their work.

### **YEAR 10**

Workshop projects:

**Performance Skills 1** ~ Students will be taken through a series of workshops that will introduce them to physical theatre and devising Drama in a visual and contemporary style.

**Disaster** ~ Students will compare the human tragedy of events that have taken place across a range of times and cultures e.g. Hillsborough & Aberfan. Through workshop activities they will learn about a range of Drama strategies used to explore the stimulus material as well as a number of ways in which Drama can be realised and developed.

**War** ~ Exploring events that take place in the context of War across different times and cultures e.g. First World War, Vietnam, Kosovan War. Students will learn about a range of explorative strategies and how to present Drama in a variety of ways.

**Performance Skills 2 (Page to Stage)** ~ Students will be taken through a series of workshop activities to explore the process of taking a text or an idea from Page to Stage. They will also study the text by exploring the social/cultural/ historical context. Students will gain skills in Directing, performing and stage design. This project will culminate in students presenting a scripted or devised piece to an invited audience.

**Paper 1 – Unit 1 Exam** ~ In the Summer Term students will be preparing for their first Drama assessed workshop.



# BTEC PERFORMING ARTS

<b>BTEC First Certificate in Performing Arts</b>			
<b>Route A</b>			
<b>ACTING</b>			
<b>COMPULSORY - CORE UNITS</b>			
C8 Performing Scripted Plays	C9 Acting	U10 Devising Plays	

## **COURSE OVERVIEW**

The course is aimed to provide a vocational training, preparing students in their chosen skill(s) for the world of work in the theatre industry. The emphasis is on practical work, and students will support their learning by recording evidence through a variety of portfolio tasks, recorded discussions, and videoed practical session. They will be required to carry out research relevant to their practical work, from finding out about a specific event in History to researching a specific theme. Students will be involved with working with professionals through their work experience and organised theatre visits and workshops.

The course qualification is an equivalent to two GCSE's. Students effort should therefore reflect this, and they should also expect the workload to mirror that of two courses.

## **YEAR 10**

Assignments:

### Term 1

**An Actor Prepares** – Acting student will learn appropriate warm up techniques and preparation methods for creating a role in performance, leading to a presentation of monologues and duologues.

### Term 2

**Performance in Production 1 – Multi-role play.** Acting students will present extracts from plays.

**Devised Performance 1 – Disasters** Acting students will create a devised pieces of theatre based on the theme Disasters.

### Term 3

**Team Based Production 1 – TIE** touring. The group will work together to plan organise and prepare to go on tour with a Theatre in Education Piece.

## **YEAR 11**

Assignments:

### Term 1

**Team Base Production 2** –. The group will work together to produce a performance for the public. Actors will prepare their roles, learn lines and run rehearsals.

### Term 2

**Devised Performance 2** – The group will identify a target audience and devise an original piece of theatre to present to a selected audience. Actors will be responsible for the overall performance

### Term 2 / 3

**Performance in Production 2** – The group will present a piece of scripted work for a target audience.









**FINAL COURSEWORK DEADLINE DATE :**

**EXTERNAL EXAMINATION DATES :**

**YEAR 10 EXAMS**

**ENGLISH GRADE :**

**LITERATURE GRADE :**

WHERE I DID WELL


WHERE I NEED TO IMPROVE


# FRENCH AND GERMAN – YEAR 10

You will study the following topics

## **Lifestyle**

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and choices

- Relationships with family and friends
- Future plans regarding marriage/partnership
- Social issues and equality

## **Leisure**

Free time and the media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of
- new technology

Holiday

- Plans, preferences, experiences
- What to see and getting around

## **Home and Environment**

Home and local area

- Special occasions celebrated in the home
- Home, town neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

## **Work and Education**

School/College and future plans

- What school/college is like
- Pressures and problems

Current and future jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

There are 4 units

Unit 1 Listening	20%
Unit 2 Reading	20%
Unit 3 Speaking	30%
Unit 4 Writing	30%

Students will have

- 2 speaking tests
- 3 controlled assessment tasks

all of which will be prepared for both in class and at home.

Students will use Boardworks and a variety of textbooks. They will be provided with a vocabulary booklet and a coursework booklet.

# GEOGRAPHY – YEAR 10

## GCSE GEOGRAPHY

During Year 10 two of the three Themes of the course are studied plus 1 piece of coursework.

### UNIT

(in the order they are taught)

### MAJOR CASE STUDIES

(to help organise revision)

- |   |  |
|---|--|
| 1. Challenges of living in a built-up environment | England and Wales.<br>Field trip to Birmingham – urban geography.<br>Brazil, Sao Paulo.<br>Shopping in rural Northamptonshire.                           |
| 2. People and the natural world interactions      | Field trip to Yorkshire coast – coastal management.<br>Water demand and supply in the UK.<br>Amazon Rainforest.<br>British Isles – climate & eco system. |

The use of specific examples, **CASE STUDIES**, is very important. They are used to illustrate ideas from the syllabus, for example sustainable development. You should learn the detailed facts of these and the reasons to explain locations, changes, problems or solutions that arise. After each case study is finished you should re-read it and underline these facts and reasons. You will also use a variety of **SKILLS** which can range from reading or drawing simple maps and graphs to decision-making or researching a topic. Again you should make time to practise these skills to help you with exams and coursework.

This range of skills is very attractive to employers and Geography combines very well with any of the Arts, Science, Social Science courses at Advanced level and beyond.

## CONTROLLED ASSESSMENT

One piece of controlled coursework will be completed this year, “The Issue” is worth 10% of your final grade.

## HOMEWORK

- Homework needs to be more flexible at KS4, it will be set as appropriate. Tasks may be written work, research, making items, reviewing or revising.

## HOW PARENTS CAN HELP

- Look out for news items (newspapers/TV) related to the course.
- Discuss topics pupils are studying and of local interest.
- When visiting other places discuss issues like travel arrangements and how the place is similar/different to your home area.
- Check that homework is completed to a high standard and handed in on time.

## RECOMMENDED RESOURCES

- Internet website [www.averyhill.org.uk](http://www.averyhill.org.uk) – additional resources on-line.
- Published revision guides – use carefully to practise skills and to improve understanding; do not use them to learn new case-studies.
- No single textbook covers the course, therefore we are reluctant to recommend any.

# **MODERN WORLD HISTORY (EDEXCEL 2HA01) – YEAR 10**

## **COURSE OUTLINE**

You will be studying the History A: Modern World Syllabus, details of which are shown below.

This is a modular GCSE course. The course will give you a taste of what led to two world conflicts, and how such conflicts were settled. You have the opportunity to study the history of the USA in depth during the inter-war years. The Units in Year 11 will provide you with the opportunity to learn how historians use sources in the context of early 20<sup>th</sup> century British society and the opportunity to carry out your own research for the controlled assessment task. In addition to all of this, you will develop an understanding of the world you live in today and skills that will help you in employment and further education.

## **UNITS**

### **Unit 1: Peace and War- International Relations 1900-39**

1. Why did war break out? International Rivalry 1900-1914
2. The peace settlement: 1918-28
3. Why did war breakout? International Relations 1929-39

### **Unit 2: Modern World Depth Study- USA 1919-1941**

1. US economy: boom and bust 1919-1929
2. US society: 1919-1929
3. The Depression: 1919-1939
4. Roosevelt: the New Deal 1933-41

**Please note that Unit 3 (War and the transformation of British Society c1903-28) and Unit 4 (Controlled Assessment- Government and Protest in the USA 1945-70) will be studied and assessed in Year 11.**

## **EXAM DETAILS**

All units are worth 25% of the overall GCSE grade. Unit 2 will be studied in the first term and examined in the January. Unit 1 will be studied in the second term and examined in the summer of Year 10.

Both Units 1 and 2 compromise of one exam paper, lasting 1 hour 15 minutes with 3 questions to answer.

## **HOMEWORK**

This will largely compromise of students producing their own revision materials, learning / reviewing the facts and dates, and completing practice questions at home. They may also be asked to carry out further research.

## Assessment/Achievement

### Year 10

Homeworks for which I have achieved good marks or grades.

Test results

Year 10 examination result

What I need to improve upon

My target grade is:

## **(ICT) – YEAR 10**

### **AIMS OF THE SUBJECT**

This level 2 course is suitable for those students studying in preparation for employment particularly in job roles where they will be expected to use ICT skills autonomously. The course also develops practical skills which will be invaluable for students wishing to study ICT at A level.

These qualifications specifically aim to:

- Develop candidates' knowledge and understanding of the Information and Communication Technology sector
- Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector
- Develop candidates' ability to work autonomously and effectively in an Information and Communication Technology context
- Enable candidates to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- Promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

### **CURRICULUM OUTLINE**

#### **ICT CORE – ALL STUDENTS**

Title: **OCR Level 2 National First Award in ICT**

The First Award in ICT helps prepare candidates for a world increasingly dominated by the use of ICT systems, particularly the workplace. Studying this course will help provide the analytical, communication and technical skills that are needed by active participants in this exciting and dynamic world. It develops the use of e-mail, presentation, publication and spreadsheet software to complete the assignment. The course will provide an essential foundation in ICT skills and leads to the OCR Level 2 National First Award in ICT, equivalent to a GCSE at A\* - C level.

Students will complete two units of work during Years 9, 10 and 11. Each of the units requires that the student produces a portfolio of ICT evidence which will be assessed by the course tutor and then externally moderated by a visiting moderator.

#### **Unit 01 - ICT Skills for Business**

Students will need to show that they understand:

- good working practices, including the organisation of files using appropriate file and folder names and the regular backing up of files
- features of email software
- methods of searching for information on the Internet
- methods of integrating different types of files into a document or presentation
- the appropriate software to use for different tasks
- methods of storing, retrieving and analysing data.

## **Unit 21 - Creating Computer Graphics**

By completing this unit students will develop their knowledge of different types of computer graphics that can be used in webpages.

Students will need to show that they can:

- research, collect and describe a range of existing graphics/images for use in web pages plan the production of a range of graphic images for a client, to be used on their website
- create a navigation bar or menu bar
- create a set of navigation buttons
- create an advertising banner
- present work to a client for a specific purpose, using a suitable format for display.

## **ICT OPTION**

Title: **OCR Level 2 National First Award in ICT**

This qualification builds on the OCR Level 2 National First Award in ICT that students are studying in their core ICT lessons. The two course combined allow students to achieve the equivalent of 2 x GCSE A\*-C.

## **Unit 2: Webpage creation (66%)**

By completing this unit candidates will develop knowledge relating to the planning and creation of a multimedia website. They will develop an understanding of common concepts and features relating to the creation of webpages, webpage formatting and website structure.

## **Unit 20: Creating animation (33%)**

By completing this unit candidates will develop a knowledge and understanding of how to design, produce and test a short animation.

## **HOMEWORK**

There is no set homework in this subject. All student work should be completed in a structured learning environment at Moulton School, either in ICT lessons or during lunchtime and after school session within the ICT department. All units are centre-assessed and externally moderated by OCR. Students will build a portfolio of evidence. There are no timetabled exams for this qualification.

## **HOW PARENTS CAN HELP**

Encourage students to discuss what they have learnt or experienced in the lesson.  
Encourage students to use the ICT suites at lunchtime and after school.

## **RECOMMENDED RESOURCES**

ICT website: <http://www.moulton.northants.sch.uk/ict/>

## MATHEMATICS – YEAR 10

All students follow the AQA GCSE modular course.

There are two tiers of entry, Higher and Foundation.

The grades available are:     Higher A\* - D  
  Foundation C – G

The course consists of 3 modules. These are assessed by examinations. There is no coursework.

Candidates may enter for each individual module at a different tier of entry. However, the tier of entry of module 5, the last module, determines the final range of grades available to a student.

There is a limited opportunity to re-sit modules. Students should discuss this with their class teacher if necessary.

In Year 10 The pupils take two modules :

Module 1 is Data Handling.

The second module (Module 3) is Number and Algebra.

### **Assessment Pattern :**

#### **November (Year 10)**

Module 1   Handling data exam           (18% )

Section A – Calculator (30 minutes)

Section B – Non-calculator (30 minutes)

#### **June (Year 10)**

Module 3   Number & Algebra exam (27%)

Section A – Calculator (45 minutes)

Section B – Non-calculator (45minutes)

**Please note: students are expected to provide all their own equipment including a ruler, a protractor, a pair of compasses and a scientific calculator.**

## MUSIC GCSE – YEAR 10

### Guidelines for Schemes of Work

The two year course follows the Edexcel Syllabus and is based around the study of four areas of study, composition and performance tasks as outlined below.

### Four areas of study are:

- Structure in Western Classical Music 1600-1899
- Changing directions in Western Classical Music from 1900
- Popular music in context
- Indian Raga, African Music and fusions

Candidates are required to complete the following coursework elements and examinations:

### Performing

Solo Performance – coursework assessment : 15%

Ensemble Performance Coursework Assessment 15%

\*Performing using Music Technology - sequencers or microphones (30%)

(\*This is an alternative means of satisfying the course for non-instrumentalists).

### Composing

Composition 1 : chosen from same area of study as performance 1 – coursework assessment : 15%

Composition 2 : chosen from a different area of study – coursework assessment : 15%

### Listening and Appraising (1½ hours)

Listening Paper – questions on all four areas of study – examination : 40%

For further details see the course structure handout, coursework details sheet, keywords, music links and coursework dates. These are available to download from the Moulton School website music page GCSE or in printed form from the Music Department.

## **BTEC LEVEL 2 FIRST CERTIFICATE MUSIC YEAR 10**

The Edexcel Level 2 BTEC First Certificate in Music consists of **one** core units **plus** two specialist units that provide for a combined total of 180 guided learning hours (GLH) for the completed qualification.

**Core Unit: Planning & creating a music product and Specialist units: TWO from:**

- Solo Musical performance
- Exploring musical composition
- Developing as a musical performer
- Working as a musical ensemble
- Rehearsal techniques for musicians
- Producing a musical recording
- Understanding music
- Exploring an area of music

Students take the core unit and TWO specialist option units. Each unit has approx. 60 guided learning hours and carries an equal weighting towards the overall award. Students choose the specialist units according to their strengths and interests.

Each unit has assignments and supported individual study tasks. Throughout the course students receive feedback and build a portfolio of evidence to gain their grading in each unit.

Clear task sheets and assignment briefs are given to the students and form the basis of the work for each unit. The work and processes are continually assessed to help gain either a pass, merit or distinction grading.

### **Assessment Pattern:**

Students have to show evidence in each unit to achieve a pass, merit or distinction. This evidence is accumulated throughout the course and is internally assessed and externally verified.

The award for each unit is averaged to give either a PASS, MERIT or DISTINCTION overall.

BTEC FIRST CERTIFICATE GRADE	GCSE Grade Equivalent
Pass	CC
Merit	BB
Distinction	AA
Distinction *	A* A*

# BTEC PE – YEAR 10

## Aims of the subject

To allow pupils an insight into how Physical Education can lead to a career within one of 3 areas within the sports sector. Pupils have varying passions and strengths, and as a result they may have interest in different aspects of the sports industry. This interest may be stimulated by the study in a particular unit e.g. the body in sport – masseur; planning and leading sports activities – teacher; practical sport – performer or coach.

## Curricular Outline

Students complete 3 units; 1 core Unit and 2 specialist units.

<b>Core Unit</b>
The Body in Sport
<b>Specialist Units</b>
Planning and Leading Sports Activities
Practical Sport

Students are assessed continuously throughout the two year course. They are assessed on their practical work which is supported by a portfolio of evidence documenting their research, learning and process. There is no end of course final assessment.

## Homework

Homework is set regularly. It can take various formats; from watching sport for analysis purposes, or researching key information to be used in a pupils' portfolio of evidence. The range of pass grades attained by pupils: from pass to distinction\*, will depend upon the quality of work that an individual does during their research homework.

## How Can Parents Help

Parents can support the work that the children do by:

- Encouraging them to make the use of extra-curricular provision;
- Supporting their interest in taking an active role in leadership activities e.g. helping coach younger school teams, organising House sport teams;
- Checking that sufficient time is invested in homework tasks to ensure the best quality of work is produced.

## **RELIGIOUS STUDIES – YEAR 10**

All pupils will take 2 units which combined together will make up a full course GCSE. Each unit will have an exam of 1 hour 30 mins. Unit 2 exam to be taken in summer term year 10, and unit 3 exam in summer term year 11. Pupils are required to study at least one religion for each topic (Christianity at Moulton School) but may also study any of the other major faiths as a comparison.

### **UNIT 2 – RELIGION AND LIFE ISSUES** (Exam Year 10)

**Assessment objectives** Each candidate must demonstrate the following -

**AO1** – Describe, explain and analyse, using knowledge and understanding.

**AO2** – Use evidence and reasoned argument to express and evaluate personal responses, using informed insights and differing viewpoints.

Within each topic pupils should be familiar with the key teachings from the religion(s) studied and should be aware of how religious leaders and other faith members have interpreted these teachings and applied them to life in society today.

Candidates will be required to answer 4 questions chosen from the 6 topics. (All topics will appear on the examination paper)

#### **Topics**

1. Religion and animal rights.
2. Religion and planet earth.
3. Religion and prejudice.
4. Religion and early life.
5. Religion, war and peace.
6. Religion and young people.

### **UNIT 3 – RELIGION AND MORALITY** (Exam Year 11)

**Assessment objectives**

**AO1** – Describe, explain and analyse, using knowledge and understanding.

**AO2** – Use evidence and reasoned argument to express and evaluate personal responses, using informed insights and different viewpoints.

Candidates will be required to answer 4 questions chosen from the 6 topics. (All topics will appear on the examination paper).

#### **Topics**

1. Religious attitudes to matters of life (Medical Ethics)
2. Religious attitudes to the elderly and death.
3. Religious attitudes to drug abuse.
4. Religious attitudes to crime and punishment.
5. Religious attitudes to rich and poor in British society.
6. Religious attitudes to world poverty.

## Unit 2 -Topic 2

## RELIGION AND PLANET EARTH

The following issues are covered within this unit.

- Religious beliefs about the origins of life.
- Religious views about the nature of Planet Earth (Awe and wonder)
- Religious beliefs about care and responsibility for the planet – stewardship.
- Action being taken to look after the world – e.g. conservation, Earth Summits, targets to reduce emissions, sustainable development.
- Problems caused by pollution - e.g. acid rain, oil spills, toxic chemicals, pesticides.
- Effects of modern lifestyles – problems caused by emissions from cars, factories; waste and recycling.
- The debate about and the effects of climate change – e.g. severe weather, famine droughts, floods.
- Use and abuse of natural resources – e.g. oil.
- Destruction of natural habitat, including deforestation.

### Key ideas

- Life is special
- Humans have a responsibility to care for their planet.
- There is a role for everyone.

#### 1. Origins of Life

- Age of the universe
- Scientific view – Big Bang, Evolution.
- Christian creation story
- Can Christians believe in the Big Bang and Evolution?

#### 2. Environmental Problems

- Pollution – different types, effect on the environment.
- Global warming – causes and effects.
- Use and abuse of natural resources.
- Deforestation and destruction of natural habitats – causes and effects.

#### 3. Modern lifestyles

- Population explosion
- Technology
- Consumerism
- Poverty
- Attitudes.

#### 4. Actions

- Peaceful protests
- Go Green
- Alternative transport
- Things to avoid

#### 5. Religious views

- Christianity – created by God, wonder of natural world, stewardship, responsibility for future generations.
- Islam – created by Allah, khalifah (stewardship), humans judged on actions.

## SCIENCE GCSE: YEAR 10

### **Course Structure**

Science is a modular course made up of topics covering Biology, Chemistry and Physics. The three subjects are combined to give a Science GCSE.

Students at Moulton School follow the OCR Gateway B syllabus.

**Double Science:** Most students will follow a Science course leading towards two Science GCSEs. Traditionally, this has been taught as one course leading to a dual certification at the end of year 11. The OCR Gateway course consists of Core Science (yr 10) and Additional Science (yr 11), each with their own individual certification. Hence, at the end of year 10, students following this course will already have one Science GCSE. The Core Science course is made up of 6 modules, 2 for each subject taught in six periods a week.

**Triple Science:** Students studying this course have nine periods a week. Biology, Chemistry and Physics are taught as discrete subjects towards a triple award GCSE. The course consists of 9 modules, 3 for each subject in Year 10.

**Single Science:** Students studying Science for three periods a week will be entered for a single Science GCSE. As for the other Science GCSEs, the course covers topics for each subject area.

### **Assessment – Double Science**

**Examinations** – There are two written examinations in year 10 focusing on course content, one in January and one in June. Each constitutes 33.3% of the total GCSE marks. Each examination is a 60 mark, 60 minute paper.

**Coursework** - Skills assessment consists of two elements:

- Can-do tasks (24 marks)
- Report on Science in the news (36 marks)

The coursework constitutes 33.3% of the total GCSE marks.

All written papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades G to C and Higher Tier papers assess Grades D to A\*. The coursework is not tiered.

### **Assessment – Triple Science**

**Examinations** – There are three written examinations, one for each subject in June. Each paper constitutes 33.3% of the total GCSE marks. Each paper is a 60 mark, 60 minute paper.

**Coursework** - Skills assessment consists of two elements:

- Can-do tasks (24 marks)
- Report on Science in the news (36 marks)

The coursework constitutes 33.3% of the total GCSE marks.

All written papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades G to C and Higher Tier papers assess Grades D to A\*. The coursework is not tiered.

# BTEC APPLIED SCIENCE: YEAR 10

## **Course Structure**

BTEC Applied Science is a modular course made up of topics covering Biology, Chemistry and Physics. The three subjects are combined to give the award of a BTEC First Certificate in Applied Science which is the equivalent of receiving two GCSE qualifications..

Students at Moulton School follow the EdExcel syllabus.

**Structure:** The BTEC Science course is made up of 3 modules, 1 for each subject (Biology, Chemistry and Physics) taught in six periods a week. In year 10 students will complete the Chemistry and Biology modules, having 3 periods on each. The students will have two teachers, one will teach the chemistry module and the other will teach the biology component. In year 11, the students continue with 6 periods a week, but will complete the physics module with both teachers. There will be some time at the end of the course to complete and improve all assignments from year 10 and 11.

## **Assessment**

**Examinations** – There no examinations for this course.

**Coursework** – Students will complete a variety of assignments in each module which contributes to their overall portfolio and grade for the qualification.

Clear task sheets and assignment details are given to the students at the start of each unit with the criteria for each level awarded.

Students work will be graded as a Pass, Merit or Distinction. The overall grade for the course and GCSE grade equivalents are shown below:

Pass = CC  
Merit = BB  
Distinction = AA