



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



YEAR 10  
CURRICULUM BOOKLET  
2022-23



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AT ST NICHOLAS' SCHOOL  
EVERYONE IS VALUED, EVERYONE IS SOMEONE

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# CONTENTS

<a href="#"><u>Introduction</u></a>	Page 4
<a href="#"><u>Curriculum Overview</u></a>	Page 7
<a href="#"><u>Art GCSE</u></a>	Page 8
<a href="#"><u>Biology GCSE</u></a>	Page 9
<a href="#"><u>Business Studies GCSE</u></a>	Page 10
<a href="#"><u>Chemistry GCSE</u></a>	Page 11
<a href="#"><u>Classical Civilisation GCSE</u></a>	Page 12
<a href="#"><u>Combined Science GCSE</u></a>	Page 13
<a href="#"><u>Computer Science</u></a>	Page 14
<a href="#"><u>Drama GCSE</u></a>	Page 15
<a href="#"><u>English Language GCSE</u></a>	Page 16
<a href="#"><u>English Literature GCSE</u></a>	Page 17
<a href="#"><u>Food Preparation and Nutrition GCSE</u></a>	Page 18
<a href="#"><u>French GCSE</u></a>	Page 19
<a href="#"><u>Geography GCSE</u></a>	Page 20
<a href="#"><u>History GCSE</u></a>	Page 21
<a href="#"><u>Latin GCSE</u></a>	Page 22
<a href="#"><u>Mandarin GCSE</u></a>	Page 23
<a href="#"><u>Mathematics GCSE</u></a>	Page 24
<a href="#"><u>Music GCSE</u></a>	Page 25
<a href="#"><u>Music (Non-GCSE)</u></a>	Page 26
<a href="#"><u>Physical Education GCSE</u></a>	Page 27
<a href="#"><u>Physical Education (Non-GCSE)</u></a>	Page 28
<a href="#"><u>Physics GCSE</u></a>	Page 29
<a href="#"><u>PSHE (Non-GCSE)</u></a>	Page 30
<a href="#"><u>Religious Studies (Non-GCSE)</u></a>	Page 31
<a href="#"><u>Spanish GCSE</u></a>	Page 32
<a href="#"><u>Textile Design GCSE</u></a>	Page 33

# INTRODUCTION

< [BACK TO CONTENTS](#)



## School Attendance

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this will be equivalent to half a year and could significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve less than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will usually be expected to copy up the work and also to try to understand it. She should always ask for help if she has difficulties.

## School Events

There are a number of events that pupils are required to attend. These usually include Open Days throughout the year and the Summer Fair. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, could affect a pupil's chances of becoming a school officer at the end of Year 10.

## Equipment

All pupils should have the following equipment with them every day. All items should be clearly named. Two pencil cases are suggested with the contents divided, such as colouring pencils in one and every day bits and pieces in the other.

- Colouring pencils
- Highlighters
- Glue stick
- Pencil sharpener
- Fine liners/felt pens
- Pencils (HB)
- Scissors
- 30cm clear ruler
- Black ink pen or fountain pen and black cartridges
- Back up black pen
- Full mathematics set
- Scientific calculator

### Reference books required

- Good News Bible
- Oxford or Collins Pocket Dictionary
- Oxford or Collins Pocket Thesaurus
- Dictionaries for the modern languages studied



# INTRODUCTION

< [BACK TO CONTENTS](#)

## The School Planner

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. The planner includes the School Rules which can also be found in the Parent Handbook.

## Office 365

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams pupils will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

## Keeping in Touch

There are several opportunities to meet with your daughter's subject teachers and you will find the dates of parents' evenings on the school calendar. You will receive a combination of reports and grade sheets throughout years 10 and 11. If you have any concerns please make use of the planner, as mentioned above, or contact the office to make an appointment to speak to your daughter's form tutor.

## Curriculum Support

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help pupils develop strategies to improve their learning. This support is provided by trained staff to meet pupils' individual needs. Pupils may be tutored in small groups, or they may be given additional help within a lesson.

Members of Curriculum Support staff also liaise with subject teachers to ensure that pupils receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning. If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the Curriculum Support department in the first instance [csdept@st-nicholasschool.co.uk](mailto:csdept@st-nicholasschool.co.uk). We will be able to talk with you and your child about their needs and advise you as to your next steps.

JCQ guidelines mean that we cannot accept a privately arranged dyslexia report as evidence for GCSE access arrangements, e.g. 25% extra time. The school must complete a Form 8 before the assessment is begun and use an assessor with whom we have a relationship – we currently refer pupils to Anne Mitchell.



# INTRODUCTION

[< BACK TO CONTENTS](#)

## Homework

Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way. Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned, using the planner, so that the teacher is aware, but your daughter may need to be encouraged to work faster. She needs to complete the task, if possible, to demonstrate what she can do and so that she gets sufficient practice in preparation for her GCSEs.

Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter may be asked to do it again. If this happens on several occasions, you will be notified. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment could impact on eventual GCSE grades.

## Assessment

In Year 10, pupils will usually sit two sets of examinations, one in January and one in May/June. Parents will be informed of the results in a school report or grade sheet. Reports will show a set or year average for each subject, so that it will be possible to see how your daughter is achieving compared to her peer group.



# CURRICULUM OVERVIEW

[< BACK TO CONTENTS](#)

The majority of pupils in Year 10 study the following core subjects:

- English Language
- English Literature
- Mathematics
- A foreign language
- Biology
- Chemistry
- Physics

They then choose another three subjects from the options available, making a total of ten GCSE subjects. Some GCSE subjects will be offered at both Foundation and Higher Level. There will be Mock Examinations in the January of Year 11, which will be extremely important as the results will be used to determine the level of entry for GCSE.

In addition, all pupils follow courses in General Physical Education, Religious Studies, Music and PSHE. There are no formal assessments for these subjects.

## **Pupils who need additional help in the core subjects**

Pupils who experience difficulties with Mathematics, and for whom extra lessons are appropriate, will be offered a reduced Science curriculum. They will work towards the Combined Science GCSE, which covers the majority of the Biology, Chemistry and Physics specifications but with a reduced knowledge base, and which equates to two GCSEs. Pupils will spend one double lesson each week on each of the three sciences and the remaining three periods of science time will be spent on extra help in science and mathematics.

Pupils who need additional help in English should choose Extra English, with Extra French or Curriculum Support as one of their option subjects.

Both of the above choices should be made following discussions with the relevant teachers.



# ART GCSE

[< BACK TO CONTENTS](#)

AQA Art

## Course Content

The course is designed to promote learning across a variety of experiences to generate an array of evidence and outcomes. Pupils will produce two and three dimensional pieces and have the flexibility to use any media they wish such as paint, collage, clay, textiles, photography, video and digital presentations. There's much scope for innovation, choice and flexibility within their work and there's no restriction on the medium, scale or format that they can use.

Within the autumn term, the course starts with a mini project; where pupils look at the elements of Art (these form the fundamentals of all art and design). Pupils are asked to explore each element through research into artists, designers and/or crafts people and through the experimentation of variety of mediums, techniques and processes.

Later in the autumn term/early spring term this project is concluded with the development and production of a final piece (mock).

During the spring term, pupils start an extended project which they personally select from a range of tasks previously set by the exam board. This task acts as a practice run through of the externally set assignment which is set by the exam board early in the January of Year 11.

This project continues into the summer term and finishes with a mock practical exam.

## Assessment Structure

Pupils are continually assessed on the portfolio element of the course which, although isn't formally assessed until the summer of year 11, counts towards the coursework element of the subject (60%).

All mock exams (undertaken in the spring and summer terms of Year 10) also count towards this element.

# BIOLOGY GCSE

[< BACK TO CONTENTS](#)



AQA Biology

## Course Content

### Disease and Bioenergetics

Communicable disease  
Preventing and treating disease  
Non-communicable disease  
Photosynthesis  
Respiration

### Biological responses

The human nervous system  
Hormonal coordination  
Homeostasis in action

### Genetics and Reproduction

Reproduction

## Assessment Structure

- Topic tests at the end of each chapter
- January examination covering all work from Year 9 and Year 10 to date
- End of year examination covering all GCSE content studied to date



# BUSINESS STUDIES GCSE

[< BACK TO CONTENTS](#)

AQA Business Studies

## Course Content

The course is designed to enable pupils of all abilities to study Business Studies with success and pleasure. The ethos of the GCSE Business qualification is to develop pupils' ability to operate as enquiring, independent learners who think critically and reflectively.

The syllabus is divided into 6 main areas in Business; Business in the Real World, Influences on Business, Business Operations, Human Resources, Marketing and Finance.

In Year 10, our pupils learn Modules 1, 2 and 3.

- **Module 1: Business in the real world**
  - 1.1 The purpose and nature of Business
  - 1.2 Business ownership
  - 1.3 Setting business aims and objectives
  - 1.4 Stakeholders
  - 1.5 Business location
  - 1.6 Business planning
  - 1.7 Expanding a business
- **Module 2: Influences on business**
  - 2.1 Technology
  - 2.2 Ethical and environmental considerations
  - 2.3 The economic climate of business
  - 2.4 Globalisation
  - 2.5 Legislation
  - 2.6 The competitive environment
- **Module 3: Business operations**
  - 3.1 Production processes
  - 3.2 The role of procurement
  - 3.3 The concept of quality
  - 3.4 Good customer service

However, the order of modules may vary slightly from one year to another.

## Assessment Structure

- In Year 10, pupils will have end of module tests as well as 2 summative internal examinations in January and June.
- Throughout the year, Year 10 homework will consist of sets of 10 Quick Questions as well as short or longer case studies.

# CHEMISTRY GCSE

[< BACK TO CONTENTS](#)



AQA Chemistry

## Course Content

### Chemical calculations

### Chemical reactions and energy changes

Chemical changes

Electrolysis

Energy changes

### Rates, equilibrium, and organic chemistry

Rates and equilibrium

Crude oils and fuels

Organic reactions

## Assessment Structure

- Topic tests at the end of each chapter
- January examination covering all work from Year 9 and Year 10 to date
- End of year examination covering all GCSE content studied to date

# CLASSICAL CIVILISATION GCSE



[< BACK TO CONTENTS](#)

OCR Classical Civilisation

## Course Content

### Roman city life culture:

- **Roman housing**  
The design of apartments/blocks of flats (insula/insulae); The layout and decoration of typical Pompeian, atrium-style domus; Evidence for living conditions of the rich and the poor; Comparison of the different living conditions in each setting.
- **The Roman home and family**  
Paterfamilias, his rights and duties; Patrons and clients; The education of children; The role of the litterator, grammaticus and rhetor; Subjects taught at each stage; Preparation for participation in society; School equipment; The dinner party (cena).
- **Society**  
Citizens and citizenship; Senators and equites; Slaves and freedmen; Becoming a slave and the legal position; Ways of obtaining freedom and the limits placed on freedmen/women.
- **Leisure and entertainment**  
The amphitheatre; The chariot races; The theatre; The baths.

### Roman literature:

- **Satire and fiction**  
The origins and purposes of satire; The style and characteristic approach of each of the authors; Horace as the smiling satirist; Juvenal as the angry satirist; The nature and purpose of Petronius' Satyricon; Narrative and descriptive techniques; Use of humour and exaggeration; Choice of themes and examples.
- **Pliny and his letters**  
Pliny's letters as a personal commentary on Roman life; Pliny's use of language, and the purpose of his letters; How Pliny reflects his position in Roman society and the image he projects.
- **Experiencing Roman city life**  
How the authors depict aspects of Roman city life and the attitudes of Romans regarding them
- **Relationships and Roman society**  
How the authors depict relationships between members of Roman society, and the attitudes of Romans regarding them

## Assessment Structure

There are formal examinations in January and June. In January the pupils take a past paper on the section of the History of Roman city life. In June, they take another past paper on the History and another on the Literature of Roman city life.

# COMBINED SCIENCE GCSE



[< BACK TO CONTENTS](#)

AQA Combined Science: Trilogy

## Course Content

### Biology

#### Disease and Bioenergetics

Communicable disease

Preventing and treating disease

Non-communicable disease

Photosynthesis

Respiration

#### Biological responses

The human nervous system

Hormonal coordination

Homeostasis in action

#### Genetics and Reproduction

Reproduction

### Chemistry

#### Chemical calculations

Chemical reactions and energy changes

Chemical changes

Electrolysis

Energy changes

#### Rates, equilibrium, and organic chemistry

Rates and equilibrium

Crude oils and fuels

Organic reactions

### Physics

#### Particles at work

Electric circuits

Electricity at home

Molecules and matter

Radioactivity

#### Forces in Action

Forces in balance

Motion

Forces and Motion

## Assessment Structure

- Topic tests at the end of each chapter
- January examination covering all work from Year 9 and Year 10 to date
- End of year examination covering all GCSE content covered to date



# COMPUTER SCIENCE GCSE

[< BACK TO CONTENTS](#)

OCR Computer Science

## Course Content

During Year 10, we will mainly focus on the following topics:

### Paper 01 – Computer Systems

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

These will be covered both theoretically in classroom-based lessons and will also be related to practical computer and programming work.

We will also regularly look at exam technique, possible exam questions and past exam papers to develop confidence in applying knowledge in an examination situation.

## Assessment Structure

Pupils will regularly be assessed in various ways throughout the year, including marking of class and homework, tests and quizzes, January exams and end of year exams.

# DRAMA GCSE

[< BACK TO CONTENTS](#)



AQA Drama

## Course Content

Year 10 is an opportunity to undertake 'mock' versions of all three components of AQA Drama GCSE, without the pressure of the marks counting towards the final result.

We will also attend theatre trips and hope to have theatre companies and/or professional actors into school to speak with the GCSE pupils.

The pupils will start the actual Component 2 piece (Devising Drama) at the end of the summer term, which will then carry through into Year 11.

## Assessment Structure

- Autumn term: Mock Component 2 (Devising Drama), rehearsals and in-house performance/s.
- Spring term: Written Exams in January (Practice Component 1) and Mock Component 3 (Texts in Practice) rehearsals start.
- Summer term: Mock Component 3 performance/s to an invited audience of family, staff and friends and Summer Written Exams (Practice Component 1). Pupils will also start the Actual Component 2.

# ENGLISH LANGUAGE GCSE



[< BACK TO CONTENTS](#)

AQA English Language

## Course Content

During the year, pupils will read, discuss, and analyse a variety of fiction and non-fiction extracts from the 19th – 21st centuries. Pupils will practise responses to the key question stems of the Language examination papers, building on their analytical and evaluative skills.

Pupils will also explore the effects of language and structural choices in descriptive, narrative and transactional writing tasks. Pupils will practise planning, drafting and editing writing tasks that focus on the three styles of writing as they develop their crafting skills of sentence choices, punctuation and grammar.

In the summer term, pupils will plan and prepare a spoken presentation on a topic of their choice. This will be redrafted and presented in Year 11.

## Assessment Structure

- Throughout the course, pupils will complete practice examination responses in timed and untimed conditions. They will receive detailed feedback on their strengths and weaknesses for each component part before completing a full examination.
- In the autumn term, pupils will focus on the skills and assessment requirements of Paper One which is formally assessed in the January exams. In the summer term, they will develop their understanding of the skills and assessment requirements of Paper Two, which is assessed in the summer exams in June.



# ENGLISH LITERATURE GCSE

[< BACK TO CONTENTS](#)

AQA English Literature

## Course Content

During the year, pupils will study three of the four literature examination texts. Pupils will explore ideas of plot, characterisation, setting, themes and motifs as they also learn to understand and apply the significance of the text in the context of which it was written.

Pupils will start with J B Priestley's *An Inspector Calls* and then throughout the term integrate the seven key 'war' poems of the *Power and Conflict* cluster of the poetry anthology. During the spring term, the 19th Century novel: *The Strange Case of Dr Jekyll and Mr Hyde* will be studied as pupils also explore the significance of the 'identity' poems.

Finally, in the summer term, pupils will study the final group of 'nature' poems and also practise the skills required for the unseen poetry section of the examination.

## Assessment Structure

- During each term, pupils will be practising and developing their analytical writing skills by completing shorter written tasks in response to sample examination questions, before completing a full practice response that will receive detailed feedback prior to either the January or summer examinations.



## AQA Food Preparation and Nutrition

### Course Content

As Year 11 is focussed on a lot of the assessment pieces of work, Year 10 is dedicated to learning the key theory topics for the GCSE course and enhancing that knowledge by demonstrating these theories in associated practical work. The main topics covered are:

- **Nutrition**
  - Macro & Micro nutrients
  - What they are
  - Why we need them
  - Where they are found
  - Effects of excess and deficiencies
  - Age/health related requirements
- **Food Choices**
  - Labelling and Marketing
  - Cultural cuisine
  - Social and Health choices
  - Sensory evaluations
  - Planning, researching, cost and nutritional analysis of meals
- **Food Science**
  - Processes
  - Functions
  - Food Safety
  - Spoilage/Contamination
  - Storage and Preparation
- **Food Provenance**
  - Sources
  - Sustainability
  - Production/Processes
- **Knife skills, food preparation and decorating techniques**

Theory will be covered both in classroom based lessons and where possible we will have a practical lesson in the same week to enhance their understanding. Students will be required to bring in some but not all of their ingredients for the practical lessons. We will aim to take them on a relevant food based trip to enhance a specific topic knowledge based on a GCSE skill or theory topic.

### Assessment Structure

As we move through the topics we will cover exam style questions, shorter multiple choice questions and also have short revision discussions to cement knowledge, and prepare them for the type of questions they will face in their Year 11 written paper. They will sit a mock GCSE paper on the topics so far studied in January but will sit a full exam board GCSE mock paper in the summer exams. The papers will be marked and gone through with each pupil to them become a study aid to enable increased marks in the future. Any knowledge gaps will be addressed. At the end of the summer term there will be a mini food science investigation project in preparation for the NEA1 assessment early in Year 11.

Their practical skills will be assessed on an ongoing basis with direct feedback given at the time. Photographic evidence of their practical work will be collated throughout the year. Homework is designed to lay foundations for a new topic, cement knowledge and serve as a revision tool in Year 11. Examples could be recipe planning, costing, nutritional analysis, investigating provenance or revision cards or posters.

# FRENCH GCSE

[< BACK TO CONTENTS](#)



AQA French

## Course Content

The course is designed to enable pupils of all abilities to study French with success and pleasure. The syllabus aims to develop the ability to understand and use French effectively for purposes of practical communication.

It offers insights into the culture and civilisation of French-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

During the course, the following themes are studied:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

In Year 10, pupils learn the following modules:

- **Module 1: Who am I?**
- **Module 2: Leisure and free time**
- **Module 3: Daily routine and festivals**
- **Module 4: Home, town and countryside**

However, the order of modules may vary slightly from one year to another.

## Assessment Structure

- All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing
- During the autumn term, pupils will sit assessments in lessons covering content that has been studied in class, usually towards the end of each half term. This, along with classwork and homework, allows the teachers to assess progress and offer the appropriate level of support or challenge.
- Pupils will sit internal examinations in January and June, in a formal setting to expose them to exam conditions for Year 11. These are for internal purposes to assess progress and understanding, as well as exposing the pupils to GCSE exam papers. Progress will be shared with parents through grade sheets and end of year reports.

# GEOGRAPHY GCSE

[< BACK TO CONTENTS](#)



AQA Geography

## Course Content

When pupils arrive in Year 10, they will have already covered the topic of Tectonic Hazards (Paper 1, Section A) in Year 9.

In Year 10, pupils will cover a number of different topics from Paper 1 and Paper 2.

In the autumn term, they will finish Paper 1, Section A (**Weather Hazards, Climate Change**) and then study **Coasts** from Paper 1, Section C.

In the spring term, following the exams in January, pupils will cover the **Urban World** topic (Paper 2, Section A), which includes the case study of Rio de Janeiro. They will also attend a 3-day residential fieldtrip to Swanage in Dorset, which will be based on the Coasts and Urban World topics. Pupils will then complete follow-up work in order to answer questions on Paper 3, Section B (**familiar and unfamiliar fieldwork**).

In the summer term, they will complete the Urban World topic and finish the year with the topic of **Rivers** (Paper 1, Section B).

## Assessment Structure

Homework is set weekly according to the school homework timetable. Tasks will vary, and may include worksheet tasks, short-answer questions from the text book, case study research and practice exam questions.

**Geographical Skills** will be taught throughout the year as they are examined across all three papers. These include enquiry skills, cartographic and graphical skills, numeracy and statistics, and literacy. Skills make up 10% of the final grade, while SPaG (spelling, punctuation, grammar and use of specialist terms) is worth 5%.

Pupils will sit a topic test at the end of each topic. Questions will range in structure from multiple-choice questions, short answer or extended prose.

# HISTORY GCSE

[< BACK TO CONTENTS](#)



AQA History

## Course Content

### Paper 2: Shaping the Nation

#### Section A: Thematic Studies

Pupils begin the course by studying the following option:

- **Britain: Health and the People: c1000 to the present day**  
This thematic study will enable pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time.

#### Paper 1

##### Section A: Period studies

Pupils will study the following option:

- **Germany, 1890–1945: Democracy and Dictatorship**  
This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

#### Paper 1

##### Section B: Wider world depth studies

Pupils will begin to study the following option:

- **Conflict and Tension, 1918–1939**  
This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers.

## Assessment Structure

Pupils will complete practice examination questions throughout the year and sit examinations in January and June.

# LATIN GCSE

[< BACK TO CONTENTS](#)



OCR Latin

## Course Content

### Set vocabulary list

#### Language

1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declensions, the four conjugations in the indicative active and passive, adjectives, prepositions, adverbs, time expressions, time clauses, comparatives and superlatives, if clauses, ablative absolute, infinitives and question words.

#### Literature

Prose text of "sagae thessalae" and "Pythius".

### Assessment Structure

- The pupils have self-assessments on the vocabulary each week during the lessons.
- There are formal examinations in January and June. In January the pupils take a Language past paper with two reading comprehensions and a translation. In June, they take another Language past paper and a prose paper.



## AQA Chinese (Spoken Mandarin)

### Course Content

The course is designed to enable pupils to study Mandarin with enjoyment. The syllabus aims to develop pupils' understanding of Mandarin in a variety of contexts and develop their language learning skills, their ability to communicate effectively and their awareness and understanding of China.

During the course, the following themes are studied:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest.

Theme 3: Current and future study and employment.

The following areas are studied in Year 10:

- **My day, daily routine, tell the time, talk about school activities**
- **On holiday, talk about the weather, holiday plans, describe a journey**
- **Sightseeing, planning a holiday, book accommodation and travel, buying souvenirs**
- **Health, talk about healthy living, parts of the body, visiting the doctor, talk about sports and competitions**
- **Education, schools and subjects, plans for the future study and career goals**
- **Hometown, asking directions, describing your town, talk about life and problems in my local area**

### Assessment Structure

- All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing
- During the autumn term, pupils will sit assessments in lessons covering content that has been studied in class, usually towards the end of each half term. This, along with classwork and homework, allows the teachers to assess progress and offer the appropriate level of support or challenge.
- Pupils will sit internal examinations in January and June, in a formal setting to expose them to exam conditions for Year 11. These are for internal purposes to assess progress and understanding, as well as exposing the pupils to GCSE exam papers. Progress will be shared with parents through grade sheets and end of year reports.

# MATHEMATICS GCSE



[< BACK TO CONTENTS](#)

Pearson Edexcel Level 1 (Foundation) /Level 2 (Higher) GCSE (9–1) in Mathematics

## Course Content

The current Year 10 pupils will cover the following strands of Mathematics in the Edexcel specification.

- **Number**
- **Algebra**
- **Ratio, proportion and rates of change**
- **Geometry and measures**
- **Probability**
- **Statistics**

Throughout the course teachers will endeavour to make the curriculum relevant to the real world so that this gives purpose and reason to concepts being studied. Schemes of work have been developed to make links with careers and other subjects in all key stages.

There is a strong emphasis on problem-solving so we dedicate time to ensuring pupils understand the content and can apply it to a range of situations and other topics.

## Assessment Structure

- Pupils will sit exams in January and the end of the year in a formal setting to expose them to exam conditions for Year 11. These are for internal purposes to assess progress and understanding, as well as exposing the pupils to GCSE exam papers. Progress will be shared with parents through grade sheets and end of year reports.
- During the autumn term, pupils will sit assessments in lessons covering content that has been studied in class, usually towards the end of each half term. This, along with classwork and homework, allows the teachers to assess progress and offer the appropriate level of support or challenge.

# MUSIC GCSE

< [BACK TO CONTENTS](#)



OCR Music

## Course Content

### Area of Study 2 (Listening)

The Baroque Solo Concerto/Concerto Grosso

The Classical Concerto

The Romantic Concerto

### Area of Study 3 (Listening)

Indian Classical Music

Punjabi Bhangra

Greek Folk Music

### Area of Study 5 - Conventions of Pop

Rock 'n' Roll

Rock Anthems

**Integrated Portfolio Composition 1** to be completed by the end of the summer term

## Assessment Structure

- There will be a Listening and Performing Examination in January and June.
- Pupils will need to revise the listening topics that have been taught, as well as preparing both solo and ensemble performances.



# MUSIC (NON-GCSE)

[< BACK TO CONTENTS](#)

General Music

## Course Content

### Cover Songs

Pupils will develop an understanding of how artists create cover versions of both classical and popular music. They will work together in pairs and small groups to create their own cover songs.

### Christmas Medley Composition Task

Pupils will work together in pairs and small groups to create a short medley of traditional and popular Christmas songs.

### Arranging

Pupils will develop an understanding of how to arrange a piece of music for different combinations of instruments and voices.

### House Music Competition

Pupils will work together in their houses to organise and run the House Music Competition in the summer term.

Lesson time will also be used to prepare for whole school events, including the Senior Carol Service and Prize Giving Ceremony.

## Assessment Structure

There is no formal assessment for General Music.



# PHYSICAL EDUCATION (GCSE)

[< BACK TO CONTENTS](#)

AQA Physical Education

## Course Content

During Year 10 we will mainly focus on the topics from Paper 1, which are:

### Anatomy and Physiology

The Musculoskeletal System  
The Cardio-Respiratory System  
Anaerobic and Aerobic Exercise

### Movement Analysis

Lever  
Planes  
Axes

### Physical Training

Components of Fitness  
Fitness Testing  
Principles of Training  
Training Methods  
Injury Prevention

### Use of Data

Qualitative & Quantitative  
Presenting data  
Analysing & Evaluating data

These will be covered both theoretically in classroom-based lessons and some content can also be delivered practically to enhance knowledge and understanding. Pupils have one theory and one practical lesson a week. Throughout the lessons we will look at possible exam questions and past exam questions on the content covered, developing exam technique. In their practical lessons we will also cover units on some sports to prepare for assessment such as: netball, hockey, football, basketball, badminton, athletics, tennis. The written piece of their NEA (non-exam assessment) will also be introduced. This is an extended piece of writing where they analyse and evaluate their performance in a chosen activity and plan for improvement. This involves them drawing together their knowledge from the course.

## Assessment Structure

- At the end of each topic pupils will sit a topic test within their lesson. The length and amount of marks available will vary depending on the topic. The papers will then be analysed and evaluated in detail and any gaps in knowledge addressed. This is in addition to pupils' other assessments such as January exams and end of year exams. There will be ongoing assessments in various sports as part of their NEA practical performances. Pupils will also start to collate some video evidence of their performances.
- Homework will follow the school homework timetable and tasks will vary; activities are designed to consolidate or further knowledge from class. Examples could be: past exam questions, quizzes, posters, revision notes, flash cards, research.

# PHYSICAL EDUCATION (NON-GCSE)



[< BACK TO CONTENTS](#)

## General Physical Education

### Course Content

In Year 10, the pupils continue to be taught across a range of activity areas. They will further develop their skills and tactical knowledge. There is more of a focus on leadership, teamwork and communication as well as reinforcing the benefits of being active for health and well-being. The aim is for pupils to maintain participation and enjoyment and further improve performance. Their knowledge of the rules should be sound, and they will be able to try the role of official. Greater emphasis is placed on analysing their own and others' performance and considering ways of improving it and taking on the role of the coach. This could involve leading warm-ups, drills, selecting team formations and tactics, and helping others.

In their Games lessons pupils will take part in the core sports (in bold), in which they will have opportunities to represent the school and compete in regular inter school fixtures.

In PE lessons pupils will experience a breadth of activities, both team and individual. In the summer term PE lessons will focus on athletics initially in preparation for Sports Day. There will be opportunities for the pupils to further progress their knowledge and understanding in lunchtime and after-school clubs. We enter local leagues as well as friendly fixtures and district competitions. Some pupils go on to represent the area and Hampshire from the district competitions in the relevant activities.

The following is a guide to the activities that will be covered:

#### Autumn Term:

**Netball**

**Hockey**

**Football**

**Basketball**

Health and Fitness

Cross Country

Badminton

Dodgeball

Benchball

Volleyball

#### Spring Term:

**Netball**

**Hockey**

**Football**

**Basketball**

Leadership

Sport Education

#### Summer Term:

**Cricket**

**Rounders**

**Athletics**

Tennis

### Assessment Structure

There is no formal assessment for General Physical Education.

# PHYSICS GCSE

[< BACK TO CONTENTS](#)



AQA Physics

## Course Content

### Particles at work

Electric circuits  
Electricity at home  
Molecules and matter  
Radioactivity

### Forces in Action

Forces in balance  
Motion  
Forces and Motion  
Force and pressure

### Waves, Electromagnetism and Space

Wave Properties  
Electromagnetic waves

## Assessment Structure

- Topic tests at the end of each chapter
- January examination covering all work from Year 9 and Year 10 to date
- End of year examination covering all GCSE content studied to date



# PSHE (NON-GCSE)

[< BACK TO CONTENTS](#)

General PSHE

## Course Content

The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

The Year 10 course covers:

- Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
- Preparation for and evaluation of work experience and readiness for work
- Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
- Communities, belonging and challenging extremism
- The influence and impact of drugs, gangs, role models and the media
- The impact of financial decisions, debt, gambling and the impact of advertising on financial choices

## Assessment Structure

There will be no formal assessment, but in class assessment for learning tasks will be completed to inform future lessons. .

# RELIGIOUS STUDIES (NON-GCSE)



[< BACK TO CONTENTS](#)

General Religious Studies

## Course Content

Religious Studies (RS) is not offered as a GCSE but is taught throughout the school and continues to be an essential subject at Key Stage 4, in both Year 10 and 11.

RS in Year 10 is important in helping older pupils to think logically and critically, communicate effectively and understand something about how the world works. Religious Studies encourages pupils to think at a higher level, engage in debate, consider the views of people both religious and not, and to understand reasoning and the influence of faith in making ethical decisions. Understanding the place of religion in everyday life is more important than ever, and RS contributes to positive and informed debate, without the pressures of an examined subject.

RS at St Nicholas' considers matters relevant to the individual and to young people in particular: their spiritual and moral understanding; their place in the local community; questions about one's own thoughts, beliefs and responsibilities. It also broadens knowledge and understanding of global issues, the big questions about life, God, and the practices of religious people and helps pupils to challenge themselves and one another in constructive ways.

In this course, there are usually six areas of study, with one lesson per week throughout Year 10.

### Areas of study:

- Religion and Animal Rights
- Religion and Planet Earth
- Religion and Prejudice
- Religion and Early Life
- Religion, War and Peace
- Religion and Young People

## Assessment Structure

There will be no formal assessment, but in class assessment for learning tasks will be completed to inform future lessons.

# SPANISH GCSE

[< BACK TO CONTENTS](#)



AQA Spanish

## Course Content

The course is designed to enable pupils of all abilities to study Spanish with success and pleasure. The syllabus aims to develop the ability to understand and use Spanish effectively for purposes of practical communication.

It offers insights into the culture and civilisation of Spanish-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

During the course, the following themes are studied:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

In Year 10, pupils learn the following modules:

- **Module 1: Holidays**
- **Module 2: School**
- **Module 3: Family and friends**
- **Module 4: Leisure and free time**

## Assessment Structure

- All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing
- During the autumn term, pupils will sit assessments in lessons covering content that has been studied in class, usually towards the end of each half term. This, along with classwork and homework, allows the teachers to assess progress and offer the appropriate level of support or challenge.
- Pupils will sit internal examinations In January and June, in a formal setting to expose them to exam conditions for Year 11. These are for internal purposes to assess progress and understanding, as well as exposing the pupils to GCSE exam papers. Progress will be shared with parents through grade sheets and end of year reports.



# TEXTILE DESIGN GCSE

[< BACK TO CONTENTS](#)

AQA Textile Design

## Course Content

The course is designed to enable pupils to demonstrate their creativity, designing and producing products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Within the autumn term, pupils will embark on their first personal project based on nature as a starting point, selecting appropriate techniques and exploring texture, pattern and shape via new learned textiles techniques and mediums.

Later in the term/early spring term this project is concluded with the development and production of a final piece, usually a wall hanging (mock).

In the spring term, pupils start a second project inspired by Japanese textiles, exploring more new techniques such as shibori, boro embroidery, dissolvable fabric and free machine embroidery.

Later in the summer, this project is concluded with the development and production of a final piece, usually a kimono (mock).

## Assessment Structure

Pupils are continually assessed on the portfolio element of the course which, although isn't formally assessed until the summer of Year 11, counts towards the coursework element of the subject (60%).

All mock exams (undertaken in the spring and summer terms of year 10) also count towards this element.



# ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS

## ST NICHOLAS' SCHOOL

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