



St Benedict's  
Catholic High  
School

1971

**YEAR 10**  
**CURRICULUM**  
**INFORMATION**  
**2023-2024**



*Through love of Christ, delight in Virtue*

# OUR CURRICULUM

Our curriculum is designed to take pupils from the secure close-knit feel of good primary schooling to high levels of independent learning. We always have high aspirations for all our pupils, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they are able to. We regularly review and refine our curriculum so that it meets the personal needs and interests of all our pupils, supporting and challenging each individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

For any pupil who may not be reaching their full progression potential, we implement a series of interventions to ensure that pupils achieve their best. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. We provide our pupils with a wide range of opportunities for them to develop, both during their time at school, and also externally. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century. It also enables them to be the best they can be by providing a secure learning environment, a rigorous academic and vocational curriculum, high expectations and best practice in teaching and learning, enhanced by wide-ranging extra-curricular opportunities and excellent pastoral care.



## YEAR 10 CURRICULUM TIME COMPULSORY SUBJECTS

| SUBJECT                    | NUMBER OF LESSONS A WEEK |
|----------------------------|--------------------------|
| ENGLISH                    | 5                        |
| MATHEMATICS                | 4                        |
| PHYSICAL EDUCATION CORE    | 1                        |
| RELIGIOUS EDUCATION        | 3                        |
| SCIENCE - COMBINED SCIENCE | 6                        |

5

DAYS A WEEK

6

LESSONS A DAY  
MON-WED

5

LESSONS A DAY  
THU-FRI

25

LESSONS A WEEK

55

MINUTES A  
LESSON

5

COMPULSORY  
SUBJECTS

3

OPTION  
SUBJECTS

### TEACHING ORDER

The units shown on the following pages are taught in order as they appear i.e. the unit at the top of the page is the first one taught in September and the one at the end of the subject page(s) is taught at the end of the year. Where 6 units are displayed, this means that the unit is taught for approximately 6/7 weeks - one half term.

| Exam Board         | Specification   | Unit Weightings  |
|--------------------|---|--|
| AQA                | 8700 - Language<br>8702 - Literature  | <p><b>Language - Paper 1: Explorations in Creative Reading and Writing Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul> <p><b>Language - Paper 2: Writers' Viewpoints and Perspectives Assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul> <p><b>Language - Non-examination Assessment: Spoken Language Assessed</b></p> <ul style="list-style-type: none"> <li>teacher set throughout course</li> <li>marked by teacher</li> <li>separate endorsement (0% weighting of GCSE)</li> </ul> <p><b>Literature - Paper 1: Shakespeare and the 19th-century novel How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>64 marks</li> <li>40% of GCSE</li> </ul> <p><b>Literature - Paper 2: Modern texts and poetry How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 2 hour 15 minutes</li> <li>96 marks</li> <li>60% of GCSE</li> </ul> |
| Exam Board Website | <p><a href="#">Click here to view the course specification from the exam board - Language.</a></p> <p><a href="#">Click here to view the course specification from the exam board - Literature.</a></p> |  |

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### LANGUAGE PAPER 1 SECTIONS A & B

As part of this paper pupils build on their prior learning of writer's methods and applying terminology. Pupils are explicitly taught the difference between language and structural methods so that they can successfully answer questions 2 and 3. Pupils build on their prior knowledge of evaluation and are given multiple opportunities to practise this challenging skill in a scaffolded way. Pupils also build on their prior learning, in relation to narrative and descriptive writing and apply what they know about sentence forms, paragraphing, linguistic devices and punctuation to exam style questions. Pupils practise writing under exam conditions more frequently to get used to the pace of the paper.

## **LIT PAPER 1 SECTION A – SHAKESPEARE’S MACBETH OR ROMEO AND JULIET**

In this unit pupils are able to draw on their prior learning of Shakespearean England and revisit key contextual elements and themes such as patriarchy, gender roles, control and violence. Pupils continue to focus on crafting clear points on a range of exam style questions, including theme and character questions that they have been exposed to in prior learning. Pupils build on their knowledge of writer’s methods and explore the language, form and structure of their text. Pupils are taught how to approach the extract style exam questions and the importance of whole text references are emphasised. Emphasis is placed on remembering the plot, intentions, and key references/methods.

## **LANGUAGE PAPER 2 SECTIONS A & B**

Pupils adapt the skills they use for language paper 1 to analyse and produce non-fiction texts in paper 2. Pupils are reminded and spend time practising how to compare texts for question 4 of this paper. Pupils are given engaging texts on topical issues social, cultural and political issues. Pupils build on their prior learning of opinion writing, including writing anecdotes and convincing facts and statistics. Pupils learn how to write a wider range of opinion texts such as letters, blogs and essays.

## **LIT PAPER 1 SECTION B C19TH NOVEL- ACC OR JEKYLL AND HYDE**

Pupils draw and build on their prior learning of C19th England from when they studied the Speckled Band, using it to help develop their understanding of writer’s intentions. Pupils continue to develop their essay writing skills in terms of forming clear points, linking to intention, exploring quotes as well as language, form and structural methods. Emphasis is again placed on remembering the plot, key intentions, references and methods. Like with the Shakespeare unit, emphasis and importance is placed on making a whole text reference as well as addressing the extract.

## **LITERATURE PAPER 2 – POWER AND CONFLICT POETRY (4 WEEKS +3 WEEKS IN YEAR 11)**

In this unit, pupils build on their knowledge of WWI from year 7, when studying poems such as Wilfred Owen’s Exposure. To explore the theme of power pupils are able to reflect back on ideas such as ‘abuse of power’ from texts like Of Mice and Men and The Speckled Band, as well as their Shakespeare texts. Pupils also capitalise on their knowledge of the poetic form and revisit terms such as enjambment and caesura as well as looking at other methods such as end-stopped lines and sibilance to name a few. As part of this unit pupils build on their prior learning of comparing texts.

## **SPEAKING & LISTENING**

Pupils spend time planning and executing a presentation on a topic of their interest in an engaging and confident manner for their classmates.

## **GOTHIC WRITING (DESCRIPTIVE WRITING INSPIRED BY THE WOMAN IN BLACK)**

Pupils use The Woman in Black and their knowledge of the gothic genre as a springboard for their descriptive writing; this unit focuses heavily on pupils building sensory description and using extended personification and zoomorphism.

| Exam Board                | Specification  | Unit Weightings  |
|---------------------------|--|--|
| AQA                       | 8300   | <p><b>Paper 1: non-calculator</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul> <p><b>Paper 2: calculator</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul> <p><b>Paper 3: calculator</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33⅓% of the GCSE Mathematics assessment</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |  |

## YEAR 10 TEACHING UNITS - FOUNDATION - WHAT WILL YOUR CHILD STUDY?

### UNIT 1 - NUMBER

Pupils will learn:

- 1.1 Calculations
- 1.2 Decimal numbers
- 1.3 Rounding and estimation
- 1.4 Factors and multiples
- 1.5 Squares, cubes and roots
- 1.6 Index notation
- 1.7 Standard Form
- 1.8 Prime factors
- 1.9 Use of a Calculator

### UNIT 2 - ALGEBRA

Pupils will learn:

- 2.1 Algebraic expressions
- 2.2 Simplifying expressions
- 2.3 Substitution
- 2.4 Formulae
  - 2.5 Expanding brackets
  - 2.6 Factorising
  - 2.7 Using expressions and formula
  - 2.8 Language of algebra

# MATHEMATICS – FOUNDATION

## – continued



### YEAR 10 TEACHING UNITS – FOUNDATION – WHAT WILL YOUR CHILD STUDY?

#### UNIT 3 – GRAPHS, TABLES & CHARTS

Pupils will learn:

- 3.1 Frequency tables
- 3.2 Two-way tables
- 3.3 Time
- 3.4 Representing data
- 3.5 Time series
- 3.6 Stem and leaf diagrams
- 3.7 Pie charts
- 3.8 Scatter graphs
- 3.9 Line of best fit

#### UNIT 4 – FRACTIONS & PERCENTAGES

Pupils will learn:

- 4.1 Working with fractions
- 4.2 Operations with fractions
- 4.3 Multiplying fractions
- 4.4 Dividing fractions
- 4.5 Fractions and decimals
- 4.6 Fractions and percentages
- 4.7 Calculating percentages

#### UNIT 5 – EQUATIONS, INEQUALITIES & SEQUENCES

Pupils will learn:

- 5.1 Solving simple equations
- 5.2 Solving complex equations
- 5.3 Solving equations with brackets
- 5.4 Inequality notation & listing values
- 5.5 Inequalities on a number line
- 5.6 Formulae
- 5.7 Generating sequences
- 5.8 Using the nth term of a sequence

#### UNIT 6 – ANGLES & SHAPES

Pupils will learn:

- 6.1 Properties of shapes
- 6.2 Angles in triangles
- 6.3 Angles in quadrilaterals
- 6.4 Angles in parallel lines
- 6.5 Exterior and interior angles
- 6.6 Geometric patterns

#### UNIT 7 – AVERAGES & RANGE

Pupils will learn:

- 7.1 Mean and range
- 7.2 Mode and median
  - 7.3 Types of average
  - 7.4 Estimating the mean
  - 7.5 Sampling
  - 7.6 Types of Data

# MATHEMATICS – FOUNDATION

## – continued



### YEAR 10 TEACHING UNITS – FOUNDATION – WHAT WILL YOUR CHILD STUDY?

#### TOPIC 8 – PERIMETER, AREA & VOLUME

Pupils will learn:

- 8.1 Rectangles, parallelograms and triangles
- 8.2 Trapezia and changing units
- 8.3 Compound shapes
- 8.4 Surface area of 3D solids
- 8.5 Volume of prisms
- 8.6 Volume and surface area problems

#### UNIT 9 – GRAPHS

Pupils will learn:

- 9.1 Coordinates
- 9.2 Linear graphs
- 9.3 Gradient
- 9.4  $y = mx + c$
- 9.5 Real-life graphs
- 9.6 Distance-time graphs

#### UNIT 10 – TRANSFORMATIONS

Pupils will learn:

- 10.1 Translation
- 10.2 Reflection
- 10.3 Rotation
- 10.4 Enlargement
- 10.5 Describing transformations
- 10.6 Combining transformations

#### UNIT 11 – RATIO & PROPORTION

Pupils will learn:

- 11.1 Writing ratios
- 11.2 Using ratios
- 11.3 Ratios and measures
- 11.4 Comparing ratios
- 11.5 Using proportion
- 11.6 Proportion and graphs
- 11.7 Proportion problems

#### UNIT 12 – RIGHT ANGLED TRIANGLES

Pupils will learn:

- 12.1 Pythagoras' theorem
- 12.2 Trigonometry: the sine ratio
- 12.3 Trigonometry: the cosine ratio
- 12.4 Trigonometry: the tangent ratio
- 12.5 Finding lengths and angles using trigonometry
- 12.6 Knowing exact values for trigonometric ratios



# MATHEMATICS – HIGHER



## YEAR 10 TEACHING UNITS – HIGHER – WHAT WILL YOUR CHILD STUDY?

### UNIT 1 – NUMBER

Pupils will learn:

- 1.1 number problems and reasoning
- 1.2 place value and estimating
- 1.3 HCF and LCM
- 1.4 Calculating with powers (indices)
- 1.5 Zero, negative and fractional indices
- 1.6 Powers of 10 and standard form
- 1.7 Surds

### UNIT 2 – ALGEBRA

Pupils will learn:

- 2.1 Algebraic indices
- 2.2 Expanding and factorising.
- 2.3 Equations
- 2.4 Formulae
- 2.5 Linear sequences
- 2.6 Non-Linear sequences
- 2.7 More expanding and factorising

### UNIT 3 – GRAPHS, TABLES & CHARTS

Pupils will learn:

- 3.1 Statistical Diagrams 1
- 3.2 Time series
- 3.3 Scattergraphs
- 3.4 Line of best fit
- 3.5 Averages and range
- 3.6 Statistical diagrams 2

### UNIT 4 – FRACTIONS & PERCENTAGES

Pupils will learn:

- 4.1 Fractions
- 4.2 Ratios
- 4.3 Ratios and proportions
- 4.4 Percentages
- 4.5 Fractions, decimal and percentages

### UNIT 5 – POLYGONS, ANGLES, RIGHT ANGLED TRIANGLE

Pupils will learn:

- 5.1 Angle properties of triangles and quadrilaterals
- 5.2 Interior angles of a polygon
- 5.3 Exterior angles of a polygon
- 5.4 Pythagoras' theorem 1
- 5.5 Pythagoras' theorem 2
- 5.6 Trigonometry 1
- 5.7 Trigonometry 2

### UNIT 6 – GRAPHS

Pupils will learn:

- 6.1 Linear graphs
- 6.2 More linear graphs
- 6.3 Graphing rates of change
- 6.4 Real-life graphs
- 6.5 Line segments
- 6.6 Quadratic graphs
- 6.7 Cubic and reciprocal graphs
- 6.8 More graphs

### UNIT 7 – PERIMETER, AREA, VOLUME

Pupils will learn:

- 7.1 Perimeter and area
- 7.2 Units and accuracy
- 7.3 Prisms
- 7.4 Circles
- 7.5 Sectors of circles
- 7.6 Cylinders and spheres
- 7.7 Pyramids and cones

### TOPIC 8 – TRANSFORMATIONS AND CONSTRUCTIONS

Pupils will learn:

- 8.1 3D Solids
- 8.2 Reflection and rotation
- 8.3 Enlargement
- 8.4 Combining transformations
- 8.5 Bearings and scale drawings
- 8.6 Constructions 1
- 8.7 Constructions 2
- 8.8 Loci

### UNIT 9 – QUADRATIC EQUATIONS AND INEQUALITIES

Pupils will learn:

- 9.1 Solving quadratic equations 1
- 9.2 Solving quadratic equations 1
- 9.3 Completing the square
- 9.4 Solve simple simultaneous equations
- 9.5 More simultaneous equations
- 9.6 Solving linear and quadratic simultaneous equations
- 9.7 Solving linear inequalities

### UNIT 10 – PROBABILITY

Pupils will learn:

- 10.1 Combined events
- 10.2 Mutually exclusive events
- 10.3 Experimental probability
- 10.4 Independent events and tree diagrams
  - 10.5 Conditional probability
  - 10.6 Venn diagrams and set notation.

# MATHEMATICS – HIGHER – continued



## YEAR 10 TEACHING UNITS – HIGHER – WHAT WILL YOUR CHILD STUDY?

### UNIT 11 – MULTIPLICATIVE REASONING

Pupils will learn:

- 11.1 Growth and decay
- 11.2 Compound measures
- 11.3 More compound measures
- 11.4 Ratio and proportion

### UNIT 12 – SIMILARITY AND CONGRUENCE

Pupils will learn:

- 12.1 Congruence
- 12.2 Geometric proof and congruence
- 12.3 Similarity
- 12.4 More similarity
- 12.5 Similarity in 3D solids

| Exam Board                       | Specification   | Unit Weightings  |
|----------------------------------|---|--|
| Educas                           | 601/8879/0  | <p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 2 hours</li> <li>• 50% of qualification</li> </ul> <p><b>Component 2: Study of Christianity</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour</li> <li>• 25% of qualification</li> </ul> <p><b>Component 3: Study of a World Faith</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour</li> <li>• 25% of qualification</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |  |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### ORIGINS AND MEANINGS

This theme requires pupils to consider religious and non-religious beliefs about the origins and value of the universe and human life. Pupils are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition to consider religious and non-religious beliefs about the origins and value of the universe and human life. Pupils are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

### GOOD AND EVIL

This theme requires pupils to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Pupils are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tra to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Pupils are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

### LIFE & DEATH

This theme requires pupils to consider religious beliefs about the nature of life and death. Pupils are expected to make relevant references to scripture and other sources of authority.

| Exam Board | Specification | Unit Weightings  |
|------------|---------------|--|
| AQA        | 8464          | <p>There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.</p> <p><b>Biology Paper 1</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p><b>Biology Paper 2</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p><b>Chemistry Paper 1</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p><b>Chemistry Paper 2</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p><b>Physics Paper 1</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> <p><b>Physics Paper 2</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• 16.7% of GCSE</li> </ul> |

# SCIENCE – COMBINED (TRILOGY)



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### BIOLOGY

Pupils will learn:

- Cell Biology
  - Cell structure
  - Cell division
  - Transport in cells
- Organisation
  - Principles of organisation
  - Animal tissues, organs & organ systems
  - Plant tissues, organs & systems
- Infection and response
  - Communicable diseases
- Bioenergetics
  - Photosynthesis

### PHYSICS

Pupils will learn:

- Energy
  - Energy changes in a system, and the ways energy is stored before and after such changes
  - Conservation and dissipation of energy
  - National and global energy resources
- Electricity
  - Current, potential difference and resistance
  - Series and parallel circuits
  - Domestic uses and safety
  - Energy transfers
- Particle Model of Matter
  - Changes of state and the particle model
  - Internal energy and energy transfers
  - Particle model and pressure
- Atomic Structure
  - Atoms and isotopes
  - Atoms and nuclear radiation

# SCIENCE – COMBINED (TRILOGY) – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### CHEMISTRY

Pupils will learn:

- Atoms, bonding and moles
  - o 5.1 Atomic structure and the periodic table
  - o 5.2 Bonding, structure, and the properties of matter
  - o 5.3 Quantitative chemistry
- Chemical reactions and energy changes
  - o 4.4 Chemical changes
  - o 5.4.3 Electrolysis
  - o 5.5 Energy changes
- Rates, equilibrium and organic chemistry
  - o 5.6 The rate and extent of chemical change
  - o 5.6.2 Reversible reactions and dynamic equilibrium
  - o 5.7 Organic chemistry
- Analysis and the Earth's resources
  - o 5.8 Chemical analysis
  - o 5.9 Chemistry of the atmosphere
  - o 5.10 Using resources

# YEAR 10 CURRICULUM TIME

## OPTIONAL SUBJECTS

| SUBJECT                            | NUMBER OF LESSONS A WEEK |
|------------------------------------|--------------------------|
| ART & DESIGN                       | 3                        |
| BUSINESS STUDIES                   | 3                        |
| BTEC SPORT                         | 3                        |
| COMPUTER SCIENCE & CREATIVE IMEDIA | 3                        |
| DESIGN TECHNOLOGY: CATERING        | 3                        |
| DESIGN TECHNOLOGY: PRODUCT DESIGN  | 3                        |
| ENGINEERING                        | 3                        |
| FRENCH / GERMAN / SPANISH          | 3                        |
| GEOGRAPHY                          | 3                        |
| HISTORY                            | 3                        |
| HEALTH & SOCIAL CARE               | 3                        |
| MUSIC                              | 3                        |
| PERFORMING ARTS                    | 3                        |
| TRIPLE SCIENCE                     | 3                        |

5

DAYS A WEEK

6

LESSONS A DAY  
MON-WED

5

LESSONS A DAY  
THU-FRI

28

LESSONS A WEEK

55

MINUTES A  
LESSON

5

COMPULSORY  
SUBJECTS

3

OPTION  
SUBJECTS



| Exam Board         | Specification  | Unit Weightings  |
|--------------------|--|--|
| AQA                | 8201, 8202, 8203, 8204, 8205, 8206   | <p><b>Component 1: Portfolio</b><br/>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul> <p><b>Component 2: Externally Set Assignment</b><br/>Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Preparatory period followed by 10 hours of supervised time</li> <li>• 96 marks</li> <li>• 40% of GCSE</li> </ul> |
| Exam Board Website | <a href="#">Click here to view the course specification from the exam board.</a> |  |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### PORTFOLIO: PROJECT ONE: PORTRAITS.

- Pupils should understand the marking system of the AQA board, including AO1, 2, 3 & 4.
- Pupils will improve their drawing skills (including self-portrait), using a wide range of materials.
- pupils will learn how to choose artists, who they will write about and learn from their techniques etc.
- New Materials techniques:
- Acrylic paint, brushos, inks, photography, computer graphics.

Artists: Barbra Kruger, Nikki Farquharson, Kantura Davis, Jack Vittriano, Christian Furr, Andrew Wyeth, Gabriel Moreno, Gustav Klimt, Oliver Winconek, Paul Wright, Meredith Frampton, Lynette Yiadom-Boakye, Megan Ashman, Dod Procter, Sharon Spung, Carne Griffiths etc.

### PORTFOLIO: PROJECT ONE: PORTRAITS.

Pupils will learn:

- to work in the style of their Artists.
- How to write about their work, ideas and how they have used past artists.
- To work independently selecting the right materials, artists, compositions etc.
- About formal elements.
- To develop their ideas and show a range of ideas before producing a final picture.

# ART AND DESIGN - continued



## PORTFOLIO: PROJECT TWO: MARIEN LIFE.

- Pupils should work more independently, starting by selecting a range of marine life to draw.
- Pupils will produce a piece of ceramics after looking at ceramic artists and designing a piece that they make.
- Pupils will produce a lino print after looking at print artists and designing a tile that they will cut out of the lino and produce prints with.
- Pupils will look at Fashion and how designers get inspiration from natural sources like marine life.
- New Materials techniques:
  - Ceramic techniques, lino printing

Artists: Textiles, Zara Rhodes, Alexander MacQueen, Camille-Cortet, Liliya Hudyakova. Ceramics, Jane Street, John Clappison, Natalie Ul'yanova, Tanya Casteel. Painters, Donna Schaffer, Jessica Doyle, David C. Miller, J Vincent Scarpace etc.

| Exam Board                | Specification  | Unit Weightings   |
|---------------------------|--|---|
| OCR                       | J837   | <p><b>Unit R067: Enterprise and marketing concepts</b><br/><b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 1 hour 15 minute written examination</li> <li>• 40% of the qualification</li> </ul> <p><b>Unit R068: Design a business proposal</b><br/><b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 10-14hr assignment</li> <li>• 30% of the qualification</li> </ul> <p><b>Unit R069: Market and pitch a business proposal</b><br/><b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 10-14hr assignment</li> <li>• 30% of the qualification</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT R068: DESIGN A BUSINESS PROPOSAL

Creating a new product is an exciting challenge. If pupils want their product to make a profit, then it must meet customer needs but also stand out from similar products that are on the market. This unit will provide pupils with the skills and knowledge to design a product proposal to meet a business brief / topic which the exam board will give them.

In this unit pupils will create a portfolio of work and learn how to develop market research tools and use these to complete their market research. They will come up with their own marketing aims and what they want to find out. Pupils will look at different market research methods; sampling methods and ways to present their findings. They will use their research findings to decide how they will split the market up using segmentation and decide who their customers will be (target market); create a design mix and produce their product design ideas.

### SPRING 1 AND SPRING 2:

To help decide on their final design, pupils will gain feedback and then assess the strengths and weaknesses of their initial ideas. Pupils will complete financial calculations to determine whether their proposal is likely to make a profit. Pupils will look at revenue; variable, fixed and total costs; profit/loss and break-even analysis. They will also decide on the prices they will charge. Pupils will use the evidence they have generated to decide whether they think that their new product is likely to be financially viable. Pupils will also identify the risks and challenges that their business idea may come against and how to reduce the impact of these risks.

# BUSINESS STUDIES – OCR NATIONALS IN ENTERPRISE AND MARKETING



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### **UNIT R067: ENTERPRISE AND MARKETING CONCEPTS**

Setting up and running a business enterprise is an exciting challenge which lots of people embark on every day. In this unit pupils will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. This is an examined unit and will provide pupils with the knowledge and understanding of key enterprise and marketing topics.

In this unit pupils will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.

As well as understanding the target market's needs, pupils will learn how the marketing mix elements must be carefully work together to enhance business performance. Pupils will examine each element individually and explore the decisions that an entrepreneur needs to make.

Pupils will learn about the types of ownership for an enterprise and sources of capital available.

Running a successful enterprise can be tough, but there is a lot of support available, which pupils will learn about so that they can understand how to obtain timely and appropriate guidance.

| Exam Board                | Specification  | Unit Weightings  |
|---------------------------|--|--|
| Edexcel / Pearson         | 1BS0   | <p><b>Theme 1: Investigating small business</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes</li> <li>• 50% of the qualification</li> <li>• 90 marks</li> </ul> <p><b>Theme 2: Building a business</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour and 45 minutes</li> <li>• 50% of the qualification</li> <li>• 90 marks</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |  |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### TOPIC 1.1 ENTERPRISE AND ENTREPRENEURSHIP

This is an introduction to Business and entrepreneurship. In this unit pupils will look at how business ideas come about. Pupils will also look at the impact of the various risks and rewards of business activity and look at the role of entrepreneurship. Pupils will look at the size of business enterprises and the purpose of business activity.

### TOPIC 1.2: SPOTTING A BUSINESS OPPORTUNITY

In this unit pupils will look at how new and small businesses spot opportunities and look at customer needs and market research. Pupils will look at how businesses target the market and how they split the market up using segmentation. Pupils will also look at the importance of competition on a business and how businesses map their competitors.

### TOPIC 1.3: PUTTING A BUSINESS IDEA INTO PRACTICE

In this unit pupils will look at how a business identifies its financial and non-financial aims and objectives and calculate key financial aspects of putting a business idea into place such as revenue; profit/loss; fixed, variable and total costs; gross profit and net profit; income statements; break even analysis and cash flow forecasts. Pupils will also look at where businesses get their finance from to start the business and fund its growth.

### TOPIC 1.4: MAKING THE BUSINESS EFFECTIVE

In this unit pupils will look at the types of ownership of business such as sole traders, partnerships, private limited companies and franchises; the type of liability they have; their choice of location and the reasons for locating there; the marketing mix and how all elements of the marketing mix must work together for the product/service to be successful and look at the importance of business planning.

### TOPIC 1.5: UNDERSTANDING EXTERNAL INFLUENCES ON BUSINESS

In this unit pupils will look at external influences and how they affect a business. These include stakeholders who have an interest in the business; technology used by business; laws that affect businesses such as employment law and they will look at how the economy affects businesses – looking at unemployment, consumer income, inflation, interest rates, taxation and exchange rates.

# BTEC Tech Award in SPORT

| Exam Board                | Specification  | Unit Weightings  |
|---------------------------|--|--|
| Pearson BTEC              | 603/7068/3   | <b>Unit 1: Fitness for Sport &amp; Exercise</b> <ul style="list-style-type: none"><li>External Exam - February</li></ul> <b>Unit 2: Practical Performance in Sport</b> <ul style="list-style-type: none"><li>Assignments x 3</li></ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |  |

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### UNIT 1 - FITNESS FOR SPORT & EXERCISE

#### COMPONENTS OF FITNESS

Physical Components:

- Aerobic Endurance
- Muscular Strength
- Muscular Endurance
- Speed
- Flexibility
- Body composition

Skills Components:

- Agility
- Balance
- Co-ordination
- Power
- Reaction time

The importance of all of the above components in successful sporting performance

Exercise Intensities:

- Measuring heart rate
- Maximum heart rate
- Training zones/thresholds
- RPE/Borg Scale

# BTEC SPORT – continued

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?



### PRINCIPLES OF TRAINING

#### FITT Principle

- Frequency
- Intensity
- Time
- Type

#### Additional principles of training:

- Progressive Overload
- Specificity
- Individual differences/needs
- Adaptation
- Reversibility
- Variation
- Rest and recovery

#### Training Methods

Knowledge of the following safe, appropriate, and effective methods of training.

- Flexibility
  - Static
  - Ballistic
  - Proprioceptive
- Strength
  - Circuit
  - Free weights
  - Plyometrics
- Aerobic Endurance
  - Continuous
  - Fartlek
  - Circuit
  - Interval
- Speed
  - Hollow
  - Interval
  - Acceleration

# BTEC SPORT - continued

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### **FITNESS TESTING**

Administration & Interpretation of fitness test

- Pre-test procedures
- Safe and effective use of equipment
- Administration of test procedures
- Interpretation of results
- Use of baseline data

### **Flexibility**

- Sit and reach

Strength

- Grip dynamometer

Aerobic Endurance

- Multistage fitness test
- Forestry step test
- V02Max

Speed

- 35m Sprint test

Agility

- Illinois agility test

Anaerobic power

- Vertical jump test

Muscular endurance

- 1 minute press up test
- 1 minute sit up test

Body composition

- BMI
- BIA
- Skinfold testing



# BTEC SPORT – continued

YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?



## UNIT TWO – PRACTICAL PERFORMANCE IN SPORT

### TO UNDERSTAND RULES, REGULATIONS AND SCORING SYSTEMS IN SELECTED SPORTS

Rules regulations and scoring systems of selected sports

- Rules (laws) – Rules as regulated by NGB and IGB's
- Regulations
- Scoring systems
- Application of the rules/laws in situations
- Roles of officials
- Responsibilities of officials

### PRACTICALLY DEMONSTRATE SKILLS, TECHNIQUES AND TACTICS IN SELECTED SPORTS

Skills, techniques and tactics in selected sports

- Components of physical fitness
- Technical demands
- Tactical demands
- Safe and appropriate participation
- Skills and techniques
- Relevant tactics
- Isolated practices
- Conditioned practices
- Competitive situations

### TO BE ABLE TO REVIEW SPORTS PERFORMANCE

Reviewing sports performance

- Observational checklists
- Review of performance

| Exam Board                | Specification  | Unit Weightings   |
|---------------------------|--|---|
| OCR                       | J277   | <p><b>Paper 1: Computer systems (01)</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>50% of GCSE</li> </ul> <p><b>Paper 2: Computational thinking, algorithms and programming (02)</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>50% of GCSE</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### AUTUMN 1

Unit 1: In this unit pupils will learn what primary and secondary storage is. Pupils will explore how computers store data and why they store data in the way they do.

Unit 2: Pupils will explore the difference between high- and low-level programming languages and learn about the translators. Pupils will study the sequence construct, use subroutines, identify errors in programs and explore the tools an IDE provides. Pupils will learn how to use variables, declare, initialise and the assignment of variables in programs. Pupils will output data and obtain input from the keyboard in a program. Pupils will explore the different data types available in a program. Pupils will study decomposition, abstraction and algorithmic thinking and computational thinking techniques; learn how to recognise scenarios where these techniques are applied and identify algorithms that are defined as written descriptions, flowcharts and code. Pupils will analyse and create flowcharts using the flowchart symbols.

### AUTUMN 2

Unit 1: In this unit, pupils will learn how to perform calculations to work out file sizes and how to convert binary values to images, sound, and characters. Pupils will explore the different number systems available in computing such as hexadecimal, adding binary integers and binary shifts.

Unit 2: Pupils will import modules into their code and generate random number numbers in their programs. Pupils will learn how to use arithmetic expressions using the rules of operator precedence (BIDMAS). Pupils will learn about conditions and how to define them as an expression. Pupils will then study selection, which uses condition to control the flow of execution in programs and use Boolean and logical operators within expressions. Pupils will modify programs to use nested selection. Pupils will study iteration in programs, modify them to incorporate while loops and use trace tables to detect and correct any errors in the use of while loops in programs. Pupils will then compare the use of while and for loops in programs. Pupils will learn about validation and perform validation checks by using iteration.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### SPRING 1

Unit 1: In this unit pupils will learn about the architecture of the CPU. Pupils will explore what the purpose of the CPU is and what all the components inside the CPU are and what they do. Pupils will also explore what the factors are that affect the performance of the CPU.

Unit 2: Pupils will study linear search and binary search to find the position of an item in a list, perform both searches and trace code for both searching algorithms with input data. Pupils will then study the sorting algorithms; perform bubble sort and insertion sort to order a list containing sample data; interpret and trace code for both sorting algorithms with input data. Pupils will merge two ordered lists and learn how to use merge sort for ordering a list of items. Pupils will study the logic gates including their symbols and truth tables. Pupils will learn how logic gates are used in computation, design and combine logic gates to solve problems. Pupils will construct truth tables for a three-input logic circuit and write Boolean expressions to describe logic circuits.

### SPRING 2

Unit 1: Pupils will explore a topic called 'systems software'. Pupils will learn what an operating system is and what its purpose is. Pupils will explore the different elements that make up an operating system. Within this topic, pupils will explore what utility software is and why it is needed.

Unit 2: Pupils will learn about subroutines and the purpose of parameters in subroutines. Pupils will explore the difference between functions and procedures, use trace tables to investigate functions and use them to return values in programs. Pupils will study the relationship between parameters and global variables. Pupils will then apply the structured approach to programming and iteratively test their programs using different types of test data.

### SUMMER 1

Unit 1: Pupils will take a look at the different types of networks, connections and protocols used when creating a network and communicating. The next step will be to learn how to protect them. So, in this unit pupils will also learn what the potential risks to a network are – the different forms of attack and pupils will explore ways to try and prevent potential network vulnerabilities.

Unit 2: Pupils will learn how to use string handling techniques; use for loops and in operator for string operations. Pupils will then study lists and arrays as data structures and learn how to use list methods to append to lists and traverse list elements. Pupils will then explore the use of 2D lists in programs.

### SUMMER 2

Unit 1: Pupils will explore the ethical, legal, cultural and environmental impacts of digital technology. Pupils will explore the impact technology has on society and what laws have been introduced over time to protect people's privacy, data and equipment

Unit 2: Pupils will investigate the purpose of working with external files. Pupils will learn how to read data from external text files, write and append to text files. Pupils will then learn how to work with CSV files and practise writing data from a 1D and 2D lists to a CSV file. Pupils will study databases and differentiate between flat-file and relational databases. Pupils will use SQL to retrieve data from single and multiple tables in a relational database. Pupils will, then use SQL to insert, update and delete data into a relational database and interrogate and update existing databases.

# DESIGN AND TECHNOLOGY:

## PRODUCT DESIGN



| Exam Board                | Specification   | Unit Weightings   |
|---------------------------|---|---|
| AQA                       | 8552  | <p><b>Paper 1</b></p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Non-exam assessment (NEA)</b></p> <p><b>What's assessed</b></p> <p><b>Practical application of:</b></p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment (NEA): 30–35 hours approx</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> |
| <b>Exam Board Website</b> | <a href="#"><u>Click here to view the course specification from the exam board.</u></a> |   |

### YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

#### **MATERIALS AND THEIR WORKING PROPERTIES**

Pupils will learn about the physical and working properties of materials across a range of material areas including papers and boards, natural and manufactured timbers, metals and alloys, polymers and textiles.

#### **TIMBERS**

Pupils will know the main processes involved in producing workable forms of timber and the processes of conversion and seasoning. They will recognise common faults in natural timber and explain how they can be reduced or avoided. They will be able to explain sustainability and ethical factors in timber production and in use and describe the consequences of illegal logging, as well as identify FSC and PEFC timber. They will know the common commercial stock forms, types and sizes of timber based materials and be able to identify different types of knock-down fittings. They will explore school based cutting, forming and processing techniques, tools and equipment. They will know how timbers and boards are selected and processed for commercial products and how materials are cut, shaped and formed to a tolerance. Pupils will be able to identify techniques for preparation and application of treatments and finishes to enhance functional and aesthetic properties. They will know the advantages and disadvantages of manufactured board compared with natural wood and why it is suitable for flat pack furniture. They will be able to describe the production and use of veneer, identify and explain the comparative advantages of different wood joints and calculate quantities of timber and board based on stock forms and sizes.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### POLYMERS

Pupils will learn about the mileage of a product from raw material source, manufacture, distribution, user location and final disposal. They will know the different sources and origins of plastic and how polymers are made by refining crude oil through fractional distillation. They will understand the purpose of adding stabilisers to polymers to resist UV degradation. Pupils will learn how to cut, drill, cast, deform, print and weld polymers and understand that polymers come in different stock forms, types and sizes. They will look at the specialist techniques and processes for forming polymers and a range of different surface treatments and finishes (polishing, printing and vinyl decals), as well as how a range of surface treatments and finishes affect the functional and aesthetic properties of plastics. They will understand the different plastic processes of vacuum forming, line bending, blow moulding, injection moulding and extrusion and why different polymers (thermoplastics and thermosets) are appropriate for different commercial applications.

### DESIGNING PRINCIPLES

Pupils will learn how to complete investigative research through primary and secondary data. They will learn how primary and secondary data can be collected to assist the understanding of client and user needs. Pupils will learn how to write a design brief and produce a manufacturing specification. They will learn how the environment, and social and economic challenges influence designing and making. Pupils will investigate the work of other design companies and analyse and evaluate their work. They will understand how investigating the work of other designers and design companies can inform designing. They will develop design strategies and be able to use a range of them to help produce imaginative and creative design ideas. They will also understand how to explore and develop design ideas. Pupils will know how to communicate, record and justify design ideas and be aware of a range of techniques to support clear communication of design ideas. They will know how to design and develop prototypes in response to client wants and needs and be able to critically evaluate prototypes and suggest modifications.

### MAKING PRINCIPLES

Pupils will learn how to select and use materials and components appropriate to a specific task and understand how functionality, availability and cost can all affect the selection of materials and components. They will develop an understanding of how tolerances are used to ensure accuracy when making a product and understand how a range of materials are formed to designated tolerances. They will develop an understanding of why tolerances are applied during making activities and how additional material may be required or removed by a cutting method. Pupils will learn how effective design planning can minimise waste and learn how to be aware of how design adaptations and use of tessellation can save time and materials. They will learn the value of using measurement and marking out to create an accurate prototype and understand the use of datum points and coordinates. They will be able to recognise and characterise the appropriate tools and methods to mark out a range of materials to create prototypes and how to select and use specialist tools, equipment, techniques and processes and be aware of relevant health and safety issues when using specialist tools, equipment, techniques and processes to protect themselves and others from harm. They will know and understand that surface treatments and finishes are applied for functional and aesthetic purposes and know how to prepare different surfaces for treatments and finishes.

# DESIGN AND TECHNOLOGY: ENGINEERING DESIGN



| Exam Board         | Specification  | Unit Weightings   |
|--------------------|--|---|
| OCR                | J822   | <p><b>Unit R038: Principles of engineering design</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 48 GLH</li> <li>• 1 hour 15 minute written examination 70 marks (80 UMS)</li> <li>• OCR-set and marked</li> <li>• Calculators are allowed in this exam</li> </ul> <p><b>Unit R039: Communicating designs</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 36 GLH</li> <li>• OCR-set assignment</li> <li>• 60 marks (60 UMS)</li> <li>• Centre-assessed and OCR moderated</li> </ul> <p><b>Unit R040: Design evaluation and modelling</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 36 GLH</li> <li>• OCR-set assignment</li> <li>• 60 marks (60 UMS)</li> <li>• Centre-assessed and OCR moderated</li> </ul> |
| Exam Board Website | <a href="#">Click here to view the course specification from the exam board.</a> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### R040: DESIGN, EVALUATION AND MODELLING PRODUCT EVALUATION MODELLING DESIGN IDEAS COMPLETION OF NEA

Pupils will learn how designers can quickly create and test models to develop a working prototype of a design. They will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate a design prototype. They will also develop physical modelling skills using modelling materials and/or rapid prototyping processes to produce a physical prototype. They will learn about using ACCESS FM to analyse and compare products using an appropriate customer driven engineering matrix. Use primary and secondary research to identify the strengths and weaknesses of existing products. Undertake product research in order to analyse how products are made and assembled. Produce a virtual 3D model from a product specification provided. Plan the production of a prototype including risk assessments. Produce a prototype and record the process. Evaluate a manufactured prototype.

# DESIGN AND TECHNOLOGY: ENGINEERING DESIGN – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### **R038: PRINCIPLES OF ENGINEERING DESIGN, DESIGNING PROCESSES, DESIGN REQUIREMENTS, COMMUNICATING DESIGN OUTCOMES, EVALUATION DESIGN IDEAS**

Pupils will learn about how products are designed and the different factors that influence their design, as well as how they are communicated, tested and evaluated. This will provide understanding that underpins the skills pupils will use in the other units of this course. In this unit, pupils will learn about the design process and all the stages that are involved. including different design strategies and when they are used. The stages of the iterative design process. Types of criteria included in a design specification. How manufacturing and other considerations influence design. Types of drawing used to communicate designs and methods of modelling and evaluating design ideas.

### **SKILLS PASSPORT, SCREWDRIVER, IDENTITY TAG, POP RIVETING, MULTI TOOL**

As well as units required for the course pupils will also complete a range of practical tasks that are designed to develop their workshop skills and confidence. The projects cover a wide range of practical skills with focus being on accuracy and interpretation of engineering drawings. These skills are fundamental to both NEA units and are used to develop pupils understanding as well as develop their independent skills.

# DESIGN AND TECHNOLOGY: HOSPITALITY AND CATERING



| Exam Board                | Specification  | Unit Weightings   |
|---------------------------|--|---|
| Eduqas                    | 5409QA   | <p><b>Unit 1: The hospitality and catering industry</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 20 minutes</li> <li>• 40% of qualification</li> </ul> <p><b>Unit 2: Hospitality and catering in action</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Controlled assessment: approximately 12 hours</li> <li>• 60% of qualification</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |   |

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### UNDERSTANDING THE IMPORTANCE OF NUTRITION, HOW COOKING METHODS CAN IMPACT ON NUTRITIONAL VALUE

Pupils will learn:

- Macronutrients (Carbohydrates, Protein and Fat)
- Micronutrients (Vitamins and Minerals)
- Special dietary needs for individuals
- adults; early, middle, late (elderly) • children; babies, toddlers, teenagers.
- require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans
- Pupils should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying

### FOOD RELATED CAUSES OF ILL HEALTH

Pupils will learn:

- That ill health could be caused by the following: • allergies • bacteria • chemicals • intolerances
- The following food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus.
- The following food related causes of ill health: Food allergies: • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat.



# DESIGN AND TECHNOLOGY: HOSPITALITY AND CATERING – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### **SYMPTOMS AND SIGNS OF FOOD-INDUCED ILL HEALTH, FACTORS AFFECTING MENU PLANNING**

Pupils will learn:

- The following symptoms of food-induced ill health: Visible and Non-visible Unit 1: 1.4.3 Preventative control measures of food-induced ill health.
- The control measures to prevent food induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination.
- The following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers
- The following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed.
- How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water?
- The following terms: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities • organoleptic qualities.

### **HOW TO PLAN PRODUCTION**

Pupils will learn:

- To plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • Quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage

### **PRESENTATION TECHNIQUES**

Pupils will learn:

- The importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments

### **REVIEWING OF DISHES, REVIEWING OWN PERFORMANCE, MOCK ASSESSMENT ON UNIT 2**

Pupils will:

- Be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider: • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste.
- Be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management
- Mock CAT covering all Assessment Objectives. Covering the following content: 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance

| Exam Board         | Specification   | Unit Weightings   |
|--------------------|---|---|
| AQA                | 8658  | <p><b>Paper 1: Listening</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 2: Speaking</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment</li> <li>• 7–9 minutes (Foundation Tier) + preparation time</li> <li>• 10–12 minutes (Higher Tier) + preparation time</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 3: Reading</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 4: Writing</b><br/><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>• 25% of GCSE</li> </ul> |
| Exam Board Website | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 1 – ME, MY FAMILY AND FRIENDS

In year 10 pupils will begin by introducing themselves in French and giving details about members of their family and pets. They will talk about family-relationships, the advantages or disadvantages of marriage and partnerships and they will discuss family future plans. Grammatical topics will include adjectival agreements, possessive adjectives, the formation of regular and irregular verbs in the present tense, the use of the immediate future tense and comparative forms of adjectives.

### UNIT 2 – TECHNOLOGY IN EVERYDAY LIFE

In this unit, pupils will learn to talk about social networks, social media and the advantages or disadvantages of mobile phones. Grammatical topics will include the use of the present tense of regular 'er' verbs, common irregular verbs, interrogative adjectives.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 3 – FREE-TIME ACTIVITIES

Pupils will learn to discuss the topics of music, cinema, television and sports activities and to express opinions about free-time activities. They will also learn to talk about what they eat and drink at home and when they go out and they will learn about food and drink in French-speaking countries. Grammatical topics will include the revision of the perfect tense of regular verbs and the perfect tense with 'être', structures using a verb + infinitive.

### UNIT 4 – CUSTOMS AND FESTIVALS

Pupils will learn about customs and traditions in French-speaking countries. They will learn to describe national and international festivals. Grammatical aspects will include using common expressions in the imperfect tense and indefinite adjectives.

### UNIT 5 – HOME, TOWN, NEIGHBOURHOOD AND REGION

Pupils will develop enhanced vocabulary and structures to talk about where they live and the type of accommodation they have, as well as describe their own room. Grammatical aspects will include the revision of positions and the agreements of adjectives, negative phrases and demonstrative adjectives.

### UNIT 6 – SOCIAL ISSUES

Pupils will learn to talk about charities and charity work. They will also describe their eating habits and compare their old and new eating habits. Grammatical aspects will include the conditional of 'vouloir' and 'aimer', the use of 'devoir' and 'pouvoir' followed by a verb in the infinitive.

| Exam Board                       | Specification   | Unit Weightings   |
|----------------------------------|---|---|
| AQA                              | 8668  | <p><b>Paper 1: Listening</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 2: Speaking</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment</li> <li>• 7–9 minutes (Foundation Tier) + preparation time</li> <li>• 10–12 minutes (Higher Tier) + preparation time</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 3: Reading</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 4: Writing</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>• 25% of GCSE</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 1 – ME, MY FAMILY AND FRIENDS

In year 10 pupils will begin by introducing themselves in German and giving details about members of their family and pets. They will talk about family-relationships, the advantages or disadvantages of marriage and partnerships and they will discuss family future plans.

Grammatical topics will include the formation of regular and irregular verbs in the present tense, the use of the future tense and comparative forms of adjectives.

### UNIT 2 – TECHNOLOGY IN EVERYDAY LIFE

In this unit, pupils will learn to talk about social networks, social media and the advantages or disadvantages of mobile phones. Grammatical topics will include the use of the present tense to refer to the future, coordinating conjunctions, the formation of the past tense, spotting patterns in German and English spelling and identifying similarities between German and English in listening activities.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 3 – FREE-TIME ACTIVITIES

Pupils will learn to discuss the topics of music, cinema, television and sport and to express opinions about free-time activities. They will also learn to talk about what they eat and drink at home and when they go out and they will learn about food and drink in German speaking countries.

Grammatical topics will include the formation of compound nouns and use of separable verbs.

### UNIT 4 – CUSTOMS AND FESTIVALS

Pupils will learn about customs, festivals and traditions in German-speaking countries. They will also learn to use quantities, weights and measures when shopping.

Grammatical aspects will include using adjectives as nouns, revising the perfect tense, and breaking down compound nouns.

### UNIT 5 – HOME, TOWN, NEIGHBOURHOOD AND REGION

Pupils will develop enhanced vocabulary and structures to talk about where they live and the type of accommodation they have, and they will learn to describe their own room.

Grammatical aspects will include the use of plural nouns, prepositions and inversions to form questions. Pupils will also learn to recognise cognates and near-cognates.

### UNIT 6 – SOCIAL ISSUES

Pupils will learn to talk about charities and doing voluntary work.

They will also describe their lifestyles, eating habits and compare their old and new eating habits.

Grammatical aspects will include the use of quantifiers, intensifiers and prepositions in the accusative or dative case. Pupils will also revise the use of modal verbs.

| Exam Board                       | Specification   | Unit Weightings   |
|----------------------------------|---|---|
| AQA                              | 8698  | <p><b>Paper 1: Listening</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 2: Speaking</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment</li> <li>• 7–9 minutes (Foundation Tier) + preparation time</li> <li>• 10–12 minutes (Higher Tier) + preparation time</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 3: Reading</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p><b>Paper 4: Writing</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>• 25% of GCSE</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 1 – ME, MY FAMILY AND FRIENDS

In year 10 pupils will begin by introducing themselves in Spanish and giving details about members of their family and pets. They will talk about family-relationships, the advantages or disadvantages of marriage and partnerships and they will discuss family future plans.

Grammatical topics will include the formation of regular and irregular verbs in the present tense, the use of the future tense and comparative forms of adjectives.

### UNIT 2 – TECHNOLOGY IN EVERYDAY LIFE

In this unit, pupils will learn to talk about social networks, social media and the advantages or disadvantages of mobile phones. Grammatical topics will include the use of the present tense to refer to the future, coordinating conjunctions, the formation of the past tense, spotting patterns in German and English spelling and identifying similarities between Spanish and English in listening activities.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### UNIT 3 – FREE-TIME ACTIVITIES

Pupils will learn to discuss the topics of music, cinema, television and sport and to express opinions about free-time activities. They will also learn to talk about what they eat and drink at home and when they go out and they will learn about food and drink in Spanish speaking countries.

Grammatical topics will include the formation of compound nouns and use of separable verbs.

### UNIT 4 – CUSTOMS AND FESTIVALS

Pupils will learn about customs, festivals and traditions in Spanish-speaking countries. They will also learn to use quantities, weights and measures when shopping.

Grammatical aspects will include using adjectives as nouns, revising the perfect tense, and breaking down compound nouns.

### UNIT 5 – HOME, TOWN, NEIGHBOURHOOD AND REGION

Pupils will develop enhanced vocabulary and structures to talk about where they live and the type of accommodation they have, and they will learn to describe their own room.

Grammatical aspects will include the use of plural nouns, prepositions and inversions to form questions. Pupils will also learn to recognise cognates and near-cognates.

### UNIT 6 – SOCIAL ISSUES

Pupils will learn to talk about charities and doing voluntary work.

They will also describe their lifestyles, eating habits and compare their old and new eating habits.

Grammatical aspects will include the use of quantifiers, intensifiers and prepositions in the accusative or dative case. Pupils will also revise the use of modal verbs.

| Exam Board                | Specification  | Unit Weightings  |
|---------------------------|--|--|
| AQA                       | 8035   | <p><b>Paper 1: Living with the physical environment</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li> <li>• 35% of GCSE</li> </ul> <p><b>Paper 2: Challenges in the human environment</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for SPaG)</li> <li>• 35% of GCSE</li> </ul> <p><b>Paper 3: Geographical applications</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 76 marks (including 6 marks for SPaG)</li> <li>• 30% of GCSE</li> <li>• Pre-release resources booklet made available 12 weeks before Paper 3 exam</li> </ul> |
| <b>Exam Board Website</b> | <a href="#">Click here to view the course specification from the exam board.</a> |  |

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### CHANGING LANDSCAPES OF THE UK- RIVER & COASTS

#### Topic 1: the changing landscapes of the UK

An overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of two landscapes:

- 1A: Coastal landscapes and processes
- 1B: River landscapes and processes.

### CHANGING CITIES

#### Topic 4: Changing cities

This covers an overview of global urban processes and trends and detailed case studies of a major UK city – Birmingham – and a major city in a developing or emerging country – Mumbai, India.

### ECOSYSTEMS, BIODIVERSITY & MANAGEMENT

#### Topic 3: Ecosystems, biodiversity and management

An overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests.

### RIVER FIELDWORK – GATESGARTHDALE BECK

- Topic 7: Geographical investigations – fieldwork.
- River landscapes – investigation of change in a river channel.
- 7A: investigating physical environment (rivers)



# GEOGRAPHY – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### RURAL LANDSCAPES FIELDWORK – KESWICK

#### Topic 7: Geographical investigation- fieldwork

Changing rural environments – investigating change in rural settlements.

7B: investigating human landscapes ( rural settlements).

### UK CHALLENGES

#### Topic 8: Geographical investigations – UK challenges.

Pupils draw across their knowledge & understanding of the UK, both physical & human geography to investigate a contemporary challenge. These include resource consumption and environmental sustainability; settlement, population and economic challenges; landscape challenges & our approach to climate change.

| Exam Board                       | Specification   | Unit Weightings   |
|----------------------------------|---|---|
| AQA                              | 8145  | <p><b>Paper 1: Understanding the modern world</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 84 marks (including 4 marks for spelling, punctuation and grammar)</li> <li>• 50% of GCSE</li> </ul> <p><b>Paper 2: Shaping the nation</b><br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 84 marks (including 4 marks for spelling, punctuation and grammar)</li> <li>• 50% of GCSE</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### HEALTH AND THE PEOPLE: MEDIEVAL AND RENAISSANCE

The pupils will begin their GCSE course by studying Health and the People. This unit is completed chronologically and begins with Medieval Medicine. Pupils will investigate the impact of the Medieval Church on the development of medicine, understanding how religion helped and hindered medical progress. The developments of medicine in the Islamic world are studied and how such ideas made their way to Europe. Public health in towns and monasteries is compared to allow pupils to understand subtle differences in medieval life. The impact of the 1348 Black Death is also investigated as a case study of what people believed were the causes of illness and how they treated it. The horrors of medieval surgery are examined for pupils to understand the key themes of anaesthetics and antiseptics, as well as types of surgery that were carried out based on the standard of anatomical understanding at the time.

Key individuals: Rhazes, Avicenna, the ideas of Hippocrates and Galen.

The pupils then study Renaissance Medicine and begin with investigations of anatomical and surgical progress through the work of Vesalius, Paré, Harvey and Hunter. Renaissance treatments for illness are investigated and pupils consider how much progress was made on everyday medical treatments for ordinary people. The 1665 Great Plague serves as a case study for what people believed were the causes of illness and how they treated it – this is directly compared with the 1348 Black Death in order to appreciate the extent of medical progress. The development of hospitals, free from Church control is examined before looking at the development of vaccines as preventative medicine.

Key individuals: Vesalius, Paré, Harvey, Hunter, Jenner.

# HISTORY – continued

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?



### HEALTH AND THE PEOPLE: INDUSTRIAL

The pupils begin their study of Industrial Medicine by investigating the development of anaesthetics and their impact on surgery. They then go on to study the development in understanding of the causes of illness from miasma and Spontaneous Generation to the Germ Theory. This is then applied to surgery with an understanding of the development of antiseptic and aseptic surgery. Pupils then understand the changes in public health; from the laissez-faire attitude of the early 19th century to the slow progress made due to outbreaks of cholera, the work of individuals such as Chadwick and the political changes that created the pressure for real impactful change through Public Health Acts. Developments in nursing are understood through a study of the work of Florence Nightingale.

Key individuals: Simpson, Pasteur, Koch, Lister, Chadwick, Nightingale.

### HEALTH AND THE PEOPLE: MODERN

The pupils complete their Health and the People unit with a study of Modern Medicine. They begin with an examination of the Liberal Reforms and their impact which will allow pupils to understand the later introduction of the NHS. The pupils develop an appreciation of the impact of the World Wars on the development of medicine and health. The discovery and development of penicillin is studied.

Key individuals: Booth, Rowntree, Beveridge, Bevan, Gillies, McIndoe, Fleming, Florey and Chain.

### ELIZABETHAN ENGLAND: INTRODUCTION AND COURT AND PARLIAMENT

The pupils begin this unit by examining Elizabeth's family and her experiences before she became queen. This allows the pupils to appreciate the type of queen that Elizabeth became after her accession in 1558. The pupils will understand the problems that Elizabeth inherited and had to address in the first ten years of her reign. The pupils then go on to study the roles and functions of different parts of Elizabethan government such as Parliament, the Privy Council and progresses. The pupils examine the 1601 rebellion by the Earl of Essex and how Elizabeth used marriage as a tool of diplomacy, considering the pros and cons of different potential suitors.

Key individuals: Henry VIII, Anne Boleyn, Edward VI, Mary I, Robert Dudley (Earl of Leicester), William Cecil (Lord Burghley), Sir Francis Walsingham, Philip II of Spain, Francis, Duke of Alencon, Robert Devereux (Earl of Essex).

### ELIZABETHAN ENGLAND: LIFE IN ELIZABETHAN TIMES

As part of this unit, pupils will develop an appreciation for various aspects of culture during the mid-late 16th century and whether or not Elizabeth's reign can be considered a "Golden Age". A range of topics are investigated including fashion, architecture and the development of theatre. Pupils also investigate the lives of the Tudor poor: how poverty became an increasing problem, attitudes to the poor and the 1601 Elizabethan Poor Law. The final part of this section is the development of exploration with a particular focus on Drake and Raleigh.

Key individuals: William Shakespeare, Sir Walter Raleigh, Sir Francis Drake, Elizabeth I as Gloriana.

### ELIZABETHAN ENGLAND: TROUBLES AT HOME AND ABROAD

The pupils begin this final part of the Elizabethan England unit with an appreciation of the Roman Catholic and Protestant beliefs and practices. This helps them to understand the problems that Elizabeth faced – domestically and abroad. The pupils go on to study the Elizabethan Religious Settlement before understanding how it was challenged by the Jesuits and Puritans. The threat of Mary, Queen of Scots is then examined with an understanding of Mary's claim to the English throne and her imprisonment in England after 1568, as well as her involvement in various plots leading to her execution in 1587. The war with Spain is the final part of this section; pupils will understand the origins of the conflict and how the relationship deteriorated culminating in the defeat of the Spanish Armada in 1588.

Key individuals: Pope Pius V, Edmund Campion, Mary, Queen of Scots, Duke of Norfolk, Archbishop Grindal, Archbishop Whitgift, Duke of Parma, Lord Howard.

| Exam Board                       | Specification   | Unit Weightings  |
|----------------------------------|---|--|
| OCR                              | J835  | <p><b>Unit R032: Principles of care in health and social care settings</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 1 hour 15 minute written examination 70 marks</li> <li>• OCR-set and marked</li> <li>• Calculators are not required in this exam</li> </ul> <p><b>Unit R033: Supporting individuals through life events</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 36 Guided Learning Hours</li> <li>• OCR-set assignment</li> <li>• 60 marks</li> <li>• Centre-assessed and OCR moderated</li> </ul> <p><b>Unit R034: Creative and therapeutic activities</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 36 Guided Learning Hours</li> <li>• OCR-set assignment</li> <li>• 60 marks</li> <li>• Centre-assessed and OCR moderated</li> </ul> <p><b>Unit R035: Health promotion campaigns</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• 36 Guided Learning Hours</li> <li>• OCR-set assignment</li> <li>• 60 marks</li> </ul> <p>Centre-assessed and OCR moderated</p> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |  |

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### Exam unit:

#### Unit R032 – Principles of care in health and social care settings.

#### TOPIC AREA 1:

Pupils will learn:

- The rights of service users in health and social care settings.
- Types of care settings in H&SC and the rights of service users.
- The benefits to service users' health and wellbeing when their rights are maintained.

#### TOPIC AREA 2:

Pupils will learn:

- Person centred values

The person-centred values and how they are applied by service providers. You will also learn the benefits of applying the person-centred values.

# OCR NATIONALS IN HEALTH AND SOCIAL CARE



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### TOPIC AREA 4:

Pupils will learn:

- Protecting service users and service providers in health and social care settings.
- How service users can be safeguarded. How good personal hygiene is important.
- How safety procedures and security measures are put into place to protect those in care settings.

### TOPIC AREA 4:

Pupils will learn:

- Protecting service users and service providers in health and social care settings.
- Person centred values

### NEA unit:

**Unit R033 – Supporting individuals through life events.**

### TOPIC AREA 1:

Pupils will learn:

- Life stages.
- The different life stages and how individuals may develop during each life stage.

### TOPIC AREA 2:

Pupils will learn:

- Impacts of life events.
- The different life events faced by individuals and how they may impact on them.

NEA Task 1a and 1b.

### TOPIC AREA 3:

Pupils will learn:

- Sources of support.
- What sources of support can be used to meet individual needs.

| Exam Board         | Specification  | Unit Weightings   |
|--------------------|--|---|
| Pearson/Edexcel    | 603/7055/5   | <p><b>Component 1: Exploring Music Products and Styles</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson.</li> <li>• The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.</li> <li>• 60 marks.</li> <li>• 30% of the course.</li> </ul> <p><b>Component 2: Music Skills Development</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson.</li> <li>• The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.</li> <li>• 60 marks.</li> <li>• 30% of the course.</li> </ul> <p><b>Component 3: Responding to a Music Brief</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Task set and marked by Pearson completed under supervised conditions.</li> <li>• Pupils will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product.</li> <li>• The set task will be completed in 3 hours within the period timetabled by Pearson.</li> <li>• 60 marks.</li> <li>• 40% of the course.</li> </ul> |
| Exam Board Website | <a href="#">Click here to view the course specification from the exam board.</a> |   |

# MUSIC: BTEC MUSIC PRACTICE

## BTEC Tech Awards



### YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

#### Component 1

#### Learning Outcome A: Demonstrate an understanding of styles of music

Through focused listening & music making activities, learners will explore a variety of styles and genres. They will study the key features of different styles and how musical elements are used. They will then apply these features to performance, composition & production activities.

#### A1: Musical Styles

- Iconic composers, artists & bands
- Impact of technology on styles & production
- 5 Popular music styles from the following groups
  - 1 – 50's & 60's – rock 'n' roll, British invasion
  - 2 – 70's & 80's – Disco, punk, reggae
  - 3 – 90's to present – Britpop, pop punk, EDM
- Other music styles selected from the following groups:
  - 4 – World music & fusion – African drumming, samba
  - 5 – Music for media – film music, foley
  - 6 – Western classical music
  - 7 – Jazz & Blues

#### A2: Musical elements, stylistic features & characteristics

- Instrumentation, types of ensemble, sonic features
- Texture – solo, duet, unison
- Timbre – sonic features, electronic sounds
- Tonality, scales & modes – Major, minor, blues scale, pentatonic scale
- Harmony – major & minor chords, 7th chords, chord sequences
- Rhythmic techniques – tempo / bpm, metre, syncopation. Swing
- Structure / form – verse / chorus, 12 bar blues, intro, outro
- Melodic techniques – Diatonic, chromatic, phrasing, sequence, motif, hooks, riffs
- Production – Microphone use, recording techniques, looping, fx, quantisation, automation

# MUSIC: BTEC MUSIC PRACTICE

## BTEC Tech Awards – continued



### YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

#### **B1: Music industry products**

##### **Types of music product:**

- Live performances
- Audio recordings
- Composition for media
- Original song / composition
- Digital audio workstation (DAW) project

#### **B2: Music realisation techniques**

- Music performance:  
Instrumentation, roles & functions of instruments, arrangements, ensemble skills
- Creating original music:  
Starting points, stimuli, repetition, contrast, developing & extending ideas
- Techniques used in producing music:  
Software instruments, DAW software, MIDI & audio editing techniques



| Exam Board                       | Specification   | Unit Weightings   |
|----------------------------------|---|---|
| Pearson / Edexcel                | 603/7054/3  | <p><b>Component 1: Exploring the Performing Arts</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson.</li> <li>• The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.</li> <li>• 60 marks.</li> </ul> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson.</li> <li>• The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.</li> <li>• 60 marks.</li> </ul> <p><b>Component 3: Responding to a Brief</b><br/> <b>Assessed by:</b></p> <ul style="list-style-type: none"> <li>• Task set and marked by Pearson completed under supervised conditions.</li> <li>• Pupils will be given the set task in January,</li> <li>• 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance.</li> <li>• The set task will be completed in 3 hours within the period timetabled by Pearson.</li> <li>• 60 marks</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

## YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

### LEARNING OUTCOME A: INVESTIGATE HOW PROFESSIONAL PERFORMANCE OR PRODUCTION WORK IS CREATED

#### A1 PROFESSIONAL PERFORMANCE MATERIAL, INFLUENCES, CREATIVE OUTCOMES AND PURPOSE

Pupils will learn:

- Acting styles and genres, e.g. absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.
- Dance styles, e.g. European and North American styles, African styles, Asian styles, Latin American styles.
- Musical theatre styles, e.g. book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

Creative stylistic qualities, to include:

- Treatment of theme/issue
- Production elements
- Form/structure/narrative
- Response to stimulus
- Style/genre
- Contextual influences
- Collaboration with other professionals
- Influences by other creatives, e.g. theatre makers.

Purpose and its influence on stylistic qualities, to include:

- To educate
- To inform or to entertain
- To provoke
- To challenge viewpoints
- To raise awareness
- To celebrate

## A2 ROLES, RESPONSIBILITIES AND SKILLS

Pupils will learn:

Performance roles such as:

- Actor
- Dancer
- Singer

Non-performance roles such as:

- Choreographer
- Director
- Writer
- Designer

Responsibilities:

- Rehearsing
- Performing
- Contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing
- Refining performance material
- Managing self and others.

Relevant skills such as:

- Physical, vocal and music skills used by performers
- Managing and directing skills used by a choreographer, artistic director, casting director or musical director
- Communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer
- Creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter
- Organisational skills used to put on a performance by a director or choreographer.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### **B1 PROCESSES USED IN DEVELOPMENT, REHEARSAL AND PERFORMANCE**

Pupils will learn:

Processes, techniques and approaches used to create work, to include:

- Responding to stimulus to generate ideas for performance/design material
- Exploring and developing ideas to develop material
- Discussion with performers/designers
- Setting tasks for performers/designers
- Sharing ideas and intentions
- Teaching material to performers (if applicable)
- Developing performance material/designs and outcomes
- Organising and running rehearsals/production process
- Refining and adjusting material to make improvements
- Providing notes and/or feedback on improvements.

### **B2 PRODUCTION PROCESS**

Pupils will learn:

Processes such as:

- Rehearsal
- Production
- Technical rehearsal
- Dress rehearsal o performance
- Post-performance evaluation/review

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### Learning outcome A: Use rehearsal or production/design processes

Pupils will learn:

#### **A1 REHEARSAL/DESIGN PROCESS**

- Health and safety.
- Behaviours and attitudes when working with others, such as:
  - Cooperation
  - Being supportive
  - Listening to others
  - Punctuality
  - Consistency
  - Commitment
  - Reliability
  - Being prepared
  - Being respectful of others' opinions and skills.
- Interpreting existing performance material such as scripts and repertoire.
- Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.
- Responding to peer feedback, absorbing and applying feedback and corrections.
- Exploring themes, ideas, styles or genres.
- Interpreting performance material and repertoire as a designer, e.g.:
  - Experimenting with skills and techniques
  - Testing materials, for example costume fittings, lighting states, sound effects, set pieces
  - Developing props, materials, costumes, spaces and technical elements such as lighting and sound
  - Visualisation, such as model boxes, maquettes, drawings, virtual spaces, floor plans
  - Interpreting and realising design elements from existing performance material.
- Performer reproducing existing performance material such as scripts and repertoire, e.g.:
  - Being prepared, warming up and cooling down
  - Repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography
  - Interpreting and developing a character/role
  - Combining separate elements of a piece (score, choreography and libretto)
  - Developing the relationship between musical, lyrical and spoken elements.
- Responding to direction.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### Learning outcome B: Apply skills and techniques in performance or realisation

#### **B1 APPLICATION OF SKILLS AND TECHNIQUES IN/FOR PERFORMANCE**

Pupils will learn:

Performance skills needed by performers, including:

- Physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight
- Vocal and musical skills relevant to the performance discipline, e.g. accent, breath control, characterisation, clarity and articulation, communicating the meaning of a song, emotional range, expression, following an accompaniment, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause
- Other performance and interpretative skills relevant to the performance discipline, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.

Design skills needed by designers relevant to the discipline, which will include:

- Interpreting the director's brief
- Researching
- Pitching ideas
- Developing and shaping ideas, e.g. mood boards, producing draft sketches, making changes
- Refining ideas and creating final designs appropriate to discipline, such as:
  - costume, e.g. annotated drawings showing construction methods and materials or digital recordings with voiceover commentary
  - set, e.g. scale plans, model boxes and annotated drawings or digital recordings with voiceover commentary
  - props, e.g. scale plans, 3-D models and annotated drawings or digital recordings with voiceover commentary
  - masks, e.g. models and annotated drawings or digital recordings with voiceover commentary
  - makeup, e.g. facial plan, methods and materials
  - lighting, e.g. scale lighting plans, CAD models and annotated drawings, digital recordings with voiceover commentary discussing colours used, effects used, lighting used
  - sound, e.g. sourcing soundtracks and/or sound effects, recording effects, trialling sound elements, making changes, refining ideas and creating and communicating final designs.
- Use of performance or design skills to express stylistic qualities of material.
- Application of performance/design skills appropriate to performance repertoire.
- Application of interpretative skills such as expression, character, mood and atmosphere.
- Adapting to issues or unplanned events in a performance (if applicable).
- Application of stylistic characteristics particular to the style or genre.
- Communicating meaning of repertoire through:
  - Interpretation and realisation of creative intentions
  - Demonstrating the appropriate style and influences
  - Expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### Learning outcome C: Review own development and application of performance or design skills

Pupils will learn:

#### **C1 REVIEW REHEARSAL/DESIGN PROCESSES**

- Developing skills such as physical, vocal, musical, design and interpretative.
- Responding to feedback, e.g. director, choreographer, instructors, peers.
- Identifying strengths and areas for development.
- Actions and targets for improvement.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

#### **C2 REVIEW PERFORMANCE/OUTCOMES**

- Applying skills such as physical, vocal, musical, design and interpretative.
- Responding to audience feedback.
- Identifying strengths and areas for future development.
- Actions and targets for future performances.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

| Exam Board         | Specification   | Unit Weightings   |
|--------------------|---|---|
| AQA                | Biology 8461<br>Chemistry 8462<br>Physics 8463  | <p><b>Biology Paper 1</b><br/> <b>What's assessed</b><br/>                     Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.<br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Biology Paper 2</b><br/> <b>What's assessed</b><br/>                     Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.<br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Chemistry Paper 1</b><br/> <b>What's assessed</b><br/>                     Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.<br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Chemistry Paper 2</b><br/> <b>What's assessed</b><br/>                     Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.<br/> <b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> |
| Exam Board Website | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |   |

| Exam Board                       | Specification   | Unit Weightings  |
|----------------------------------|---|--|
| AQA                              | Biology 8461<br>Chemistry 8462<br>Physics 8463  | <p><b>Physics Paper 1</b><br/> <b>What's assessed</b><br/>                     Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Physics Paper 2</b><br/> <b>What's assessed</b><br/>                     Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.</p> <p>Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> |
| <p><b>Exam Board Website</b></p> | <p><a href="#">Click here to view the course specification from the exam board.</a></p> |  |



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### BIOLOGY

Pupils will learn:

- Cell Biology
  - Cell structure
  - Cell division
  - Transport in cells
- Organisation
  - Principles of organisation
  - Animal tissues, organs & organ systems
  - Plant tissues, organs & systems
- Infection & Response
  - Communicable diseases
  - Monoclonal antibodies
  - Plant disease
- Bioenergetics
  - Photosynthesis
  - Respiration

### PHYSICS

Pupils will learn:

- Energy
- Energy changes in a system, and the ways energy is stored before and after such changes
  - Conservation and dissipation of energy
  - National and global energy resources
- Electricity
- Current, potential difference and resistance
  - Series and parallel circuits
  - Domestic uses and safety
  - Energy transfers
  - Static Electricity
- Particle Model of Matter
- Changes of state and the particle model
  - Internal energy and energy transfers
  - Particle model and pressure
- Atomic Structure
- Atoms and isotopes
  - Atoms and nuclear radiation
  - Hazards and uses of radioactive emissions and of background radiation
  - Nuclear Fission and Fusion

# SCIENCE – TRIPLE – continued



## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### CHEMISTRY

Pupils will learn:

- Atoms, bonding and moles
  - Atomic structure and the periodic table
  - Bonding, structure and the properties of matter
  - Quantitative chemistry
- Chemical reactions and energy changes
  - Chemical changes
  - Electrolysis
  - Energy Changes
- Rates, equilibrium and organic chemistry
  - The rate and extent of chemical change
  - Reversible reactions and dynamic equilibrium
  - Organic Chemistry
  - Carbon compounds as fuels and feedstock
  - Reactions of alkenes and alcohols
  - Synthetics and naturally occurring polymers
- Analysis and the Earth's resources
  - Chemical Analysis
  - Chemistry of atmosphere
  - Using resources

# PERSONAL DEVELOPMENT (PSHE)

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

We have two tutor time sessions per week for PSHE in Year 10. One is spent on current affairs and the British values, the other relates to the themes below. Each session is linked to one of our virtues.

### WELL BEING

Pupils will learn about:

- Social Anxiety
- Managing Social Media
- Screen time
- Binge Drinking
- BLM Racism
- Planning for their Future
- MOOCs

### FINANCE & CAREERS

Pupils will learn about:

- University Finance & Salaries
- Careers Journeys
- Labour Market Information (LMI)
- Playslips
- Borrowing Money

### OURSELVES & OUR FUTURES

Pupils will learn about:

- Managing Exam Stress
- Work Experience Health & Safety
- Top Tips for Work Experience
- Work Place Behaviours
- Interview Prep
- Money & Mental Health

# PERSONAL DEVELOPMENT (PSHE) – continued

## YEAR 10 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

### DROP DOWN DAYS

Pupils will take part in & learn about:

- Elite Skills Academy
- Teambuilding
- Rights & responsibilities of employees
- DWP CV Prep Workshops
- CV Writing with Unifrog
- Unhealthy Relationships
- Army Careers Talks
- Target Setting
- Managing Time effectively avoiding stress
- Managing Tough times Grief and bereavement
- Virtues: Stewardship and Dignity
- Big Debate: Punishment
- Homelessness
- Criminal Justice System
- County Lines
- Resolving Conflict
- Politics and Voting
- Finance Gaming and Gambling
- Mental Health
- Why do We need International Womens Day?
- Choking
- Apprenticeships panel and Chat
- Apprenticeships Escape Room
- Recruitment and Selection Workshop
- Hello Futures
- Online Reputation
- Overt and Covert Racism

Pupils will also take part in Mock Interviews and Work Experience whilst in Year 10.



# St Benedict's Catholic High School

1971

## CONTACT INFORMATION

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